

Program Assessment Plan for Engineering Management

Program Mission	The Engineering Management program at The University of Scranton will be personally focused on the needs of each student, centered on core liberal studies consistent with Jesuit principles of higher education, and grounded in the intellectual and faith traditions of the Catholic Church. This program provides students with an interdisciplinary education in engineering, business, management, science, mathematics, and general education to prepare graduates to assume leadership roles as technology professionals.
Curriculum	The curriculum provides more than one opportunity for students to meet the Program Learning Objectives
KeyCourses And Assignments	ENGR 150, Phys 140 (I)/Phys 140L (I), Phys 141 (I)/Phys 141L (I), Phys 270/270LE/CE 240 (R,A), EE 241/EE 241L (I,A), ENGR 250, ENGR 252, EE 343/L (R, A), EE 344/L (M,A)

Program Learning Outcomes to be Assessed

PLO	1).An ability to apply knowledge of mathematics, science, and engineering to solve technical and business problems.	ILOs to which the PLOs map	1,3
Year:	Year 2 AY 2015-16		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools necessary		
Benchmarks	TBD		
ListOfSources	Aggregate scores on embedded questions; course exit survey		

Program Learning Outcomes to be Assessed

PLO	2).An ability to design and conduct experiments as well as to analyze and interpret data.	ILOs to which the PLOs map	1,2
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools necessary		
Benchmarks	TBD		
ListOfSources	Rubric to score samples of student work, aggregate scores on embedded questions, student survey		

Program Learning Outcomes to be Assessed

PLO	3).An ability to plan and design a system, component, or process to meet desired needs.	ILOs to which the PLOs map	1,3
Year:	Year 2 AY 2015-16		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools necessary		
Benchmarks	TBD		
ListOfSources	Aggregate scores on embedded questions, lab reports, student survey		

Program Learning Outcomes to be Assessed

PLO	4).An ability to work effectively on multi-disciplinary teams to accomplish an objective, and make significant contribution to	ILOs to which the PLOs map	3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Rubric; course exit survey		

Program Learning Outcomes to be Assessed

PLO	5).An ability to communicate effectively both verbally and in writing.	ILOs to which the PLOs map	1
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235, D2L files		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Rubric to score samples of student work; course exit survey		

Program Learning Outcomes to be Assessed

PLO	6).The broad education necessary to understand the impact of technical and business solutions in a global, economic,	ILOs to which the PLOs map	2,4
Year:	Year 3 AY 2016-17		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235, D2L files		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Rubric to score samples of student writing, aggregate scores on embedded quiz questions, student survey		

Program Learning Outcomes to be Assessed

PLO	7).A recognition of the need for, and an ability to engage in life-long learning.	ILOs to which the PLOs map	1
Year:	Year 3 AY 2016-17		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Rubric to score samples of student work; course exit survey; alumni survey		

Program Learning Outcomes to be Assessed

PLO	8).A knowledge of contemporary issues.	ILOs to which the PLOs map	1
Year:	Year 3 AY 2016-17		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Aggregate scores on embedded questions; course exit survey		

Program Learning Outcomes to be Assessed

PLO	9).An ability to use the techniques, skills, and modern engineering tools necessary to solve technical and business	ILOs to which the PLOs map	1,3
Year:	Year 1 Spring 2015		
Is the evidence Direct or Indirect	Both direct and indirec		
Where in the program does the evidence reside?	Department files stored in LSC 235		
What tools are necessary to collect evidence? (Rubics, Portfolio,Embedded Exam Questions etc.)	No special tools required		
Benchmarks	TBD		
ListOfSources	Aggregate scores on embedded questions; course exit survey		