



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: Bachelor of Electrical and Computer Engineering

2. College/School: College of Engineering & Science

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BEE programs has 7 student learning outcomes, with two to three outcomes assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (e.g. exams, quizzes, and projects using rubrics)

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Referencing the Bachelor of EE Program Assessment Plan on file with the University Assessment Team, three outcomes are being assessed in this cycle. Student Learning Outcome #4: An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. Outcome #5: An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. and Outcome #7: An ability to acquire and apply new knowledge as needed, using appropriate learning strategies. Outcome 4 is assessed with ELEE4031/4032, Outcome 5 & 7 are assessed in ELEE 4000. Some outcomes are broken to performance indicators. For quantitative assessment methods, a score of 3.5/5 (i.e., 70%) or better is considered as having achieved the program outcome. For rubric-based assessment methods, students achieving a level of 3/4 (i.e., 75%) or better are considered to have performed satisfactorily. The details on assessment measures are provided in the attached worksheets.

Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning



6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Outcome 4: all performance indicators were achieved properly at a rate of 75% or higher.

Outcome 5: The average performance on all indicators was acceptable (above 70%) the rate of success was good (6/7 ~ 85%).

Outcome 7: The rate of achievement was 66.6%, which is slightly below the 70% threshold.

Action plans for outcome 4: more emphasis should be placed on completing the assigned report sections for assessing outcome 4. Students had great discussion during in-person interview sessions vs. poor performance on completing associated sections in the report.

Action plans for outcome 7: Discuss different methods for seeking information outside the scope of a course material, and provide some structure to help student follow a process when they attempt to teach themselves complex subjects.

Attachment(s):

[EE-Worksheet_W24_Utayba Mohammad.pdf](#)

[ELEE4031_W24_EE_Utayba Mohammad.xlsx](#)