

ECE Curriculum Committee Meeting

Wednesday, November 23rd, 2022

Attending: Arabshahi , Chen, Fazel, Johnson, Kirschen, Klavins, Makhsous, Moritz, Overly, Rudell, Suresh, Swanson, Sykes, Wilson

Consent Agenda:

- **All items postponed due to time**

Agenda:

1. Discussion of recent student feedback (Klavins)
2. Presentation and discussion of proposal for new project course (Wilson) – **Postponed due to time**

Discussion of recent student feedback (Klavins)

Department chair Eric Klavins requested to speak with the committee to discuss recent feedback he had received from students through a meeting with the ECE Student Advisory Council, feedback forms, and informal meetings with students.

- Students had concerns with consistency in how courses are taught, with particular mention of EE 271 which has traditionally used a hands-on lab kit but is using a virtual lab, much the way EE 371 has done since the start of the COVID pandemic.
 - The use of the virtual lab in ECE 271 was a surprise to some members on the committee.
 - Previous committee meetings had discussed the possibility of using the virtual lab for 271, but most committee members showed a strong preference for the EE 271 lab to remain a hands-on lab kit as it is one of the few opportunities students have to experience a physical build process.
 - Klavins stated he believed the kit should be a physical piece of hardware.
 - Arabshahi provided background information on the use of the virtual lab format used in EE/CSE 371, informing the committee that it had been very successfully used, and was currently the default for the class.
 - Wilson, while preferring the use of a physical kit for 271, discussed that there were benefits to the use of the virtual format for EE 371 that made processes more efficient for student to learn some skills, such as interfaces.
 - Rudell stressed the importance of hands-on experiences for student in working with circuits; hands-on experience is essential for many of the department's students once they go out into the field and are often in "technician" type roles.
 - Wilson: 271 is the primary course for the actual hands-on circuits material, and the 371 experience involves negotiating standard interfaces rather than building actual circuits.
 - Klavins's primary concern is that the courses in the curriculum should work consistently and cohesively, and it was important for the committee to ensure that the curriculum should build on itself to ensure students are prepared for each successive step.
- Klavins asked what the department can do to make it easier for the voices of students to be heard regarding their concerns.

ECE Curriculum Committee Meeting Wednesday, November 23rd, 2022

- Rudell asked if it was possible to get the feedback through the end of course evaluations students complete for each class at the end of each quarter.
 - The possibility needs to be investigated
 - Moritz mentioned you can use standardized questions across all of the course evaluations for the department to capture student's view on how the course fits within the curriculum.
- Klavins asked if the ECE CC student representatives could possibly attend the SAC meetings to solicit and bring back feedback to the committee
- Suresh mentioned that TAs often have a closer relationship with the students than the instructors, and that the TAs may be a source of information on what students think about the program and specific courses.
- Klavins stressed the importance of creating an easy way for students to raise issues of concern with the department.
- Klavins stated that it was important to decide what the curriculum is, what courses we will teach, and be intentional about how we teach them.

Further discussion tabled for time.