Annual Assessment Report 2020-2021

BS Electrical Engineering

Electrical and Computer Engineering

College of Engineering

CONTACT
Name of Program Assessment Lead Hyoungsoo Kim
Name of Person Completing Report Hyoungsoo Kim

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
   o   Our disciplinary accrediting agency has <u>required</u> learning outcomes, so we use them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/engineering/ece/bsee.shtml
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 1

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Student Learning Outcome (SLO): SLO #1: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Scored direct evidence of student learning		• Scored exams/tests/quizzes
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		
• Implemented closing the loop improvement strategies to improve SLO achievement		
• Investigate other pressing issues related to SLO achievement. Please explain: We discussed the current assessment instrument is not enough for assessing complex engineering problems.		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
25	Used performance indicators (excellent = 0.75 and above... etc.)	We had some red and yellow flags.	The red flags

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- Program/department faculty as whole
- Program/department assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.
No response

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)
No response

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan No

Curriculum Matrix No