CAL POLY POMONA
ASSESSMENT & PROGRAM REVIEW

Annual Assessment Report 2023-2024

MS Electrical Engineering

Department of Electrical & Computer Engineering

College of Engineering

CONTACT

Name of Program Assessment Lead Jenny Zhen Yu
Name of Person Completing Report Jenny Zhen Yu

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- We developed them as a program/department using our own knowledge and expertise of the field.

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/graduate_program/admission.shtml
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024.** 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?

- 6

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: Have the ability to apply principles in Electrical and/or Computer Engineering towards solving complex problems relevant to area of specialization
- SLO #2: Identify and critically analyze engineering issues relevant to the current literature
- SLO #3: Demonstrate knowledge of research methods relevant to the field of study

Student Learning Outcome (SLO): **Have the ability to apply principles in Electrical and/or Computer Engineering towards solving complex problems relevant to area of specialization**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct)	• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
19	Average score	Yes	The scores showed evidence of success with high mean of 4.56 out of 5.00. These are students who can be said to master the course, doing extremely well.

Student Learning Outcome (SLO): **Identify and critically analyze engineering issues relevant to the current literature**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct)	• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
19	Average score	Yes	The scores showed evidence of success with high mean of 4.56 out of 5.00. These are students who can be said to master the course, doing extremely well.

Student Learning Outcome (SLO): **Demonstrate knowledge of research methods relevant to the field of study**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Assignment/exam/paper completed as part of regular coursework (Direct)	• Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
19	Average score	Yes	The scores showed evidence of success with high mean of 4.56 out of 5.00. These are students who can be said to master the course, doing extremely well.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2023-2024? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)
- Resource allocation changes (e.g., funding for professional development, workshops, etc.)
- Results indicated no action needed because students met expectations
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)
- Other, please explain:
- Other, please explain:

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- Program/department faculty as whole

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 2023-2024 so that others may learn from your experiences.

None during this past year.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, CPP's Graduating Senior Survey on Tableau, course evaluations, etc.

N/A

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

Commented [SH1]: Should they have received this question since selected Collected/Analyzed/Developed/Modified/Discussed assessment tools?

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 - Yes

Curriculum Matrix - Yes