Student Outcomes and Performance Indicators – Faculty Assessment
Department of Engineering & Engineering Technology
College of Professional Studies
Metropolitan State University of Denver

MET 3410

GEOMETRIC DIMENSIONING AND TOLERANCING

Semester/year

Specific, Measurable Student Behavioral Learning Objectives:
Upon completion of this course the student should be able to:

1. Obtain a working knowledge of the dimensional methods used on product drawings by all US Government design agencies and by the majority of metal working companies throughout the United States and Europe.
2. Gain experience in designing functional gages for use in inspecting mechanical piece parts.
3. Develop an appreciation for the economical advantages of using geometric dimensioning and tolerancing concepts on product design drawings.
4. Relate form tolerances to geometric designs using proper drafting techniques.
5. Relate, establish, and apply datums, concentricity, and symmetry rules to geometric dimensions and tolerances.
6. Apply gaging techniques as related to production tooling and design.
7. Adapt product design features to viable and alterative production techniques and manufacturing processes.

ABET	**Competency Area**	**Data Collection**
h	an understanding of the need for and an ability to engage in self-directed continuing professional development	
j	a knowledge of the impact of engineering technology solutions in a societal and global context	
k	a commitment to quality, timeliness, and continuous improvement	

ADDITIONAL COMMENTS:

PLEASE:

1. MAKE SURE ALL REFERENCES ARE IN Y DRIVE;
2. SAVE THIS FILE UNDER THE COURSE NUMBER, FOR EXAMPLE: CET1000 SPRING 2018.DOC;
3. SEND YOUR REPORT TO LINDA;

_____ _____

<*Name*> <Date>

Following tables define the Performance Indicators for each of the Student Outcomes a through k

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ABET h: an understanding of the need for and an ability to engage in self-directed continuing professional development				
	Unsatisfactory	Developing	Satisfactory	Exemplary
Acknowledge the importance of professional development	Unaware of the needs for continuing professional development	Understand the needs, but show no interests in	Interested	Actively searching for the opportunities of continuing professional development
Participate in continuous education in technical specialty related subjects	Unaware of continuous education opportunities in related technical subjects	Unable to attend	Attending when ordered	Actively participating in continuing educations

ABET j: a knowledge of the impact of engineering technology solutions in a societal and global context				
	Unsatisfactory	Developing	Satisfactory	Exemplary
Take into account the social, economic, or environmental constraints on the engineering technology problem solving	Unaware of the impacts the issues	Some awareness, but not clear	Understand the issues but unable to incorporate into the design problem	Proper considerations discussed and planned ahead
Be familiar with national and international research/publications that describe the impact of technology on society	Unaware of such ongoing research	Some understanding	Understand the impact of technology on society	Participating the research and publications

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ABET k: a commitment to quality, timeliness, and continuous improvement				
	Unsatisfactory	Developing	Satisfactory	Exemplary
Identify quality requirement for a specific task	Unaware of needs for qualitative analysis	Working on the knowledge and skills for qualitative analysis	Proper analysis with 70% partial solution or better	Proficient in qualitative analysis
Develop a plan to conduct a specific task with a given time frame	Unaware of the needs of planning	Unable to plan to meet time requirement	Able to plan but sometimes unable to meet the deadlines	Use proper tools to make plans and meet the deadlines
Identify weakness and take appropriate action for improvement	Unaware of the need for continuous improvement	Unable to identify weakness for improvement	Identify needs and work on continuous improvement	Practicing engineering with continuous improvement