Alper presented his mapping of objectives to assessment items. Overall course was given “Green” status, pending finalization of full assessment report. The SET scores are not in full support of Green status, due to credit reduction without commensurate content reduction. Discussion on SET scores as a source of data ensued as part of Murat’s assessment process. SET roles in ABET assessment need to be further considered.

Ben brought up need to maintain standardization. Agreement was voiced upon following points during assessment process:

- Median scores within assessment items should be used to indicate achievement of students, however, the committee recognizes the need for flexibility (e.g. use of curved scores, rather than raw scores)
- Assessments should be weighted relative to each other (e.g. using point distribution within the course, or another transparent instructor rating)
- Assessment contribution weights across objectives should reflect relative assessment item importance. Again, emphasis on transparency and consistency.
- Discussion and consensus resulted in agreement with common rubric proposed by D. Falkenburg. Flexibility should be maintained below that level within courses, but common mapping of 1-5 rating should be maintained.
- Relative weights of objectives (e.g. Murat’s #pts/80) should reflect importance within the course, but this item is still under discussion.

Ben suggested that course review discussions should be held within normal faculty meetings. This would broaden the discussion to enable max gain from this process, instead of just doing it for ABET.

Committee reviewed IE 3120 & had wrap-up discussion. “Green” status approved.

Next steps will include working with last semester courses (Raju – IE4260) and this semester (Gary–IE4250, Kyoung-yun—IIE4330)
Committee present: A. Murat, B. Mejabi, D. Ellis
Guests: none

**MINUTES**

1. Discussion of plan for comprehensive curriculum review:

We need to address structural issues soon, before spending a lot of time on course level assessment. Assessment at this point needs to be done with an eye towards structural change, not just tweaking individual courses.

2. Assessment of Learning: IE3120 Fall 2006

Ellis presented his assessment spreadsheet (filename: IE3120-Fall 2006-Grading & ABET Assessment.xls). Ellis will finish qualitative reflection and re-present to the committee. Ellis shared spreadsheet with Murat for his potential adoption. Mejabi expressed concern that priority be placed on our ability to roll this tool out. We discussed the ways to map items (e.g. a whole exam) across multiple objectives. Mejabi described his QFD approach to have voice of customer and objectives in "house of quality" format.

3. Discuss agenda for committee for Winter 2007

Ellis will develop a meeting-by-meeting agenda for the remainder of the school year

**MINUTES FROM MEETING 1/31/07**

Primary Agenda Items

4. Discuss agenda for committee for Winter 2007

5. Review Continuous Improvement Action plan

6. Schedule course reviews for Fall 2006 courses

7. Discussion of plan for comprehensive curriculum review

8. Agenda items for IEAB on March 28 2007

1. Committee Agenda

Weekly meetings were decided, with allowance for some exceptions (travel, etc). Ellis will get a calendar out to the committee. Agenda will include: Course reviews for ABET, assessment & rubric approval, curriculum review, action items from continuous improvement plan. We also need to schedule meetings for end of Winter 2007 term to review Winter 2007 classes.

2. Continuous Improvement Action Plan

Tabled – ran out of time

3. Course reviews for Fall 2006

TO be reviewed this semester are the Fall 2006 offerings of IE 3120 (Ellis), IE 4560 (Murat) and IE 4260 (Vanteddu). Review meetings will take place during normal Wed meeting times. Ellis will share IE 3120 next week (Feb 7th). Murat will share IE 4560 Feb 14th. Ellis emailed Raju to schedule meeting for Feb 21
4. Comprehensive Curriculum Review
Discussion was tabled until Dr. Mejabi and Chelst can be present, and Don F. can be involved via phone etc.
Questions include:

- Do we include the advisory board further in the formative phases, or just their input so far?
- Define constituents
- Review program objectives & outcomes vis a vis ABET outcomes
- Drive down into courses from there
- Are we prepared to change course content? Entire courses?
- Should we benchmark? If so, what?
- Should we take a green field approach to the curriculum? If we came up with a radically new approach, could we actually implement it?

5. IEAB Agenda Items
Tabled