Course Instructor ____________________________

Course Number and Title: __________________________

1. Please describe briefly the task that was designed to assess the outcome:

2. Collect and submit copies of student work to course reviewer, (deleting information identifying the student). Include examples of low, average, and high performance.

Reviewer's Name ____________________________ Date __________________

1. Using data from instructor, fill in following table to report numerical scores received by the students:

<table>
<thead>
<tr>
<th># of students who did task</th>
<th># of students with satisfactory scores</th>
<th>Cutoff score to get &quot;satisfactory&quot; rating on task (suggested is 70%)</th>
</tr>
</thead>
</table>

2. Fill in the following table using Bloom's Taxonomy (see back) or with ability scores:

1 = unacceptable, 2 = poor, 3 = below expected, 4 = above expected, 5 = good, 6 excellent

<table>
<thead>
<tr>
<th>Expected Value:</th>
<th>Performance level achieved by poor (25th %-tile) student</th>
<th>Performance level achieved by average (50th %-tile) student</th>
<th>Performance level achieved by good (75th %-tile) student</th>
</tr>
</thead>
</table>

Ranking system used: ☐ Bloom's Taxonomy ☐ ability score

3. Comment on the students' abilities with respect to the given outcome.

4. Give constructive suggestions to improve the course for this outcome.

5. Provide any comment that you feel would be useful for the assessment process.

6. Please return this form and samples of student work (poor, ave, good) on assessment task to Wilma.
**Program Outcomes:**

a. An ability to apply mathematical, scientific, and engineering knowledge to solve electrical engineering problems.

b. An ability to design and conduct experiments, as well as to analyze and interpret data.

c. An ability to design an electrical engineering system, component, or process to meet desired needs.

d. An ability to function on teams whose members have interdependent and complementary skills.

e. An ability to identify, formulate, and solve electrical engineering problems.

f. An understanding of professional and ethical responsibility.

g. An ability to communicate technical information effectively in oral and written form.

h. The broad education necessary to understand the impact of engineering solutions in a global and societal context.

i. A recognition of the need for, and an ability to engage in, lifelong learning.

j. An awareness of current events and trends affecting the electrical engineering profession.

k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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**Course Assessment Matrix:**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>3300 – Nagel &amp; Sai Question: final</td>
<td>2280 – Rasmussen Final exam 3700 – Kalla Question: Midterm</td>
</tr>
<tr>
<td>b</td>
<td>3500 – Chen Lab assignment</td>
<td>2280 – Rasmussen Lab assignment 3510 – Arn Stolp Lab assignment</td>
</tr>
<tr>
<td>c</td>
<td>3500 – Chen Lab assignment</td>
<td>4910 – Open House Judges rating - Design 3700 – Kalla Lab assignment</td>
</tr>
<tr>
<td>d</td>
<td>3710 – Brunvand Team self assess</td>
<td>3940 – Cotter Team self assess 4910 – Instructors Team self assess</td>
</tr>
<tr>
<td>e</td>
<td>LEAP 1101 – Veeraghanta Ethics assignment</td>
<td>4910 – Open House Judges rating - Identify etc.</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>4910 – Instructors Ethics essay Ethics classes – Staff Grades</td>
</tr>
<tr>
<td>g</td>
<td>2260 – Cotter Lab 1 conclusion</td>
<td>3300 – Nagel &amp; Sai Final lab report 4910 – Instructors Written report 4910 – Open House Judges rating – Oral</td>
</tr>
<tr>
<td>h</td>
<td>3300 – Nagel &amp; Sai Impact essay</td>
<td>4910 – Instructors Impact essay Gen Ed classes – Staff Grades</td>
</tr>
<tr>
<td>i</td>
<td></td>
<td>4910 – Instructors Quality of refs IEEE – Staff # IEEE members</td>
</tr>
<tr>
<td>j</td>
<td>3900 – Grow List speakers, attend.</td>
<td>3910 – Grow List speakers, attendance</td>
</tr>
<tr>
<td>k</td>
<td>3110 – Charles Spice assignment</td>
<td>3700 – Kalla CAD tools 1020 – Rasmussen Matlab quiz</td>
</tr>
</tbody>
</table>

**Bloom's Taxonomy**

Knowledge: *(finding out)* recalling specific information, facts, or theories
- Terms: identify, describe, define, list, match, name, state

Comprehension: *(understanding)* grasping and interpreting meaning
- Terms: convert, distinguish, estimate, rewrite, describe, paraphrase, restate, summarize, interpret

Application: *(making use of knowledge)* using learned material in new situations
- Terms: solve, show, demonstrate, compute, alter, construct, manipulate, calculate, apply, modify

Analysis: *(taking apart the known)* breaking down into parts, understanding organization, clarifying,
- concluding
- Terms: analyze, distinguish, diagram, outline, classify, categorize, relate, dissect, survey, deduce

Synthesis: *(putting things together in another way)* putting parts together to form a new whole
- Terms: design, compose, create, combine, compile, rearrange, plan, hypothesize, construct, plan

Evaluation: *(judging outcomes)* judging value for a purpose, supporting judgment with reason, applying
criteria in judgments
- Terms: appraise, criticize, compare, evaluate, justify, support, conclude, discriminate, judge, choose