

School of engineering

**Program wrap-up session**

Spring 2013

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

Course \_EE331\_\_\_ Course name \_\_\_Analog Electronic Design

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

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

Pedagogy employed\_\_Lecture, clicker concept quizzes, linked course with project design based EE331 Lab. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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. Students did 5 design projects. 4 were assigned projects, but with open ended design solutions. 1 was an open-ended project. Student REALLY appreciated these projects, and said they learned a lot from them. There were plenty of bumps in the road, but for the first pass through, it went well. Students were additionally compensated, by lab reports counting for 20% of the lecture course grade.

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Student Attendance and overall Performance\_Nearly all students attended all classes, and performed adequately. A couple did a very good job.

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Any exceptionally good students? \_\_Brendan Peters, Robert Garrone. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any exceptionally poor students? \_\_\_Robert Governale struggled. He’s not a bad student, but had a rough semester.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Problems encountered:**

Textbook \_\_\_Switched to Sedra & Smith, students said they liked it a lot more

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, lots of lecture response to student questions.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_primarily adding open desing projects, this was critical, and students really enjoyed them, but needed even more guidance in some cases.

Problems with Course prerequisites\_prereq courses are adequate, need to (and will) switch EE231 to Sedra text.

Student feedback\_\_Generally positive, and we had good dynamic in class, with frequent discussions about topics of interest, particularly feedback!.

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

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Grade distribution\_\_2 A’s, 5 B’s, 1 C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 will be completed as needed (if needed).

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Change course prerequisites? \_\_No\_\_Comments\*\_\_\_Switching text for EE231 will be better. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Change course content? \_No\_\_\_\_Comments\*\_\_\_ pace is quick, content is dense. May need to reduce number of projects by 1 next semester. \_\_\_\_\_\_\_\_\_\_\_\_\_

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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 EE231L 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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\_\_\_Need some more electronic components in the lab. Have submitted a list of parts needed, based on student feedback. Minor purchases.

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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.