ATMAE Accreditation Progress Report

Institution:

ABC University

Institution Head:

Dr. John Smith

Institution Head Address 1:

123 Apple Drive

Institution Head Address 2:

Building C

Institution Head City, State, Zip Code:

Chicago, IL 60606

Department Name Housing Program(s):

Department of Technology

Name of Program(s) with options:

Bachelor of Science in Industrial Technology
Bachelor of Science in Technology Management

Date Report Submitted:

09/01/2017

Main Contact Name for Report:

Dr. Susan Smith

Main Contact Email:

Smith@ABCU.edu

Table of Contents

Program(s) with option(s): All Programs

Standard PA1:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard PA2:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.1:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.2:	☑ **Partial Compliance**	☐ **Non-Compliance**	**Page Number: 3**
Standard 7.3:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.4:	☐ **Partial Compliance**	☑ **Non-Compliance**	**Page Number: 5**
Standard 7.5:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.6:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.7:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.8:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.9:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.10:	☑ **Partial Compliance**	☐ **Non-Compliance**	**Page Number: 7**
Standard 7.11:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.12:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.13:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.14:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.15:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.16:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.17:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.18:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Standard 7.19:	☐ **Partial Compliance**	☐ **Non-Compliance**	**Page Number:**
Policy 4.5:	☐ **Partial Compliance**	☑ **Non-Compliance**	**Page Number: 9**

Appendix Items with link or page number (add additional page if needed):

Appendix A: Advisory Committee Meeting Minutes - Page ##
Appendix B - Course Alignment Matrix - Page ##

Standard 7.2 – Competency Identification & Validation

Measurable competencies shall be identified and validated for each program/option. These competencies must closely relate to the general outcomes established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of program graduates.

Program(s) with option(s):

All Programs

Comments from the visiting team final report:

Documentation of validation for programs is inadequate.

ATMAE Progress Report

Current Program Status (*ONLY ONE PAGE PER PROGRAM*):

The program outcomes for the programs were reviewed and approved by the Advisory Committee at the February meeting. It is from these approved outcomes that assessments and quality improvement initiatives occur for these programs. After approval, these outcomes were posted on the website for student and public reference. The graduate survey that has been conducted was constructed from these outcomes. In March , the advisory committee for the programs met and reviewed the programs outcomes, discussed and unanimously approved the programs outcomes.

Appendix Item(s):

Appendix A: Advisory Committee Meeting Minutes

Standard 7.4 – Assessment of Competency Measures

Assessment measures shall exist for each of the measurable competencies identified for the program/option.

Program(s) with option(s):

All Programs

Comments from the visiting team final report:

The program did not provide information on what assessment measures are employed and mapped to courses and other curricular experiences other than the a certification exam.

ATMAE Progress Report

Current Program Status (*ONLY ONE PAGE PER PROGRAM*):

We created embedded assessments of student learning outcomes (SLO's) in multiple classes. The student learning outcomes and related courses are as follows:

Table 1. Student learning outcomes mapped to courses (see Table 3 for metric details). Student Learning Outcome - - Course (s) to measure SLO (Assignment)

a. An ability to apply knowledge of mathematics and science to manufacturing systems - - XXXX 490 (SME Exam) Spring semester

b. An ability to apply manufacturing concepts in a capstone manufacturing project application - - XXXX 468 (Final project report) Spring semester

c. An ability to integrate contemporary computer applications and process automation to automate machines and processes. - - XXXX 386 (Final project) Spring semester

d. An ability to understand the societal, environmental, and economic aspects of manufacturing systems. - - XXXX (Exam questions) Fall semester

e. An ability to successfully function as team members in a manufacturing laboratory setting - - XXXX 218 (Final project report) Fall semester

Assessment data was collected over three semesters or 18 months.
The course alignment of the SLO's and the courses are presented in the course alignment matrix.

Appendix Item(s):

Appendix B - Course Alignment Matrix

Standard 7.10 – Program Goals

Each program shall have current short and long range goals, and plans for achieving these goals.

Program(s) with option(s):

All Programs

Comments from the visiting team final report:

The institution provided department goals and faculty retreat minutes identifying short-range and long-range goal ‘suggestions’ as developed by various breakout groups. However, these short-range and long-range goals are still in early development and there is not a plan for achieving said goals.

ATMAE Progress Report

Current Program Status (*ONLY ONE PAGE PER PROGRAM*):

The goals that were submitted are based on college-wide “strategic directions” and we are encouraged to utilize this structure in order to facilitate University-wide accreditation processes. Therefore our department goals, which were submitted, reflect that structure and identify initiatives across three degree programs including Applied Engineering & Technology Management. Following the accreditation visit, our faculty who serve on the Applied Engineering & Technology Committee have met and contributed more specific goals for each program. We have also consulted with our Advisory Board (which meets twice a year) for input regarding the direction of our program and the appropriateness of the goals we are continuously updating. These address the short-range and long:

GOAL 1: Attract and develop an excellent and diverse group of faculty, staff and students. Short-range goal: Recruit female students into all programs. Short-range goal: Hire an additional faculty member by 2018. Long-range goal: Increase the male/female ratio to 5:1 by 2020. Long-range goal: Increase racial diversity in the student body by 2020. Long range goal: Increase the number of full-time Dept. faculty to 17 by 2020. PLAN: Make administration aware of our need for faculty positions and continue active recruitment of excellent faculty, staff and students with the aim of increasing diversity among those groups. Continue holding open houses and developing recruitment materials.

GOAL 2: Develop positive collaborative relationships with diverse populations within the educational and industrial communities. Short-range goal: Continue to increase student involvement in internships. Short-range goal: Balance Advisory Council membership across technical fields. Long-range goal: Increase gender and racial diversity on Advisory Council by 2020. Long-range goal: Increase faculty/student representation among professional organizations in education and industry by 2020. Long-range goal: Host a professional conference at the University. Long-range goal: Develop a “Maker Space/Research Center” at the University. PLAN: Continue promoting the value of internships with the students and developing relationships with employers. Continue improvement of the Advisory Council membership. Monitor faculty involvement in organizations and seek to expand our exposure to a wider variety. Continue conversation with administration regarding “Maker Space” center.

Appendix Item(s):

Policy 4.5 – Program Responsibility to Provide Information to the Public

The Program must make available via website, student performance and achievements to the public as may be determined appropriate by the institution or the Program and may also provide hard-copy of student performance and achievements as may be determined appropriate by the institution or the Program. Sources of potential information include, but are not limited to: Student Graduation Rates from the Program; Average Starting Salaries; Mean Grade Point Averages; Promotions Achieved; Time to Secure First Position; Average Years to Complete the Degree; Student Awards/Scholarships Received; etc.

Program(s) with option(s):

Industrial Technology

Comments from the visiting team final report:

A link was not provided and the team could not find any information on the program's website.

ATMAE Progress Report

Current Program Status (*ONLY ONE PAGE PER PROGRAM*):

The program has updated our website (www.abcu.edu/IT) with the following information:

Student Graduation Rates from the Program: 89%
Average Starting Salaries: $60,000
Mean Grade Point Averages: 3.6
Time to Secure First Position: the average time it takes to secure a position is one year
Average Years to Complete the Degree is 4 years

Appendix Item(s):