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: Ph.D. in Electrical & 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 Ph.D. in Electrical & Computer Engineering has three student learning outcomes, with two outcomes assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments and evaluation of publication and dissertation work (e.g. exams, quizzes, projects, publications, or and written review sessions with advisor/s 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 Ph.D. in ECE Program Assessment Plan on file with the University Assessment Team, two outcomes are being assessed in this cycle. Student Learning Outcome #2: identify, formulate, and solve complex electrical engineering problems; and Student Learning Outcome #3: use and integrate advanced techniques, skills, and modern engineering tools necessary for electrical engineering practice.

Since all current Ph.D. students have completed their course work and have only been completing their dissertation credits in 23-24, the assessment for this cycle used a rubric-based assessment metric that is useful for scoring design work, oral presentations, publications, dissertation work and the like. The rubrics use a 4-point scale. students achieving a level of 3/4 (i.e., 75%) or better are considered to have performed satisfactorily.

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

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
	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 2: 80% of students achieved level 3 or 4, hence meeting the target goal of the program. One student is still in the early stages on formulating his Ph.D. topic and is still evaluating different approaches for solving the problem at hand (hence fell below the target goal -- not a concern at this point of his dissertation work).

Outcome 3: All students achieved level 3 or 4, hence meeting the target goal of the program.

The detailed assessment information are attached in the form of worksheets and assessment rubrics.

Attachment(s):

PhD ECE Program Outcome 2 Worksheet ELEE 7990_Utayba Mohammad.pdf

PhD ECE Program Outcome 3 Worksheet ELEE7990_Utayba Mohammad.pdf