1. **Assessment information collected**

During these two academic years, we collected data using 3 direct assessment mechanisms and 1 indirect method.

1) All 11 ABET a-k outcomes were assessed by the faculty teaching the senior capstone design projects on a 1-5 scale. The results are shown for 2 students in this 2 year period.
   
   a=3.88, b=3.63, c=3.75, d=3.63, e=4.00, f=3.63, g=4.00, h=3.88, i=4.13, j=4.13, k=4.00
   
   None of the values fell below the 3.5 threshold.

2) ABET outcomes a, b, e and k were assessed by faculty in their FPAR (Faculty Performance Criteria Reports). Results are given in terms of the percentage of students that exceeded the performance threshold in each of the outcomes.

   - FPAR a - 37 assessments, 24 above threshold. Overall = 65%
   - FPAR b - 13 assessments, 13 above threshold. Overall = 100%
   - FPAR e - 6 assessments, 6 above threshold. Overall = 81%
   - FPAR k - 14 assessments, 12 above threshold. Overall = 86%

3) The nationally normed FE exam was taken by graduating seniors. The results of the FE exam over the last 2 years are 100% of 2 UAF Cpe students passed compared to the national average of 62%.

4) All 11 ABET a-k outcomes were indirectly assessed by the seniors in a senior exit survey. The results (in a 1-5 scale) are shown for 2 students in this two year period.
   
   a=4.0, b=4.0, c=3.5, d=3.5, e=4.5, f=3.0, g=3.5, h=3.0, i=4.5, j=2.5, k=3.0
   
   Only outcome j - a knowledge of contemporary issues, fell below the 3.0 threshold.
2. **Conclusions drawn from the information summarized above**
There was one assessment (FPAR) of outcome a - an ability to apply knowledge of mathematics, science, and engineering, that was below the threshold. The other 2 assessments of outcome a were above threshold. The one course that had low FPAR ratings was EE 353 (only 3 of 12 assessments were above threshold). We will discuss the reason that students did not perform to expectations in this one course, whereas they did in other courses used to assess FPARs for outcome a.

For the senior exit survey, an indirect assessment method, regarding outcome j – a knowledge of contemporary issues, we have found in the past that students did not understand the term “contemporary issues” and we have struggled with explaining this to them.

3. **Curricular changes resulting from conclusions drawn above**
We have also directed all faculty who teach senior level courses to emphasize when they bring in contemporary issues, that is, how the lecture topic applies to current day issues/life, and to use the word “contemporary”.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**
The ECE department faculty reached the above conclusions and resulting curricular changes.