

<b><u>Question</u></b>	<b><u>Answer</u></b>
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Title of Paper	Engineering Project Management and Entrepreneurship in Mechanical Engineering Technology

There is a set of skills that support the application of engineering practice we generally refer to as 'project management'. In fact, a premise of a 'capstone activity' required by ABET accreditation is such management. Also, the ability for a student to succeed in a small business may require PM skills and maybe others related to being an entrepreneur. At Central Washington University we recognized this need and teach PM in our senior capstone course using PMBOK. In fact, our MET and EET programs are situated in a department where most of the student population is enrolled in either construction or safety and health 'management' programs. However, there is no direct ABET outcome related to engineering project management. Further, our current metrics have no correlation to PM. Our query is, "should we develop PM outcomes, or otherwise address PM in our MET Program?"

One related outcome is ABET 3e (ability to work effectively in teams). Since our capstone course is comprised of individual and team efforts, we analyzed related metric data and found no significant difference between team and individual performance. We pursued anecdotal evidence of the impact of internships or other work experience previous to their capstone course, and found significant impact on performance.

The CWU MET Program has not deviated from the published ABET outcomes. But we are aware of significant value in PM, and continue to research new pedagogy to improve our program.