

From: Lea E. Williams [lewilli1@ncat.edu]
Sent: Friday, September 12, 2008 7:51 AM
To: 'u10ham@ncat.edu'
Cc: 'Jacqueline Oates'
Subject: Learning Outcomes Workshop

Importance: High

Dr. Uitenham:

Yesterday's student learning outcomes workshop with the **Department of Mechanical and Chemical Engineering** faculty went well. The active participation of the faculty resulted in a productive session. Some of the outcomes developed could be used in revising forms A-D for the **BS in Mechanical Engineering** and **BS in Chemical Engineering** programs. I suggest that you approach the revisions in phases, as outlined below, during the fall semester.

Phase 1, Form A: The first step would be to define 3-4 broad program-level student learning outcomes that describe the knowledge, skills, and attitudes/dispositions expected of all graduating students in the two degree programs. There were at least two strong outcomes developed during the workshop. I can review the outcomes and provide feedback before you proceed to the next step.

Phase 2, Form C: The next step would be to determine the assessment measures currently already in use, or new ones to be used going forward, to assess whether students have mastered the outcomes. There should be multiple, and at the least two, assessment measures for each outcome (e.g., course grades, portfolios, capstone course, internships/cooperative experiences, etc.). Also, include the expected level of performance on the assessment measures (e.g., 75% of the students will make a grade of B or better in the capstone course).

Phase 3, Form D: Once the outcomes and assessment measures are in place, you can report on how the assessment data was used to improve the programs. If the assessment measures are new, you could report on the use of the data the academic year after implementation.

By doing the revisions in phases, we can validate that the work at each step is on target before proceeding to the next step. Please let me know whether this is a workable plan, or suggest another approach that you favor.

Again, thank you for the opportunity to work with the faculty. It is apparent that you have dedicated faculty in the department who are committed to providing a quality education to students.

Lea

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