

Computer Engineering Program
Course Committee Outcomes Assessment Evaluation Form

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

Date: Fri Nov 28 2014 00:12:36 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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Are there topics that should be added to the course?	<input type="checkbox"/> YES <input checked="" 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 checked="" type="checkbox"/> YES <input 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:
actionss

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 checked="" type="checkbox"/> YES <input type="checkbox"/> NO

ACTIONS/RECOMMENDATIONS:
aksjdf

III. Evaluation of Outcomes Assessments:

Recommendations for course improvement:
sldfj

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

Comments/Recommendations on this process:
sldkfj

COMPUTER ENGINEERING PROGRAM
SUMMARY OF COURSE COMMITTEE ANALYSIS
Course Number and Title: ,

Term and Year:
Instructor:
Course Committee Participants: e m

Date: Fri Nov 28 2014 00:12:36 GMT-0500 (EST)

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

Outcome: (b) outcome b Number of students:	Evaluation:(satisfactory, unsatisfactory, weaknesses, identified, suggestedimprovements, remarks)
1. Instruments Chosen	outcome b for cen3031
2. Likert Scale Threshold(s)	b
3. Sample Graded Student Work	b
4. Percentage of Students Achieving Outcome	b
5. Average Likert Value	b
6. Achievement of Outcome	b
7. Suggested Improvements on Achieving Outcome	b

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 .**