University of California Riverside

Chem/Env Report - 4-10-2012

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Evaluation

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| Criteria | Rating | Evidence | Recommendations |
|  |  | Overall the self study is a very rough draft with lots missing |  |
| intro |  | Include final version of last review |  |
| 1 | C | Graduation requirements bio options | Info on fix: e-mail, grad check sheet, blue student sheet. advising students other majors, accidentally in this catalog  Include non-articulated credit transfer in and outside major |
| 2 | W | Education is student outcome  PEO what DO after 3-5 years experience  SO what they KNOW at graduation | Put together a timeline, who, what when  Include all versions of the PEO’s and include information about who was involved in writing/approving/changing them, all stakeholders should be involved in validating and measurement  Many PEO’s look like student outcomes |
| 3 | O | Add row to the SO table with a-k so it’s easier to see | Note these were adopted in 2007  Update so stakeholders impact PEO’s and Student Outcomes (if they did) |
| 4 | W | Not closing loop on PEO’s, more info on SO’s | Put in a timeline  Have the SO trend data including 2011-2012 information from the summer decisions for your evaluator when the PEV’s arrive  If you measured the old PEO’s then show trend. Otherwise include results for new ones.  External advisory only met once in 6 years  2.7 work in a team - page 35 - relic previous version?  Give examples how you closed the Both PEO and SO loops with timeline eg measure spring 2007, analyze and decide summer 2007, implement winter 2008 for SO’s measured 2008. PEO’s have longer cycle may have after feedback data only on earliest changes since last general review.  Do for enviro what for chem. did for SO’s  At least 1 fully closed PEO and SO examples for each program - 3 - 6 of each would satisfy most PEV over time  Explain EBI relate to 4, 5 6  When you update survey, include the PEO’s verbatim with achievement and importance for alumni and any other stakeholders (employers and grad advisors) and forced opportunity for comments for low scores  2007 PEO’s were not validated outside of faculty  Include other improvement examples in other |
| 5 | W | Bioengineering option is short of engineering hours  CHE 158 - make sure it has a lot of engineering content | Naming - Program Educational Objectives  P 63 - Course # and Name and applicable learning objective or course topic (2 or 3)  PEO 3 mention CEE158 first.  PEO 4 add forced to write in course CEE XXX and speak in CEE YYY  When do they lead projects?  How does the program prepare to teach?  CEE 158 explains what engineers do in gov env and ind.  Add the BIO option tree  p 66 -3. begin with foundation in math and science with intro engineering, then building engineering topics culminating in a design course.  Add the A-K to p 67  Tree - upper div for 158 |
| 6 | W | No data | Dr Tam is doing a good job in design but she has very little industrial design experience. The department teaching faculty has little industrial design experience in faculty and approx ½ are asst TT - experience levels are low. PE should be in department |
| 7 | C | No data | Must wear safety equip for Lab tour, include labs and equipment already revamped (time frame) take over equip from left professors and plans for fall, plan move 160B to campus lab due to class size. Include info on computer lab and teaching labs |
| 8 | W | Turnover in chairs and faculty - chair names and dates | Include in self study. No financial information about institutional support. |
| Program | W/D | Listing the env design courses, the instructor and qualifications in a table would make this easier to evaluate | Need at least one PE - could be able to get this through adjunct or thought contacting PE licensing for advice on path - possibly through other states or Nevada CEM. |
| Other |  | Include the final (summer) versions of the weaknesses from the prior visit |  |
| Apdx A |  |  | Reformat to meet ABET format and include add’l courses. Include those from required eng courses outside the department-CS or TE’s |
| Apdx B |  |  | Include all faculty |
| Apdx C |  | No data | Update facilities with teaching labs vs research/190 and separate chem. and env and include how you maintain them |
| Apdx D |  | No data | No data |