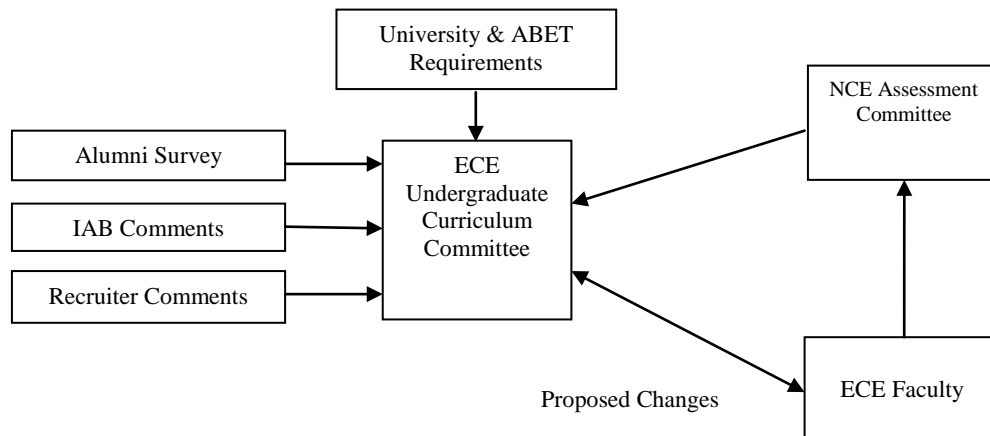


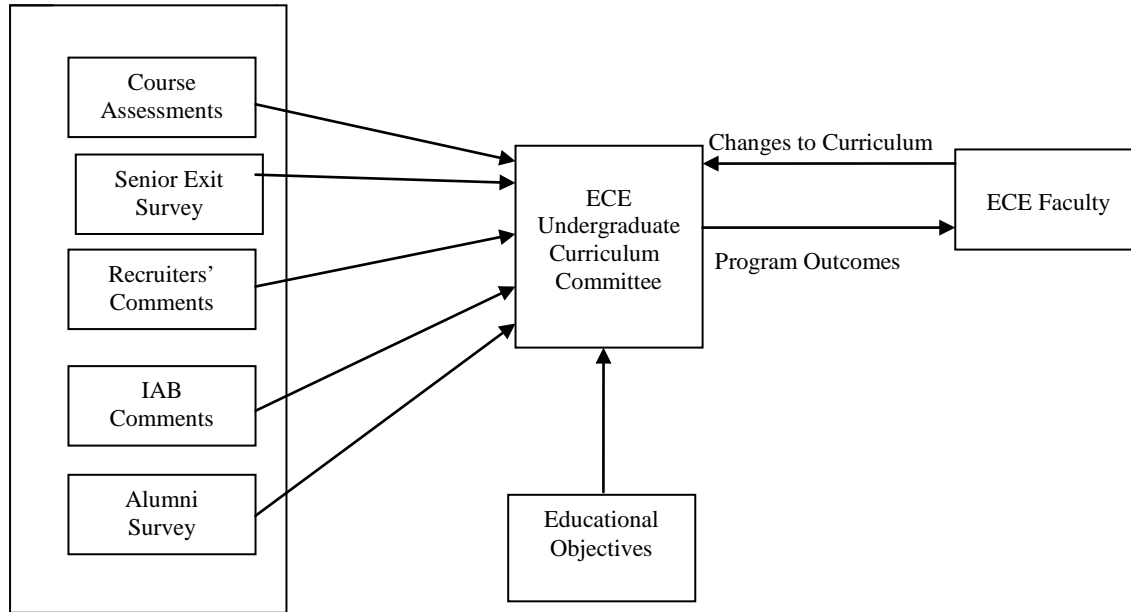
Sub-process 1. Assessing the achievement of program educational objectives



ECE undergraduate curriculum committee maintains the **program of study and mapping of program outcomes** to required courses, subject to approval or modification by the program's faculty (see the program improvement sub-process.)

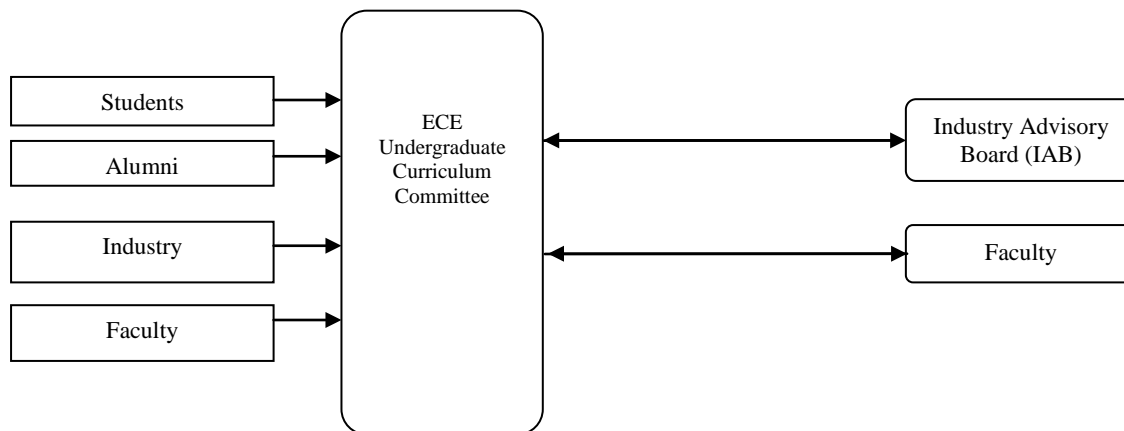
- Course instructors devise and assess assignments and examinations in which students demonstrate their achievement of the required outcomes. Instructors produce a *Course Assessment Report* for each semester that a course is taught. It details how that instance of the course assessed the expected outcomes and asked the instructor to comment on students' preparation for the course.
- The Department maintains course instance documentation and Course Assessment Reports in a central location.
- The University Registrar maintains transcripts and ensures that every student meets all the requirements of the program as a condition of graduation. The ECE Undergraduate Advisors assist students in registering for required classes and meeting other graduation requirements.
- The Department does not have direct access to initial career placement data for all the students. The senior survey collects this information but many students do not have jobs by the time they take the survey. The alumni survey queries students as to their career progress.
- The ECE curriculum committee reviews the collected data and reports identified issues and suggested changes to the faculty for action. It also creates an annual program assessment report for the ECE faculty and the Newark College of Engineering.
- The Department assessment committee reviews suggested changes to the outcomes, courses, and curricula for consistency across the programs offered by the school.
- As noted for sub-process 1, the objectives and outcomes of the program and the curriculum by which they are achieved are the responsibility of the ECE faculty as a body; changes are adopted by vote of the faculty.

Sub-process 2. Assessing the achievement of program outcomes



Performance On
Program Outcomes

Sub-process 3. Aligning program educational objectives with constituencies' needs



Sub-process 4. Improving the Programs

Overview: Improving the programs is the major reason behind the existence of the other two sub-processes. In the figures above, program improvement is indicated by the closed feedback loops from assessment data collection to changes in the curriculum, outcomes, and objectives. The Department's programs are expected to lead students to achievement and attainment of the program outcomes. To this end, the ECE undergraduate curriculum committee for each program maintains a program of study and a mapping of outcomes to specific courses within that program. The program improvement sub-process will, over time, lead to increases in both the average levels achieved by our students and the percentage of students reaching the minimum achievement level. The program improvement sub-process uses inputs from a variety of sources: the course documentation collected by the Department for each course including faculty course assessment reports, student work; student course evaluations; instructors' reflections on the level of preparation of students entering their classes and their achievement on leaving classes; retention rates from semester to semester; placement of graduates; alumni surveys; and IAB/recruiter input.