

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 5/10/2022**Submitted by:** Jens Munk, Professor Electrical Engineering, jmunk2@alaska.edu**Program(s) covered in this report:** Electrical Engineering BS

If you selected "Other" above, please identify. (100 characters or less)

College: Select College/School.**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Select Specialized Accrediting Agency or N/A.**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** ABET**INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

- If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)*

no

- If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)*

The Capstone Design Course promotes working in a professional manner with a group of other EE students to complete a semester long design project which culminates in a long formal technical design report, as well as a group design presentation

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? *(500 characters or less)*

Students are forced to write technical documents in the form of lab reports for the EE labs in EE A203L, EE A333L, and EE A353L, as well as written reports and an oral group presentation in the Capstone Design course EE A438.

- Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)*

The above mentioned formal lab reports and design reports.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

1: ability to identify, formulate, and solve complex engineering problems - Exceeded faculty expectations

2: ability to apply engineering design to produce solutions that meet specific needs - Exceeded faculty expectations

- 3: ability to communicate effectively with a range of audiences - Exceeded faculty expectations
- 4: ability to recognize ethical and professional responsibilities in engineering situations - Exceeded faculty expectations
- 5: ability to function effectively on a team - Exceeded faculty expectations
- 6: ability to develop and conduct appropriate experimentation, analyze and interpret data - Exceeded faculty expectations
- 7: ability to acquire and apply new knowledge as needed, using appropriate learning strategies - Exceeded faculty expectations

3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

PSLOs are assessed in multiple ways. Faculty directed assessments in specific courses; student performance on the NCEES Fundamentals of Engineering Exam; a graduate exit survey, are a few of the assessment methods employed.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

The findings from each method tell us about the student attainment level per each PSLO.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

No recommendations were made based off of the findings from the 2021-2022 assessment year.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures

- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☒ No changes were implemented in AY22.

If you checked “Other” above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

Not applicable

- 8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

Our students continue to significantly outperform the national average in the Fundamentals of Engineering exam. The national average is approximately 70% and with our average pass rate about 85%.

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

Overall, the program has a robust assessment process based mainly in course-level assessment (CLA). This report does not require programs to comment on evaluation of Program Educational Objectives (PEOs), but this item is required by ABET. The program received a weakness related to PEOs in the Draft Statement prepared by ABET following a site visit in October 2022. We are aware that the program is in the process of addressing this weakness in the near term by rewriting its PEOs following ABET's definitions more closely (see Criterion 2 under the EAC Criteria for Accrediting Engineering Programs) and getting constituent feedback. In the longer term, the program is advised to use PEO review to connect more fully with constituencies.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

The program is commended for a successful ABET visit in October 2022, and for all the accompanying preparation. The program is further commended for revamping its Advisory Board in Fall 2022 as part of its process to rewrite its PEOs. The program is also commended for the very thorough analysis that it provided of its FE results, and for participating, with the CE and ME faculty, in a college-wide effort to re-introduce a non-credit FE Review series which is expected to improve these outcomes.

Dean's signature:

Kenid Mock

Date: 4/7/2023