

# Pavel Likhonin

## ABET Outcome Survey

Important Note: These outcomes reflect a personal (student) assessment of the course, not the instructor's assessment.

ABET Outcomes for AE 481W/482	Outcome not able to be assessed	Level of ability demonstrated but below acceptable	Minimum acceptable level of ability demonstrated	More than minimum level of ability demonstrated
	(Score of 0)	(Score of 1)	(Score of 2)	(Score of 3)
a. An ability to apply knowledge of mathematics, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
b. An ability to analyze and interpret data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
c. An ability to design a system, component, or process to meet desired needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
e. An ability to identify, formulate, and solve engineering problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
f. An understanding of professional and ethical responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
g. An ability to communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
h. The broad education necessary to understand the impact of engineering solutions in a global and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
i. An ability to engage in life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
j. A knowledge of contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
k. An ability to use the techniques, skills, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>

modern engineering tools necessary for engineering practice				
o. Engineering design capabilities in at least two (2) of the (3) basic curriculum areas of architectural engineering, and that design has been integrated across the breadth of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
p. Communication and interaction with other design professionals in the execution of building projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

## AE 481W/482 Course Reflection

The experience gained over the past year in AE Senior Thesis has been invaluable. I learned a lot about the design and the construction process. I was able to familiarize myself with the project, analyze the existing performance of the building, and perform multiple analyses for the implementation of alternate systems in the current building.

I enjoyed the flexibility and the freedom to complete tasks with minimal required classes. Being able to work at my own pace while changing and reorganizing tasks to meet the ultimate deadline was the greatest experience from the AE Senior Thesis. This sort of self-management allowed me to work on thesis while fitting other activities such as work and other classes into my schedule. After working in this pattern, I look forward to working in industry and setting my pace to meet real word deadlines.

## CPEP & Discussion Board

Creating a website to publicly display the work done throughout the AE Senior Thesis program provided a beneficial skill of website design. Having the ability to post and view past work provides valuable knowledge to the students that are going through the AE Senior Thesis.

The discussion board can be a helpful tool when general questions arise. That being said, I did not utilize the discussion board. It was much more effective to ask my advisors or engineers than to post a question in the discussion board. Furthermore, I believe that if a student needs help, he or she, should talk to the consultant or professional in the field either in person or by telephone. Verbal communication is much more effective than posting questions to the discussion board.