

**Computer Engineering Program**  
**Course Committee Outcomes Assessment Evaluation Form**

Course Number and Title: ,  
Term and Year:  
Instructor:  
Course Committee Participants: e m

Date: Sun Nov 23 2014 20:21:22 GMT-0500 (EST)

**I. Course Issues:**

Syllabus: Does the syllabus reflect current content?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Are there topics that should be dropped from the course?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Are there topics that should be added to the course?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Textbook: Is the textbook working well?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Should changes be considered for the next academic year?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Are there new books available that should be evaluated?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Does the book map well onto the syllabus?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Do other assessments (performance/exit surveys,student feedback) indicate issues that need to be addressed?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Student Performance: Did students master the material?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Are there problems in the their knowledge of key concepts?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

**ACTIONS/RECOMMENDATIONS:**  
actionssss

**II. Program Issues:**

Are the pre-requisites still appropriate for this course?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Does the course content satisfy the needs of follow-on courses?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

**ACTIONS/RECOMMENDATIONS:**  
actions II

**III. Evaluation of Outcomes Assessments:**

**Recommendations for course improvement:**  
recs

**Recommendations to CEN program governance (e.g. curriculum committee):**  
j

**Comments/Recommendations on this process:**  
j

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<b>Outcome:</b> <b>(a) outcome a</b>  <b>Number of students:</b>	<b>Evaluation:(satisfactory, unsatisfactory, weaknesses, identified, suggestedimprovements, remarks)</b>
1. Instruments Chosen	jasdfasdf
2. Likert Scale Threshold(s)	j
3. Sample Graded Student Work	j
4. Percentage of Students Achieving Outcome	j
5. Average Likert Value	j
6. Achievement of Outcome	j
7. Suggested Improvements on Achieving Outcome	j

**Instructions to Course Evaluation Committe:**

**The purpose of this form is:**

- 1. To perform \*qualitative\* analysis of the quantitative data of the outcomes assessed.**
- 2. To document the participation of several faculty in the evaluation of those assessments.**
- 3. To examine and evaluate the various quantitative criteria used, the instruments chosen, the Likert scale values, and sample student graded work.**
- 4. To generate recommendations in three categories:**
  - (a) Recommendations to future instructors.**
  - (b) Recommendations to curriculum governance.**
  - (c) Recommendations on improvement of the process.**

**CEN PROGRAM OUTCOMES**

- (a) an ability to apply knowledge of mathematics, statistics, computer science, and electrical engineering as it applies to computer hardware and software**
- (b) an ability to design and conduct experiments, as well as to organize, analyze and interpret data.**
- (c) an ability to design hardware and software systems, components, or processes to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.**
- (d) an ability to function on multi-disciplinary teams.**
- (e)an ability to identify, formulate, and solve hardware and software computer engineering problems, accounting for the interaction between hardware and software.**
- (f) an understanding of professional, legal, and ethical issues and responsibilities.**
- (g) an ability to communicate effectively in speech and in writing, including documentation of hardware and software systems.**
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context**

- (i) a recognition of the need for, and an ability to engage in life-long learning.**
- (j) a knowledge of contemporary issues.**
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for computer engineering practice.**
- (l) an ability to apply engineering and management knowledge and techniques to estimate time and resources needed to complete a computer engineering project .**