REPORT YEAR 2023-24 / ANNUAL PROGRAM REVIEW (APR)

Electrical Engineering B.S.

This view always presents the most current state of the plan item.
Plan Item was last modified on 10/8/24, 9:21 AM
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Template:

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):

Electrical Engineering B.S.

Assessment Cycle Start Date:

7/1/2023

Assessment Cycle End Date:

6/30/2024

Providing Department:

College of Career Readiness

Responsible Users:

Main Assessment Report Contact's Name:

Christine Slater

Assessment Contact's Email Address:

cslater@uidaho.edu

Name of Department Chair:

Christine Slater

Department Chair's Email Address:

cslater@uidaho.edu

There were no students enrolled in this major/degree during the past year.:

This is a new major/degree approved in the past 1-2 years.:

This program is currently in an approved 'teach out' plan.:

Program Changes in Past Year:

There were no changes to the program in the past year.

Learning Outcomes are Communicated to All Students in Program (check box if true):

true

Select the Methods the Program Used to Communicate Learning Outcomes with Students this Year:

Listed in UI Catalog, Listed on Department Website, Included on Relevant Course Syllabi, Included in Assignment Descriptions When the Assignment is Used for Assessment Purposes, Verbally Communicated to Students, Other

Learning Outcomes are Communicated to All Faculty (check box if true):

true

Select the Methods the Program Used to Communicate Learning Outcomes with Faculty this Year:

Listed in UI Catalog, Reviewed at Department Meeting(s), Listed in a Faculty Newsletter or Group Communication, Listed on Department Website, PLOs are Included on Program Syllabi, Verbally Communicated to Faculty, Other

Optional: Framework Alignment:

ABET accreditation

Curriculum Map:

Attached Files

Example Curriculm Map for Outcomes.docx

Description of Direct Measures Used:

The department uses multiple direct and indirect assessment processes to measure attainment of student outcomes. These include the following items and are summarized in the table below.
- Course-based assessment (direct)
- NCEES Fundamentals of Engineering (FE) exam (direct)
- Senior surveys (indirect)
- Employer surveys and Industrial Advisory Board feedback (indirect)

In addition, informal input is collected through visits with employers and alumni and through the department curriculum groups.

Attached Files
There are no attachments.

Description of Indirect Measures Used:

The department uses multiple direct and indirect assessment processes to measure attainment of student outcomes. These include the following items and are summarized in the table below.
- Course-based assessment (direct)
- NCEES Fundamentals of Engineering (FE) exam (direct)
- Senior surveys (indirect)
- Employer surveys and Industrial Advisory Board feedback (indirect)

In addition, informal input is collected through visits with employers and alumni and through the department curriculum groups.

Attached Files
There are no attachments.

Import Outcomes Data (from Anthology Outcomes):

**Import Outcomes Data (from Anthology Outcomes)**
Retrieve your learning outcomes assessment data from the most recent data collection period, corresponding with the start and end dates you entered for this report. Click on `+Outcome` or type outcome into box manually, if unable to import.

+ Outcome

1

Communication Values

Students will understand and apply the principles and laws of freedom of speech and press for the United States and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
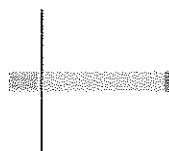
Academic Year 2021-2022: Broadcasting and Digital Media (B.A., B.S.)
Term : Overview

3

Communication Values

Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to the mass media.

Academic Year 2021-2022: Broadcasting and Digital Media (B.A., B.S.)
Term : Overview

4

Communication Values

Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass media in a global society.

Academic Year 2021-2022: Broadcasting and Digital Media (B.A., B.S.)
Term : Overview

Interpretation of Findings:

The results of Communication Value 1 demonstrated that 80 percent of the students met or exceeded expectations. While only 20 percent partially met, the students generally struggled in a challenging area of the assessment to analyze a court legal decision in media law based on precedent and other rules and laws.

The results of Communication Value 3 demonstrated that 70 percent either met or exceeded expectations while 12 (32.4 percent) did not meet or partially met expectations. These results are consistent with the previous year's assessment of learning outcomes. Students who partially met expectations had trouble conducting research on the history and contexts of media representations as it applies to different groups.

The results of Communication Value 4 assessment showed that 60 percent of students met expectations, while 25 percent partially met and 15 percent did not meet expectations. The students who scored lower were often unable to explain how global regulations tied into privacy and individual rights, negative rights or positive rights. Most students were able to provide critique of specific regulations in the case studies, but there was less success in making recommendations on how to improve privacy rights. There was a distinct difference in how many words were needed to adequately complete the assessment. Some students wrote in bullet points with a few brief paragraphs while others wrote longer paragraphs and fairly summarized the laws.

Attached Files
There are no attachments.

Summary of Faculty Discussion:

CV 3: Discussed with course instructor to emphasize conducting research on the history and contexts of media representation as it applies to different groups.

CV 4: instructor should set expectations for level
of work required to complete the case study. A change in course materials should help. Students will be provided with a sample case study that represents the level of analysis required. Students will continue to complete a case study in 306 where they will receive detailed feedback. We would like to require the case study assessment again in 495 with the expectation more students will meet or exceed this outcome.

Attached Files
There are no attachments.

Equitable Assessment Practices:

The program's assessment methods rely upon a separation of data collection, assessment and analysis duties. In most cases, the instructors do not supply assessors with the names of the students on the data. The faculty-led development of an assessment strategy determined that this method is more reliable than faculty doing the first two steps, which may not meet the needs of a culturally and demographically diverse student population. When possible, the analysis process reassociated the data with the outcomes on a student level in order for the university to do disaggregated data analysis to meet the needs of a culturally and demographically diverse student population.

Checklist: Mark all that apply. :

Ensure assessment aligns with what was taught, Formatively assess students on a regular basis , Differentiate assessment methods whenever possible, Offer a variety of ways for students to demonstrate mastery, Offer time for students to make up an assessment, Create relevant and engaging assessments, Context and criteria for assessing student work is clear and detailed (to reduce ambiguity and bias) , Make assessments rigorous but not rote, Use a growth mindset when analyzing and discussing assessment results, Faculty are willing to engage in critical reflection of who students are, how we can best serve them, and their own practice

Using Data to Close Equity Gaps:

At this review, our assessment practices are sufficient in closing equity gaps. We will re-assess our data in the next cycle where we will consider if our curriculum and assessment practices may limit equitable accessibly for all students.

Summary of Changes/Improvements to Assessment Practice:

This is the second year under a new assessment plan that has required considerable effort to get the program's assessment into a mature stage. Given the resources, the program isn't able to measure all learning outcomes each year, so every other year is reasonable with the goal of each year in the future. Additionally, there are still a few gaps on the assessment map. The addition of a new permanent faculty member will improve assessment. Additionally, having media professionals assess senior projects has been a positive step.

Attached Files
There are no attachments.

Action Plan:

Cv 4. Work with new instructor on skills and technical assessment in JAMM 275 (started Fall 2022)

Select different case studies (instructor will implement Fall 2022)

Skill 6 change from 1 credit to 3 credit course of JAMM 121

    1. Curriculum committee presented with findings, discussed and voted (September 2022)
    2. Unit faculty discussed and voted to approve (September 2022)
    3. Change expected to begin Fall 2023

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Quality Assessment Feedback:

Attached Files
There are no attachments.

Closing the Loop:

While our assessment data showed 60% of the students demonstrated competency in learning outcome 4, understanding diversity and the impact of mass media, this outcome also indicated the highest number of students not achieving understanding - 15%.

The addition of better scaffolding the expectations for completing the case study by providing a sample case study in Jamm 306 should result in higher achievement results.

In the next academic year, we will assess this outcome again in our senior course, 495 to see if these curricular changes increase the number of students meeting this outcome. Our goal is to keep "not meeting" an outcome to under 3% for any outcome, understanding a few students may fail for reasons other than our curriculum delivery.

Attached Files
There are no attachments.

Section Status:

Related Items

No connections made

Academic Years 2023-24/2024-25

Program	Learning Outcomes (match catalog)	Area of Knowledge (a skill or alignment with University learning outcome)	Semester/Year/Course (when you want to measure the outcome and in which courses)
Environmental Science (B.S.Env.S.) Ecological Restoration Emphasis	1. Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.	Learn and Integrate (an example)	**Fall 2023** ENVS 101 (example) **Spring 2024** ENVS 201 (example)
	2. Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.	Communicate (an example)	**Fall 2023** ENVS 220 ENVS 440
	3. Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.		
	4. Students will be able to demonstrate how core ecological principles are used to implement effective scientific approaches to environmental restoration and remediation.		

SAMPLE CURRICUM MAP for ANTHOLOGY