

## **CES/EE Curriculum Committee – MINUTES**

October 21, 2021

12:30 – 1:30 p.m.

CP303 / Zoom

### **Attendance:**

**Faculty:** Max Laddomada, Orlando Baiocchi, Vahid Dargahi, Debasis Dawn, Thillainathan Logenthiran, Michael McCourt, Jie “Jenny” Sheng, Nafiul Siddique, Matt Tolentino (not present for vote)

**Non-voting Faculty:** Hossein Pedram

**Staff:** Rachel Long, Beth Jeffrey, Kira King

### **Items**

#### **1) Approve the minutes of our last meeting held on October 14, 2021**

**Moved:** M. McCourt

**Seconded:** T. Logenthiran

*Eligible to vote: 9*

**8 approved, 0 against, 0 abstain, 1 absent for vote**

#### **2) Continuation of the discussion of the ABET indirect assessment data from AY 2020 -2021**

As a reminder, these comments are taken from an exit interview survey completed by CES/EE students in June. Most of these comments show the impact of the pandemic/remote teaching on student experiences within the program.

### **Computer Engineering:**

The comments for CE were fairly positive overall. The most negative recurring comments were related to student support by our Faculty, specifically with preparing for job searching post-graduation. It’s important to note that these students completed this survey during the pandemic, when their courses were fully remote and limited access to Faculty. We have recently been trying to provide additional professional development support for students and

have offered a resume workshop just last week, hosted by one of our committee members. The overall attendance for this workshop was low, but a recording of this session is available for students who were unable to attend (please reach out to Mike if you would like access to this recording).

It was also mentioned by a committee member that sometimes when students request professional references for potential job opportunities, they give Faculty a very strict deadline for them to complete it (i.e. 1-2 days), which makes it more difficult to complete on time. It was recommended by a committee member that Faculty could direct students who need additional help in this area to the Career Center on campus/other resources on campus for job seekers. The committee also agreed that there could be more effort in finding engineering specific job opportunities/contacts to present at UWT career fairs—students have complained that our job fairs don't have a lot of engineering-focused opportunities.

The advisors raised the idea that maybe finding an industry recruiter could be a great way to solve this problem for students. Having someone dedicated to finding engineering specific job/internship opportunities could be a great way to make sure students have all of the support they need while also providing networking opportunities. The advisors also mentioned how students often experience a “panic” during their last 2 quarters, because they feel they haven't made networking a priority and feel overwhelmed with the job search ahead. A few committee members agreed with this comment, and mentioned that maybe providing workshops on interviewing (as well as providing opportunities to conduct mock interviews as practice), resume building, networking, etc. within individual courses could be beneficial.

Another recurring negative comment in the exit interviews were that some CE courses feel easy to pass. Some students mentioned they didn't feel like they've learned much in CE courses, and that some classes were an “easy A.” It was also mentioned by a committee member that some students have advanced in the program/moved on to upper level courses that didn't necessarily have the foundational knowledge/skills required to succeed in higher level CE courses. The

committee agreed that they should increase their standards for students, continue to make courses stringent, and to not be afraid to fail students whose scores accumulate to a failing grade.

### **Electrical Engineering:**

Since this is a bigger program, there were significantly more student comments and compared to years past, these comments seem slightly more negative (this could be impacted by the pandemic/remote instruction). A recurring comment was related to pre-recorded lectures, with one student mentioning that they felt that the recordings were reused from previous quarters. The committee agreed that they need to focus on changing up their instruction styles, and try to put in necessary effort to make classes more engaging for students.

Another recurring comment was about students' confidence working independently in our labs, with one student mentioning that they "don't feel welcome in the lab." One committee member mentioned that maybe providing a lab orientation could help students feel more comfortable working independently (without Faculty instruction). This could also help students become more familiar with our lab techs and their responsibilities. Before the pandemic, we offered a one-day lab orientation—offering this again could be beneficial.

### **Closing Discussion:**

The committee requested that the advisors speak to them directly if there are any recurring comments from students about any committee member/course, so that they are able to make changes as needed. Overall, the advisors would like to be able to give students an "information you need to know before starting CE/EE courses" packet so that students can have a better idea of what information they will need to become familiar with prior to their first quarter in the program. This could potentially help students understand sooner if they are prepared to participate in this program or not. Along with this, the advisors reminded the committee that they can help recruit for 390 courses if enrollment is low.