

# Student Learning Outcomes Assessment Summary

## *Electrical Engineering, MSEE*

*College of Engineering and Mines*

AY 2012-13 and 2013-14

Submitted by: Charlie Mayer

Contact Information: [cemayer@alaska.edu](mailto:cemayer@alaska.edu), 474-6091

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### **1. Assessment information collected**

During these two academic years, we collected data using 2 direct assessment mechanisms and tracked the time to graduation. Assessment information is reported for only the 6 MSEE students that graduated in this two year period.

- 1) Comprehensive Exam pass rate:  $6/6 = 100\%$
- 2) Graduate Committee Evaluation Results (1-5 scale):

a. Math/Sci/Engr	4.24
b. Critical Thinking	4.26
c. Communication	4.11
d. Engineering Tools	4.39
e. Guided Research	4.32
Overall Average	4.26
- 3) Time to Graduation: A number of students left UAF after finishing classes with job commitments, etc. Some filed formal leave of absences and some continued to register for a few thesis credits. I have only counted semesters of actual time at UAF and also included a good estimate of the time working on their theses while away. These times are: 2, 3, 4, 2.5, 3, 2.5 years, for an average of 2.83.

### **2. Conclusions drawn from the information summarized above**

With a small number of students, we want to exercise caution when attempted to draw meaningful conclusions, and especially with recommending curricular changes. That said, this cadre of students was a group of high achievers. They excelled at the comprehensive exam, and their evaluation in 5 topic areas by their graduate committees was quite good on average.

A number of these students left UAF before finishing their thesis work with job commitments, etc., and so the time to graduation number is a bit questionable. With that caveat, the time to graduation is also quite reasonable.

**3. Curricular changes resulting from conclusions drawn above**

There were no curricular changes resulting from the above conclusions.

**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.