

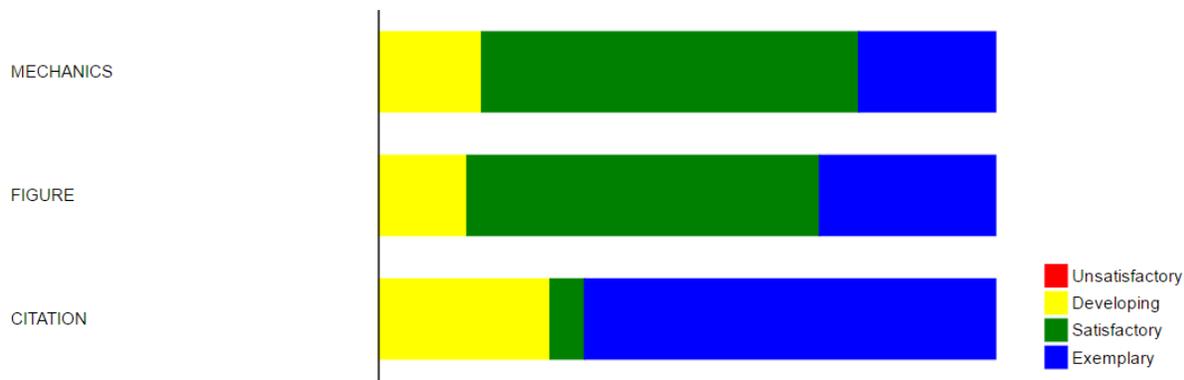
Update on Data-Management Tool to Facilitate Assessment Activities: Beta-testers needed!

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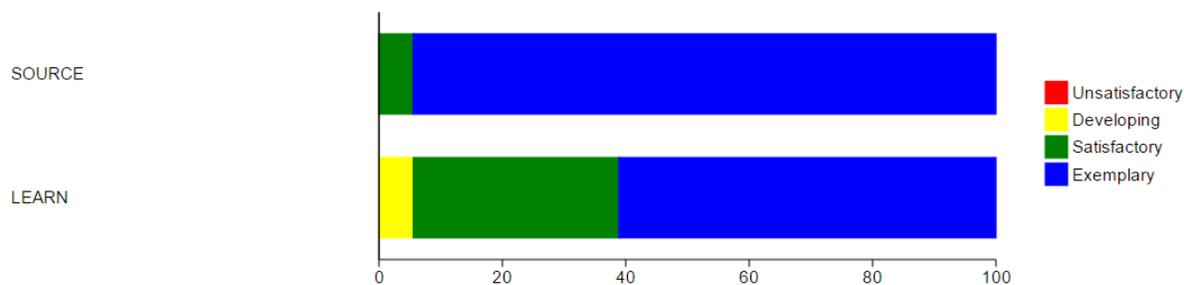
The CACHE ABET Resources Task Force was formed in response to our 2014 visioning process, which identified a need felt by our affiliate departments that could be addressed as a CACHE initiative. Specifically, the Task Force is focused on developing tools that can help departments in the data-gathering and analysis activities needed to conduct an effective assessment of their program activities.

We recently reported that the Task Force initiated the development of a web-enabled database-driven tool to manage the collection, processing, and analysis of the information required for any curricular assessment process. Such a tool is well suited for this purpose, because compliance with ABET guidelines requires input from many people, which is something a web-based framework is ideally suited to handle. An important design guideline in the development is to minimize faculty effort while ensuring the necessary data is gathered, recognizing that cooperation from the faculty is essential to an effective process.

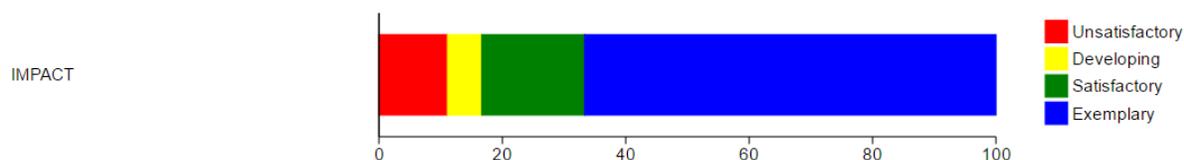
(g) an ability to communicate effectively



(i) a recognition of the need for, and an ability to engage in life-long learning



(j) a knowledge of contemporary issues



While CACHE is focused on tools for chemical engineering, clearly all engineering departments can use assistance with the data processing required by ABET. In fact, we find there is a synergy gained when an entire engineering school adopts the same tools, so we have designed our product to allow multiple departments to make use of it in common. This minimizes duplication of effort across the school while allowing the establishment of uniform standards where they make sense (e.g., assessment of students' communication skills).

We are pleased to report that we now have a fully operational version of this system, and it is being deployed in the School of Engineering at the University at Buffalo. We have taken input from several other universities, which has helped us to avoid a parochial design, but we still need other perspectives. Hence we are eager to enlist more beta-testers, so if you have interest in this project and would like to see the system eventually deployed at your institution, please contact us and we can consider how we might proceed.

Further information about this activity can be obtained by writing the authors (kofke@buffalo.edu or jerring@buffalo.edu).