Expected Outcome 1: Academic Preparation
Graduates of the MEE program in Electrical and Computer Engineering will have sufficient academic preparation for, and the opportunity to evaluate the viability and desirability of further study at the doctoral level.

Assessment Method 1: PhD Program Acceptance

Assessment Method Description
Of the graduates of the MEE program in ECE who choose to pursue further study at the doctoral level upon completion of their MEE degree, at least 90% will be accepted into a doctoral program. This assessment method is determined by responses to a Graduate Student Exit survey, emailed from the students’ advisors after graduation. For MEE and MS Graduates the survey asks:
Did you apply to any PhD programs? (Yes/No) _____ If yes, how many? _____
If yes, how many programs accepted you? _____

Findings
None of the MEE students graduating in this academic year applied to doctoral programs.

How did you use findings for improvement?
Not applicable.

Additional Comments
3 of 6 students responded to the survey. The curriculum and assessment committee is working on improving the response rate. Also, the committee discussed whether to keep this assessment method for the MEE program as our expectation is that few of the students would apply to PhD programs. We have elected to continue using this method for now.

Assessment Method 2: Qualifying Exam
Assessment Method Description

Students admitted to the doctoral program must pass a written qualifying examination. This exam ensures that a candidate for the doctoral degree has a basic fundamental knowledge of electrical and computer engineering. The exam must be taken by the end of the second semester of study. If a student fails the exam, the student will immediately be required to design a remediation plan with his or her advisory committee, submit a signed copy of that plan to the ECE Graduate Program Officer, and then retake the exam at its next offering. Only one repeat is allowed for the exam. A second failure will result in dismissal from the doctoral program.

The Qualifying Examination is a three-hour closed-book written exam covering undergraduate material in four fundamental areas of electrical and computer engineering:
1. Circuits, Signals, and Systems
2. Electronics
3. Electromagnetics
4. Digital systems
The exam is comprised of twelve questions, three from each area. Eight questions are submitted for grading.

Our success metric is that at least 90% of the graduates of the MEE program in Electrical & Computer Engineering at Auburn University who enter the department’s doctoral program will successfully pass the PhD qualifying exam.

Findings

In the 2013-2014 academic year, there were five MEE students taking the qualifying exam. Their scores were as follows:
Student 1 44% fail
Student 2 54% fail
Student 3 0% did not show up for exam
Student 4 72% pass
Student 5 72% pass

How did you use findings for improvement?

The 40% pass rate is well below our established success metric. However, it is noted that the passing percentage varies significantly from semester to semester. The Department’s Curriculum and Assessment Committee is discussing whether or not this assessment is a useful tool for determining the academic preparation of our students, and what, if anything, we can do to improve our program and meet our success metric.
**Expected Outcome 2: Communication**

Graduates of the MEE program in Electrical and Computer Engineering will be able to communicate their ideas effectively with their technical peers and with others outside their discipline.

**Assessment Method 1: Project Presentation**

**Assessment Method Description**

Each candidate's advisory committee will rate the student's project presentation performance on several attributes of effective oral communication. These performance indicators (PI) are: PI1 - appropriate content, PI2 - visual aids, PI3 - well prepared presenter, PI4 - presentation mechanics, and PI5 - responses to questions.

The committee will also rate the student's project report on several attributes of effective written communication. These performance indicators are: PI1 - Quality of English, and PI2 - Technical Writing Content.

Each performance indicator for both oral and written assessments is rated on a 4 point scale. The primary criterion for success is that at least 80% of the students will achieve at least 3 on each performance indicator. The secondary criterion is that no more than 10% of the students will have a score for any specific attribute of less than 2.

**Findings**

Six students were assessed with the results as follows:
- Oral Communications: average ≥3 <2
  - PI1: appropriate content: 3.8 6(100%) 0
  - PI2: visual aids: 3.8 6(100%) 0
  - PI3: well prep. presenter: 3.8 6(100%) 0
  - PI4: presentation mechanics: 3.8 6(100%) 0
  - PI5: response to questions: 3.5 6(100%) 0

Seven students were assessed with the results as follows:
- Written Communications: average ≥3 <2
  - PI1: quality of English: 3.8 6(100%) 0
  - PI2: technical writing content: 3.8 6(100%) 0

The primary and secondary criteria were met for all performance indicators.
How did you use findings for improvement?
The department’s Curriculum and Assessment Committee (CAC) is generally pleased with the results of this assessment. No action is planned at this time.

Additional Comments
The department is considering a reconfiguration of the MEE program to facilitate offering the program online. The department Curriculum and Assessment Committee will remove communications from the list of expected outcomes.

Assessment Method 2: Publications

Assessment Method Description
For each student graduating from the MEE program in ECE, an average of one refereed journal paper or conference paper will be submitted for publication, on which the student was an author or co-author. This assessment method is determined by responses to a Graduate Student Exit survey, emailed from the students’ advisors after graduation. The survey asks:

While you were in the graduate program:
On how many submitted conference papers were you an author or co-author? __________
On how many of these papers were you the first author?

How many of these conference papers were accepted? __________

On how many submitted refereed journal papers were you an author or co-author? __________
On how many of these papers were you the first author?

How many of these refereed journal papers were accepted? __________

Findings
There were three responses for the MEE program. No papers were submitted.

How did you use findings for improvement?
The department’s Curriculum and Assessment Committee recognizes that the success criterion for this assessment method has not been met. The discussion is whether this should be an assessment method at all for the MEE program, since a project is typically much less rigorous
Expected Outcome 3: Mastery
Graduates of the MEE program in Electrical and Computer Engineering will master the basic principles of at least one of the subdisciplines within electrical and computer engineering and understand how these basic principles are applied to solve advanced problems, enabling them to practice electrical and computer engineering at a high level.

Assessment Method 1: Project Presentation

Assessment Method Description
In each MEE candidate’s project presentation, the student must demonstrate mastery of the basic principles of at least one of the subdisciplines of ECE. The student will also be able to apply the basic principles of at least one of the subdisciplines of ECE to solve advanced problems in their chosen discipline. These are assessed by each member of the student’s project committee on a 4 point scale. The primary criterion for success is that 50% of the students rate at least a 3.5 on both categories. The secondary criterion for success is that less than 10% of students rate less than a 3 on either category.

Findings
Six MEE students were assessed from Fall 2013 through Summer 2014. They averaged a 3.9 out of 4 in demonstrating mastery, and averaged a 3.8 out of 4 in their ability to apply basic principles to solve advanced problems in their chosen discipline. No student scored less than 3 on either categories.

How did you use findings for improvement?
The department’s Curriculum and Assessment Committee is generally pleased with the results of this assessment.

Additional Comments
The department is considering a reconfiguration of the MEE program to make it on-line friendly. The department Curriculum and Assessment Committee will be involved in this reconfiguration and will determine how to adjust our assessment methods accordingly. One change will be the removal of this assessment method, since it is unlikely these students will be doing projects.
Assessment Method 2: Employment Statistics

Assessment Method Description

Graduates of the MEE program will be successful in seeking employment that will utilize their knowledge and skills in industry, government, academia, or start-up companies. This assessment method is determined by responses to a Graduate Student Exit survey, emailed from the students’ advisors after graduation. The survey requests the following:

Upon completion of your degree, please indicate where you found employment:
- Industry (optional: name of company: __________________________)
- Academia (optional: name of academic institution: ________________)
- Graduate School (optional: name of academic institution: __________)
- Other, (specify:___________________________________________)

Findings

There were three responses out of six potential responses for the MEE program. Two of the graduates found employment at:
Coachcomm
Neptune
These companies are considered highly technical in the Electrical & Computer Engineering disciplines.

How did you use findings for improvement?
No change is warranted.

Additional Comments
3 of 6 students responded to the survey. The curriculum and assessment committee is working on improving the response rate.