

M.E. Program Constituents:

The primary constituents identified by the M.E. Department are:

- ◆ Students,
- ◆ Faculty,
- ◆ Alumni, and
- ◆ Industry.

The M.E. assessment plan is based on input from all constituents. Student involvement is incorporated through participation in course surveys, university-administered surveys, and through the Student Advisory Board (SAB). The SAB consists of members from various student organizations (ASME, ASHRAE, AIAA, SAE, Pi Tau Sigma, and Tau Beta Pi), and discusses issues affecting the Department such as curriculum changes, direction, frequency of course offerings, and assessment data.

The primary means of faculty input is departmental meetings, in-service days, and retreats where all aspects of the program are discussed (curriculum reform, vision & direction, design content, industry needs, required skills for graduates, laboratories upgrade, computational and experimental tools, and more).

The primary means of alumni input in the assessment process is an alumni survey conducted 3 years after their (students') graduation. The survey focuses on how their Kettering education prepared them for their career and their involvement in the life-long learning process (graduate education, continuing education, and professional development).

The primary means of industry input in the assessment process are surveys conducted with co-op employers and discussions with the Industry Advisory Board (IAB). The IAB is comprised of a select group of representatives from industry who provide advice on academic matters and general trends in engineering education and research. Meetings of the IAB provide a forum where ideas are exchanged and recommendations are provided, facilitating direct communication between academia and industry. The IAB meets two times each year.

These interactions and meetings, coupled with curriculum reform and EC2000 criteria, formulated the framework for an action plan, called "Vision for ME2000". This vision documents curriculum reform activities, the design and structure of the new curriculum, curriculum benchmarking data, and extensive look at where we are heading in terms of undergraduate education and research.