

School of engineering

**Program wrap-up session**

Spring 2013

Program \_\_Electrical Engineering\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course \_EE221\_\_\_ Course name \_\_\_Frequency Domain Circuit Analysis

Instructor \_\_Ryan Munden\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **High points of the course (“successes”):**

Pedagogy employed\_\_Lecture, clicker concept quizzes, 2 projects\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Homework - level of student response and feedback \_\_\_The students work textbook problems, and I randomly collect 2 each week. Generally this was a well received method by the students. They seemed to prefer this to online quizzes this time. Some slacked off, so overall HW grades were not very high

Exams and Projects – level of student response and feedback \_\_2 exams, due to some missed classes the last topics were somewhat rushed. Final exam Still being graded. The first exams were an average of A for the whole class. Students built their own hand-wound transformers. A couple were great, a couple were not. Students also did an active filter design project, which they did well.

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Student Attendance and overall Performance\_Nearly all students attended all classes, and performed adequately. There were two problem students, and several who did a very good job.

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Any exceptionally good students? \_\_Brian Arpie. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any exceptionally poor students? \_\_\_Kevin Wilson, Diego Mamani, Arodi Cruz\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Problems encountered:**

Textbook \_\_\_used Alexander & Sadiku again, text is fine for this course

Return on Assignments \_\_\_Good, most HW turned in on time. Projects turned in on Mentor.\_\_

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Instruction method – was it student-centered? \_\_\_Some - clickers.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you had the chance to try new methods, e.g. inductive learning? Did it work? \_\_\_\_\_\_\_\_\_\_

\_\_primarily adding a two projects, this is a big plus, and students really enjoyed them, but needed a little more guidance in some cases.

Problems with Course prerequisites\_prereq courses are adequate, some weaknesses in math still, hopefully this changes with the new math sequence.

Student feedback\_\_Generally positive, and we had good dynamic in class, with frequent discussions about topics of interest. In particular Rocco, Jeremy, and Josh brought up interesting real world topics to discuss on occasion. Once or twice presented “new tech” to the class for interest.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Performance, on the average.\_\_good,.

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Grade distribution\_\_unknown still, probably 2 F’s 1 D\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Action steps**

State of completion of Course Portfolio\_\_all course work is available, working on assessments of ABET outcomes quantitatively linked to course assignments\_\_\_\_\_\_

Has the course syllabus addressed Goals and Outcomes (as in Form A), and has class time per outcome been allocated as scheduled (Form F)? \_\_\_syllabus addresses goals and outcomes, Form A & F were completed, will be revised as needed (if needed).

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Change course prerequisites? \_\_No\_\_Comments\*\_\_\_Ensuring a solid foundation in calculus is the biggest requirement for success\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Change course content? \_No\_\_\_\_Comments\*\_\_\_Pretty good pace and content now, 2 projects is reasonable, might be possible to add third. \_\_\_\_\_\_\_\_\_\_\_\_\_

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Change course objectives and/or outcomes\_No\_Comments\*\_Course objectives and outcomes are aligned with ABET outcomes, seems good.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Recommendations for further improvement\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_Need to improve support for students projects in BNW 133 a little more. It’s better with swipe card access for students, but some equipment is still difficult to access. I anticipate this improving with the redesign of EE213L in the fall. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any advice to your fellow faculty?\_\_\_\_DO PROJECTS!

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1. **instructional environment**

Please comment on any problems that were encountered because of inadequacies in the classroom environment, lack of supplies, inadequate service from staff:

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\_\_\_All were adequate.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Were the problems brought to the attention of the Dean? \_\_\_\_NA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Were the problems corrected in a timely fashion? \_\_\_NA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* use an additional sheet if necessary.