

ANNUAL PROGRAM REPORT

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The Engineering Technology Accreditation Commission (ETAC) of Accreditation Board of Engineering and Technology (ABET)

B.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Facilities Engineering Technology (FET) Program	Marine Engineering Technology (MET) Program
<ul style="list-style-type: none">a. Mastery of the knowledge, techniques, skills and modern tools of facilities engineering technology.b. An ability to gain knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly- defined engineering problems associated with facilities equipment, systems and vehicles.c. An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes and	

B. Program Student Learning Outcome(s) Assessed

As listed in the Table 1, the SLOs that are a part of the plan to be assessed for the academic year (AY) 2019-2020 are a, d, f, and g.

C. Summary of Assessment Process

For each SLO various courses are identified in the programs and the assessment is performed by the instructor at the course level. At this time the assessment is performed in the individual courses. After the assessment data is collected for Spring 2020, a thorough analysis will be performed for the academic year 2019-2020 as a part of continuous improvement process in the programs.

D. Summary of Assessment Results

SLO data for each course is collected by a course instructor, typically by a faculty member who teaches the respective course most frequently or by a faculty who has been identified as the 'course coordinator' for a course. Each coordinator identifies the exam question, assignment, or project that best reflects achievement of each targeted SLO for that class. SLO assessment scores reflect the degree of learning on a course concept and, therefore, these scores are different and separate from the overall grade assigned for a student in the source for assessment.

Assessment Metric: Typically for lab reports and projects an appropriate scoring rubric is used. For heavy problems-based courses, a homework or exam questions are assessed based on the weightage of that source.

Target: The expected level of attainment for each SLO is typically, a minimum 70% of the students must receive 70% average for all direct measures.

At this time the assessment data is available only at the course level and has not been analyzed. Hence, a summary of the overall SLOs assessment results cannot be provided for this report.

3. STATISTICAL DATA

Statistical data is meant to enhance and support program development decisions. These statistics will be attached to the Annual Report of the Program Unit. This statistical document will contain the same data as required for the five-year review including student demographics of majors, faculty and academic allocation, and course data. .14(L)-1.5(D)]TJ ET Q f 311.4 169.8 0.48 12.24 re f72.52 17.812.24 144f 33z.24 re

Program	Fall 2019
A. Students	
1. Undergraduate	169
2. Postbaccalaureate	-
B. Degrees Awarded	
C. Faculty	
Tenured/Track Headcount	
1. Full-Time	12
2. Part-Time	2 (FERP)
3a. Total Tenure Track	12
3b. % Tenure Track	54.5
Lecturer Headcount	
4. Full-Time	3
5. Part-Time	5
6a. Total Non-Tenure Track	8
6b. % Non-Tenure Track	45.5
7. Grand Total All Faculty	22
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	
9. Lecturer FTEF	
10. Total Instructional FTEF	
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	
11b. % of FTES Taught by Tenure/Track	
12a. FTES Taught by Lecturer	
12b. % of FTES Taught by Lecturer	
13. Total FTES taught	
14. Total SCU taught	
D. Student Faculty Ratios	
1. Tenured/Track	
2. Lecturer	
3. SFR By Level (All Faculty)	
4. Lower Division	
5. Upper Division	
E. Section Size	
1. Number of Sections Offered	105
2. Average Section Size	
3. Average Section Size for LD	

