

AEFISTM



 **untraAMS**
Untra Academic Management Systems

Akademik Değerlendirme ve Akreditasyon'a Yönelik Bilgi Yönetim Sistemi Yaklaşımı



AEFIS Nedir?

Akademik **D**eğerlendirme **F**ederasyonu
ve **I**nteraktif **S**istem (**AEFIS**)

- ▶ Müfredat geliřtirmenin etkinleřtirilmesi ve akreditasyon iřlemlerinin kolaylařtırılması amacıyla en iyi ABET* ölçme ve deęerlendirme uygulamalarını otomatikleřtiren web tabanlı bir akademik deęerlendirme yönetimi çözümdür

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AEFIS Nedir? (Devam)

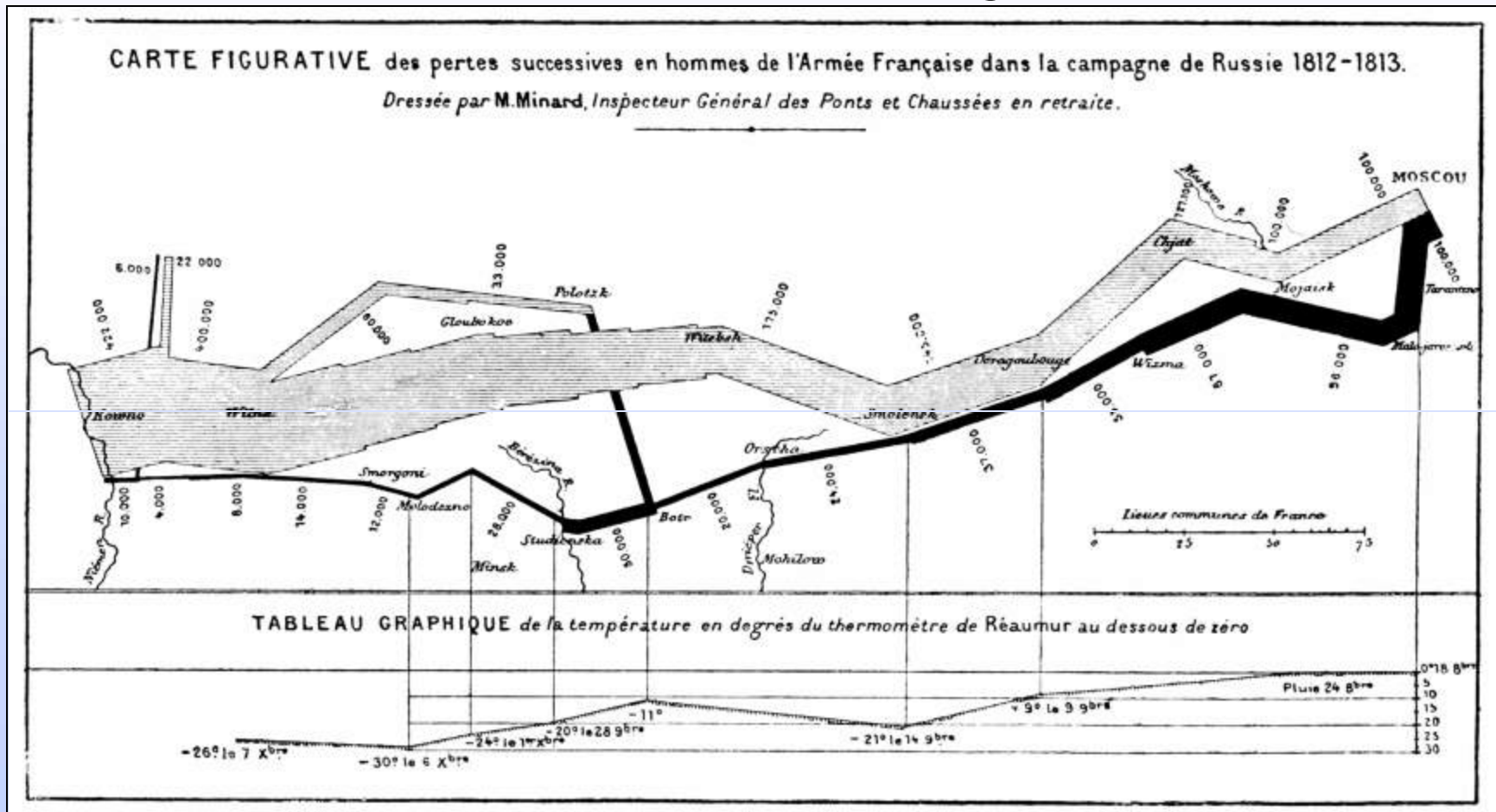
Akademik Deęerlendirme , Geribildirim ve M¼dahale Sistemi (**AEFIS**)

- ▶ Akademik organizasyonun hedefini yerine getirmek için paydaşların (idarecilerin, öğretim görevlilerinin ve öğrencilerin ...) yaptıklarını net olarak görebilecekleri , daha fazlasını daha az stresle elde edebilecekleri , mevcut kaynakları daha etkili bir şekilde planlayabilecekleri , sistematik olarak toplanmış değerlendirme araçlarının bileşimidir



“Napolyon’un Yürüyüşü”

Charles Joseph Minard’ın 1869’da hazırladığı, Napolyon ordusunun 1812 Rusya savaşındaki akibetini tasvir etmekte olan istatistikî grafik analizi.





AEFIS'in Gelişimi

- ▶ Drexel Üniversitesi , Biyomedikal Mühendislik , Fen ve Sağlık Sistemleri Okulu , Philadelphia, Pennsylvania, USA
 - Üniversite düzeyinde serbest bir araştırma enstitüsü olarak kuruldu – **1961**
 - Üniversitede okul olarak yeniden düzenlendi – **Eylül 1997**
 - İlk lisans sınıfı – **Eylül 1998**
 - ABET Akreditasyonunu aldı – **2002**
 - AEFIS 1.0 geliştirilmesi – **2002'den bu zamana dek**
- ▶ **Untra Corporation**, Philadelphia, Pennsylvania, USA
 - Untra Corporation Mustafa Sualp tarafından kuruldu – **Nisan 1999**
 - UntraAMS Departmanı, Akademik Yönetim Çözümleri ve AEFIS'in geliştirilip , ticarileştirilmesi konularına yönelik kuruldu – **Şubat 2008**
 - AEFIS 2.0'in geliştirilmesi ve ticarileştirilmesi – **2008'den bu zamana dek**
 - Öğrenci-Merkezli-Öğrenim için üç yıllığına NSF'den fon aldı – **2008**



AEFIS'in Gelişimi (Devam)

Çıktı Yönetimi ve Müfredat Tasarımında ABET Akreditasyon ve Değerlendirme Paradigması

- ▶ **Eğitim Hedefleri Oluşturulması** – mezunların, mezuniyet sonrası başarıları
- ▶ **Öğrenme Çıktılarının Belirlenmesi** – öğrencilerinizin mezuniyete kadar edindiği bilgi ve becerileri
- ▶ **Performans Kriterinin Ölçümü** – sonuca yönelik bir ürün oluşturulan parçaların, eğitim tecrübelerine dayanan eşleştirme kriteriyle değerlendirilmesi



AEFIS'in Gelişimi (Devam)

Değişen anlayış ve amaçlar yolculuğu...

?

Tümü/Çoğu için

Akreditasyon Sağlayıp Sürekliliğini Temin Etme

?

Bazıları için

Programı Gerçekten Değerlendirme

?

Çok Azı İçin

Öğrenci -Merkezli , Kanıt Tabanlı Değerlendirme

...Geliştirilmesi için NSF'den fon aldı

En İleri Seviye

Gelişim Safhalarına Uygun¹ Müfredat Tasarımı ve Bütünleşik Değerlendirme

¹ Developmentally Appropriate: According to Bloom's Taxonomy



AEFIS™



AEFIS Gelişimi (Devam)

Öğrenme ve deneyimlerimizden çıkan sonuçlara göre ...

...mümküneyeti kılar

Akreditasyon Sağlayıp Süreklili ğini Temin Etme

...Universite çapında...

...imkani yaratıp...

Program ı Gerçekten Deęerlendirme

...otomasyonu saęlarken...

Öğrenci -Merkezli , Kanıt Tabanlı ı Deęerlendirme

Gelişim Safhalarına Uygun Müfredat Tasarımı ve Bütünleşik Deęerlendirme **aracı olarak gelişmekte olan AEFIS...**

A
E
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S



AEFIS Gelişimi (Devam)

- ▶ Performans kriteri kullanarak , öğrenci -merkezli , kanıt tabanlı değerlendirme nin **otomasyonu**
- ▶ Müfredat ın değerlendirme ve geliştirme sürecine **değer katma**
- ▶ Öğretim ve idari görevlileri n iş yükünü **azaltmak**
- ▶ İşletim ve idari harcamalarda **tasarruf sağlamak**
- ▶ Kritik müfredat geliştirme ve değerlendirme bilgilerine **kolay erişimi** sağlamak
- ▶ Yüksek eğitim in ihtiyaç lar ını karşılamak için tasarlanm ış, özelleştiril ebilir çözüm



AEFIS Gelişimi (Devam)

- ▶ Müfredat tasarlama ve geliştirilmesi için “CAD/CAM”
- ▶ Akademik personel ve yönetim “yaşam tarzlarına” uygun
- ▶ Eğitime dayalı deneyimlerin tasarlanmasının yan-ürünü olarak “değerlendirme”nin ortaya çıkması
- ▶ Öğrenci-merkezli öğrenim ve değerlendirme
...NSF’ten Büyük Hedef: Yaşam boyu, kişileştirilmiş öğrenim ortamı.



AEFIS Çözümü

AEFIS en iyi uygulamalar ı bütünsel bir bilgi yönetimi sistemi çerçevesinde...

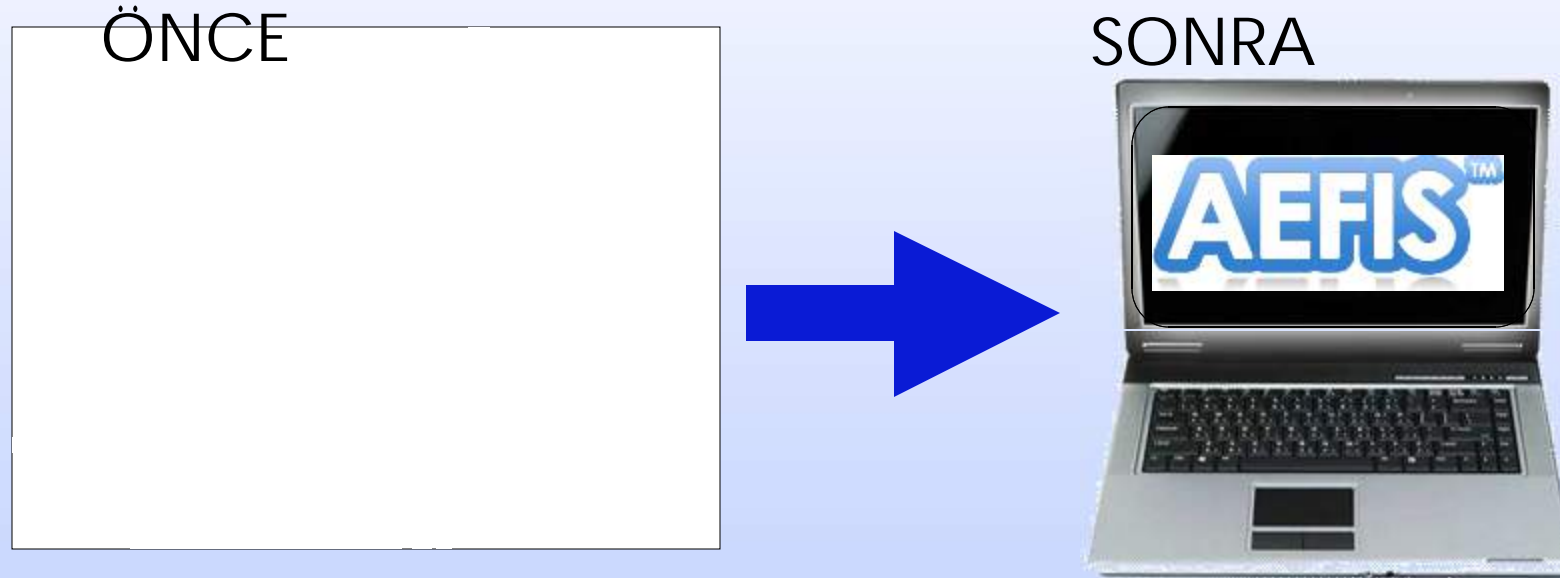
- ▶ **Bütünleşik – Integrated**
- ▶ **Pratik – Practical**
- ▶ **Ölçeklenebilir – Scalable**
- ▶ **Sürdürülebilir – Sustainable**
- ▶ **Taşınabilir – Transferrable**

...sonu çlar elde etmeyi sa ğlar



AEFIS Çözümü (Devam)

- ▶ **AEFIS** bütünsel sistem uygulaması I...



- ▶ Değerlendirme, m üfredat geli ştirilmesi ve akreditasyon süreçlerinin alt ında ezilmek gereksiz



AEFIS 2.0'in Özellikleri

▶ Öğrenci Ders Değerlendirme ve Yönetimi

- Raffle Management, Reminders and more ...

▶ Akademik Personel Ders Değerlendirme ve Yönetimi

▶ Ders Planı Yönetimi

- Approval Process Management, Reminders and more ...

▶ Toplantı Tutanaqları Yönetimi

▶ Genel Değerlendirme ve Anket Yönetimi

- Senior Exit Survey, Alumni Survey, Faculty Activity Reports ...

▶ Öğrenci ve Fakülte Profil Yönetimi

- Learning Styles Assessment, Personality Assessment and more ...



AEFIS 2.0'in Özellikleri (Devam)

- ▶ Öğrenme ile Program Çıktıları ve Performans Kriteri Yönetimi
- ▶ Müfredat Tasarımı ve Planlama Yönetimi
- ▶ Direk ve Bütünleşik Değerlendirme Ölçü Yönetimi
- ▶ ...ve AEFIS çözüm platformu üzerine kurulu diğer araçlar

Geliştirilen Özellikler ...

- ▶ Akademik Personel Aktivite Raporlaması
- ▶ Entegre Elektronik Portföy Yönetimi
 - Kanıt Tabanlı Değerlendirme, Yaşam Boyu Öğrenim Ortamı
- ▶ Akreditasyon Doküman Yönetimi



AEFIS Solution is GREEN...

- ▶ **Green** – Allows data to **GO** and **flow!**

AEFIS allows for easy flow of information while automating assessment and curriculum development process .



- ▶ **Green** – Reduces **paper** and **resources!**

AEFIS reduces paper & resource waste by placing all data, archiving and storage online.



- ▶ **Green** – Saves **money** and **time!**

AEFIS saves operational costs making curriculum development and accreditation review process more cost effective.



The logo for AEFIS, featuring the letters 'AEFIS' in a bold, blue, sans-serif font with a white outline. A small 'TM' trademark symbol is located to the upper right of the 'S'. The logo is set against a white background with a subtle drop shadow.

AEFIS 2.0

Walkthrough

Screenshots taken from AEFIS DEMO System



AEFIS Walkthrough: AEFIS Access Portal

The screenshot shows the AEFIS Demo University Access Portal. At the top left is the AEFIS logo and the Untra logo. The main header reads "AEFIS Demo University" and "AEFIS - Academic Evaluation, Feedback and Intervention System 2.0". Navigation links for "About AEFIS", "Support", and "Contact Us" are on the right. The date "Friday, May 1, 2009" is displayed. A descriptive paragraph states: "AEFIS is a web-based, student-centered knowledge management system for students, faculty and administrators which automates selected aspects of best practices in assessment and evaluation in order to enhance curriculum development and streamline the accreditation process. [Head More]". Below this are three main sections: "Students" (green background), "Faculty" (dark red background), and "Admin" (yellow background). Each section includes a small image and a brief description of its function. At the bottom, there is a decorative banner with silhouettes of books and graduates, and footer text: "Copyright © Untra Corporation 1999-2009. All rights reserved." and "Developed by Untra/AMS".



AEFIS Walkthrough: Student Dashboard

AEFIS Demo University

AEFIS - Academic Evaluation, Feedback and Intervention System 2.0

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Welcome **Ian Sumpl** (Signout)

Friday, May 1, 2009

Students

[Home](#) ✔ **Thank You!** Your course evaluation was successfully received.

You can win one of five \$100 Gift Certificates to Barnes & Noble!

All completed surveys are automatically entered into a drawing for one of five \$100 gift certificates to Barnes & Noble. For additional details and questions please email evals@coe.drexel.edu.

My Action Items

Student Course Evaluations (3 Courses Listed)

Course Title	Course	Instructor	Action
1 Arch Engr Design II	AE 391 001	Brehm, Robert	Evaluate
2 Structural Material Behavior	CIVE 375 001	Mullin, Joseph	Evaluate
3 Eval & Pres of Exper Data II	ENGR 202 A	Scoles, Kevin	Evaluate

Student Tools

- [Home](#)
- [My Course Syllabi](#)
- [My Profile](#)

My Student Course Evaluations (2 Courses Evaluated)

Term	Course Title	Course	Instructor	Action
1 200825	Theory of Structures II	CIVE 301 A	Zerva, Aspasia	View



AEFIS Walkthrough: Faculty Dashboard

AEFIS **AEFIS Demo University** [About AEFIS](#) | [Support](#) | [Contact Us](#)

Welcome **Kevin Sualpi** (51minout) Friday, May 1, 2009

Faculty

[Home](#) | Active Term: Winter Quarter 08-09 [200825]

Your last login was Friday, May 1, 2009 at 02:17 PM

My Action Items

My Pending Faculty Course Evaluations (1 Courses Listed)

Course	Term	Faculty	Days/Time	Action
1. ENGR 202 B	Winter Quarter 08-09	Scoles, Kevin	T / 1400	Evaluate

My Student Course Evaluations in Progress (2 Courses Listed)

Please Note! Student Course Evaluation results for the current active term will become available after Course Evaluations are closed.

Course	Term	Faculty	# Enroll	# Evals	% Complete
1. ENGR 202 A	Winter Quarter 08-09	Scoles, Kevin	161	48	29.8%
2. ENGR 202 B	Winter Quarter 08-09	Scoles, Kevin	143	40	28.0%

[My Student Course Evaluations \(2 Courses Listed\)](#)

[ALL Faculty Course Evaluations \(57 Courses Listed\)](#)

Faculty Tools

- [Home](#)
- [My Student Course Evaluations](#)
- [ALL Faculty Course Evaluations](#)
- [My Course Syllabi](#)
- [Meeting Minutes](#)

Other Tools



AEFIS Walkthrough: Student Course Evaluations

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Welcome **David Fairfield** (Signout)

Friday, May 1, 2009

Student Course Evaluation Manager [Return to Home](#)



Term code: Subject: Course: Section: Instructor: [Filter](#) [Clear Filter](#)

Summary Course Evaluations List (327 Courses with 2512 Evals Listed) Pages: << 1 2 3 4 ... 21 22 >>

	Course	Term	Faculty	Days/Time	Enrolled	Responded	% Response	AVG Course Rating	AVG Instructor Rating	Action
1.	AE 220 002	200825	Wen, Jin	M / 1000	33	4	12.1%	1.2345	1.2345	View CQI Report
2.	AE 391 001	200825	Brehm, Robert	T R / 1600	25	5	20.0%	1.2345	1.2345	View CQI Report
3.	AE 391 002	200825	Dasaro, Louis	T R / 0800	13	4	30.8%	1.2345	1.2345	View CQI Report
4.	CAE 492 001	200825	Cheng, Shi-Chieh	R / 1300	51	15	29.4%	1.2345	1.2345	View CQI Report
5.	CAE 492 002	200825	Brehm, Robert	R / 1300	40	10	25.0%	1.2345	1.2345	View CQI Report
6.	CAE 492 701	200825	Martin, Joseph	F / 1800	5	1	20.0%	1.2345	1.2345	View CQI Report
7.	CAEE 210 A	200825	Mullin, Joseph	M W / 1000	72	30	41.7%	1.2345	1.2345	View CQI Report
8.	CAEE 211 A	200825	Martin, Joseph	M W F / 0900	51	13	25.5%	1.2345	1.2345	View CQI Report
9.	CHE 202 A	200825	Palmese, Giuseppe	M W / 1100	39	19	48.7%	1.2345	1.2345	View CQI Report
10.	CHE 206 001	200825	Abrams, Cameron	T R / 1230	40	18	45.0%	1.2345	1.2345	View CQI Report



AEFIS Walkthrough: Student Course Evaluations (Cont.)

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Student Course Evaluation Results | [Return to Home](#) | [Return to Student Course Evaluation Manager](#)

Course: **CHE 202 A: Process Energy Balances**
Term: **Winter Quarter 08-09 [200825]**
Faculty: **Palmese, Giuseppe (Primary Instr)**
Days/Time: **M W / 1100**

Total Enrollment: **39** >> Responded: **19** >> Not Responded: **20** >> Response Rate: **48.72%**

[Combined Evaluation Results Report](#) to view ALL Evaluation Results.

View Individual Evaluations: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#)

Combined Evaluation Results Report

Course Objectives

Rating Scale >> 5=Very Great Extent, 4=Great Extent, 3=Moderate Extent, 2=Limited Extent, 1=Not at All
Key >> Avg : 1Std Dev

Objective 1. Understanding of energy balances involving both mechanical and thermal energy terms.
[Before] **1.76: ±0.04** [After] **4 : ±0**

Objective 2. Calculating enthalpy changes for T, P, solution and phase changes
[Before] **1.62: ±0.03** [After] **3.76 : ±0.04**

Objective 3. Using the psychrometric chart and H x y diagrams to solve energy balances on two phase mixtures.
[Before] **1.24: ±0.01** [After] **3.95 : ±0**

Objective 4. Solving combined material and energy balances for reactive systems.
[Before] **1.67: ±0.03** [After] **3.81 : ±0.01**

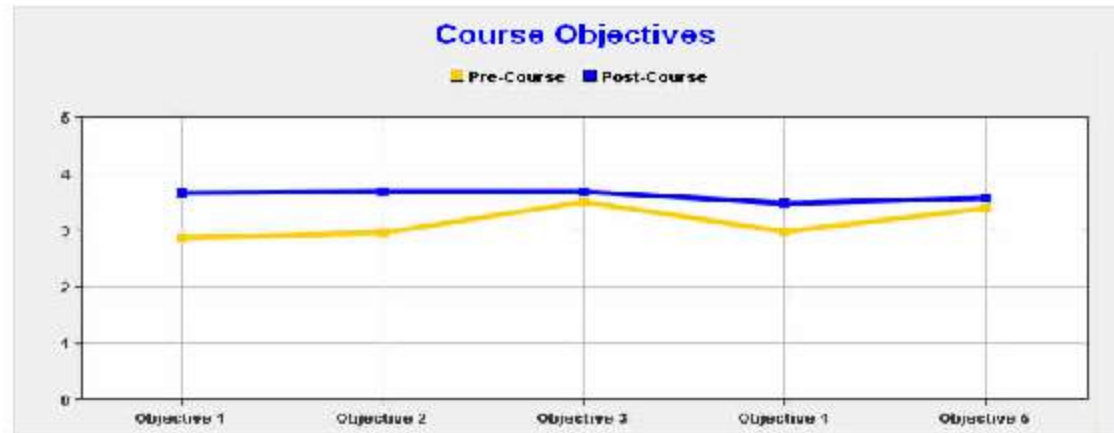


AEFIS Walkthrough: Reporting

Total Enrollment: 72 >> Responded: 30 >> Not Responded: 42 >> Response Rate: 41.67%

CQI Summary Report

Average Course Rating 3.57	Average Instructor Rating 3.93	Average % Change in Objectives 13.43%	Average % Possible Increase 27.44%	Number Respondents 30
--------------------------------------	--	---	--	---------------------------------



Objective	Pre-Course	Post-Course	% Change	% of Possible Increase
1. To introduce to students the various types of measurements that civil, architectural and environmental engineers must make as part of the design process.	2.87	3.67	21.80%	26.6%
2. To introduce to the students the various sub-disciplines in civil, architectural and environmental engineering.	2.96	3.70	20.00%	26%
3. To encourage student interaction and teamwork in the practical environment and sharpen student skills in observation and measurement techniques.	3.50	3.70	5.41%	26%
4. To identify the types and sources of errors in measurements and establish quality assurance methods.	2.98	3.48	14.37%	30.4%

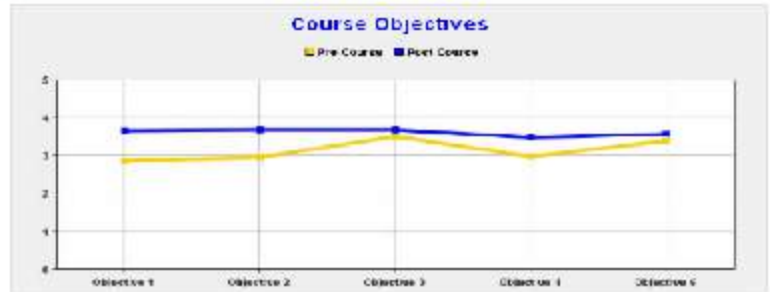


AEFIS Walkthrough: Reporting

Total Enrollment: 72 => Responded: 30 => Not Responded: 12 => Response Rate: 11.67%

EQI Summary Report

Average Course Rating	Average Instructor Rating	Average % Change in Objectives	Average % Possible Increase	Number Respondents
3.57	3.93	13.43%	27.44%	30



Objective	Pre-Course	Post-Course	% Change	% of Possible Increase
1. In order to state the various types of measurements that civil, architectural and environmental engineers must make as part of the design process.	2.86	3.67	28.00%	28.0%
2. Introduce to the student the various disciplines that, with technical and environmental engineering.	2.96	3.70	20.00%	26%
3. To encourage student interaction and team work in the practice of environmental and sharpen critical skills in observation, measurement, research techniques.	3.50	3.70	5.41%	26%
4. To identify the types and sources of errors in measurements and establish a policy course method.	2.98	3.48	14.37%	30.4%
5. To engage the data collection efforts, analyze and present data in logical, clear and systematic way and to communicate that information in memoranda and laboratory reports.	3.30	3.59	8.57%	28.2%

Syllabus Notes [Add New Syllabus Note](#)

No Notes attached to this Syllabus


Syllabus Recommendations [Add New Syllabus Recommendation](#)

Add Recommendation

[Add Recommendation](#)



AEFIS Walkthrough: Reporting (Cont.)

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Department Summary Report [[Return to Home](#)]

Term: [200825 - Winter Quarter 08-09] Dept Code: [ENVE] Course: [] [Filter](#)

Environmental Engineering [[Export to Excel](#)]

Course	Title	Enrolled	Responded	% Response	AVG Course Rating	AVG Instructor Rating
1. ENVE 660	Chem Kinetics - Envr Engr	6	3	50.00%		
2. ENVE 486	Envr Engr Process Lab I	7	0	0.00%	N/A	N/A
3. ENVE 302	Envr Trans & Kinetics	5	2	40.00%		
4. ENVE 727	Risk Assessment	9	3	33.33%		
5. ENVE 410	Solid and Hazardous Waste	27	9	33.33%		
6. ENVE 546	Solid Waste Systems	12	5	41.67%		
7. ENVE 421	Water and Waste Treatment II	10	5	50.00%		
Totals/AVGs:		76	27	35.48%	3.97	4.04

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AEFIS Walkthrough: Reporting (Cont.)

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Welcome David Fairfield! (Signout)

Friday, May 1, 2009

College Summary Report [Return to Home](#)

Term: [200825] - Winter Quarter 08-09 Filter

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Department Name	Courses	Enrolled	Responded	% Response	AVG Course Rating	AVG Instructor Rating
1. Chemical and Biological Engineering	39	579	118	20.38%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
2. Civil, Architectural and Environmental Engineering	75	1,725	43	2.49%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
3. Computer Science	116	1,981	474	23.93%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
4. Electrical and Computer Engineering	129	1,844	96	5.21%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
5. Engineering Management	22	323	0	0.00%	N/A	N/A
6. Engineering, General	80	2,639	657	24.90%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
7. Environmental Engineering	9	79	27	34.18%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
8. Materials Engineering	38	399	107	26.82%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
9. Mechanical Engineering and Mechanics	93	1,976	445	22.52%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
10. Software Engineering	116	1,981	15	0.76%	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>	<div style="width: 20px; height: 10px; background: linear-gradient(to right, green 20%, red 20%, red 40%, green 40%, green 60%, red 60%, red 80%, green 80%, green 100%);"></div>
Totals/AVGs:	717	13,526	1,982	16.12%	3.45	3.68

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AEFIS Walkthrough: Outcomes Management

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Student Learning Outcomes

Curriculum: Biomaterials and Tissue Engineering
Filter
Clear Filter

[Add Outcome](#)
[Outcome Report](#)

Curriculum	Outcome ID	ABET Code	Criteria	Actions
1. Biomaterials and Tissue Engineering	OUT001		6	Edit
2. Biomaterials and Tissue Engineering	OUT002	A MODIFIED	2	Edit
3. Biomaterials and Tissue Engineering	OUT003	B MODIFIED	2	Edit
4. Biomaterials and Tissue Engineering	OUT004		0	Edit
5. Biomaterials and Tissue Engineering	OUT005	C	0	Edit
6. Biomaterials and Tissue Engineering	OUT006		0	Edit
7. Biomaterials and Tissue Engineering	OUT007	D	0	Edit
8. Biomaterials and Tissue Engineering	OUT008	F	1	Edit
9. Biomaterials and Tissue Engineering	OUT009	F	1	Edit
10. Biomaterials and Tissue Engineering	OUT010	G	0	Edit
11. Biomaterials and Tissue Engineering	OUT011		0	Edit
12. Biomaterials and Tissue Engineering	OUT012		0	Edit
13. Biomaterials and Tissue Engineering	OUT013		0	Edit
14. Biomaterials and Tissue Engineering	OUT014		0	Edit

- [Assessment Reports](#)
- [Student Learning Outcomes](#)
 - [Student Learning Outcomes](#)
 - [Performance Criteria](#)
 - [Perf. Criteria Mapping Tool](#)
 - [Outcome Report](#)
 - [Standard Assessment](#)
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- [UntraAMS Admins Only](#)
- [General Admin Only](#)
- [Course Evaluation Manager](#)
- [Assessment Admin Tools](#)

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AEFIS Walkthrough: Outcomes Management (Cont.)

AEFIS Demo University

AEFIS - Academic Evaluation, Feedback and Intervention System 2.0

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Outcome Report [Return to Outcome Manager](#)

Curriculum: Diplomaria and Tinan Engineering
Filter
Clear Filter

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Outcome OUT001 : Understanding of advanced mathematics, physical science, biology and physiology

Performance Criteria	PTs	Level 4	Level 3	Level 2	Level 1
OUT001-C001: Ability to solve problems which require calculus, including the application of basic techniques in differentiation and integration.		Applies correct mathematical concepts to solve problems in differentiation and integration with no procedural errors affecting the solution.	Applies correct mathematical concepts to solve problems in differentiation and integration with minor procedural errors which may affect the solution.	Applies correct mathematical concepts to solve problems in differentiation and integration with major procedural errors which lead to incorrect solutions.	Unable to apply the correct mathematical concepts to solving problems in differentiation or integration; Major procedural errors; Incorrect solutions.
OUT001-C002: Ability to apply the methods of differential equations to problems and compute accurate solutions.		Applies correct mathematical concepts to solve problems using differential equations with no procedural errors affecting the solution.	Applies correct mathematical concepts to solve problems using differential equations with minor procedural errors which may affect the solution.	Applies correct mathematical concepts to solve problems using differential equations with major procedural errors leading to incorrect solutions.	Unable to apply the correct mathematical concepts to solving problems using differential equations. Major procedural errors; Incorrect solutions.
OUT001-C003: Ability to analyze and apply the methods of linear algebra to problems and compute accurate solutions.		Applies correct mathematical concepts to solve problems using linear algebra with no procedural errors affecting the solution.	Applies correct mathematical concepts to solve problems using linear algebra with minor procedural errors which may affect the solution.	Applies correct mathematical concepts to solve problems using linear algebra with major procedural errors leading to incorrect solutions.	Unable to apply the correct mathematical concepts to solving problems using linear algebra. Major procedural errors; Incorrect solutions.
OUT001-C004: asdf	asdf		asdf	asdf	asdf
OUT001-C005: asdf	asdf		asdf	asdf	asdf
OUT001-C006: asdf	asdf		asdf	asdf	asdf

Outcome OUT002 (ABET A MODIFIED) : Ability to Apply Knowledge of Mathematics, Science and Engineering to Solve Problems at the Interface of Engineering and Biology

Performance Criteria	PTs	Level 4	Level 3	Level 2	Level 1
OUT002-C001: asdf	asdf		asdf	asdf	asdf



AEFIS Walkthrough: Outcomes & Performance Criteria Mapping

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Performance Criteria Mapping Tool [[Return to Performance Criteria Manager](#)]

Select a Course:

[[Export to PDF](#)]

Performance Criteria	Introduction Level	Reinforcement Level	Emphasis Level
OUT001-C001: Ability to solve problems which require calculus, including the application of basic techniques in differentiation and integration.	UNIV E101; CAE 491; CS 131; AE 220;	CAEE 211;	Click Here to Map Courses
OUT001-C002: Ability to apply the methods of differential equations to problems and compute accurate solutions.	CAEE 211; ECEC 301; AE 220;		
OUT001-C003: Ability to analyze and apply the methods of linear algebra to problems and compute accurate solutions.	CAEE 211;		
OUT001-C004: asd	Click Here to Map Courses		
OUT001-C005: asd	Click Here to Map Courses		
OUT001-C006: asd	Click Here to Map Courses		
Outcome OUT002(ABET A MODIFIED): Ability to Apply Knowledge at the Interface of Engineering and Biology			
Performance Criteria	Introduction Level	Reinforcement Level	Emphasis Level
OUT002-C001: asd	Click Here to Map Courses	Click Here to Map Courses	Click Here to Map Courses

Performance Criteria Mapping:

OUT001-C003 - Reinforcement Level: Ability to analyze and apply the methods of linear algebra to problems and compute accurate solutions.

Available Courses:

- UNIV E101
- AE 220
- AF 220
- CAEE 211
- CHE 201
- CAEE 201
- HCP 493
- EGMT 605
- CS 131
- ENGR 210

Assigned Courses:



AEFIS Walkthrough: Curriculum Design & Embedded Assessment

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Curriculum Design Tool [Return to Curriculum Manager]

Department: CAEE | Select a Curriculum: Biomechanical and Tissue Engineering | Select

View: [Term View] | [List View] | [Export to PDF]

Course	Course Category	Curricular Category	Introduction	Reinforcement
1. UNIV E101	Required	University Curriculum	OUT001-C001;	
2. AE 220	Required	Engineering Curriculum	OUT009-C001; OUT001-C002; OUT001-C001;	
3. CAEE 211	Spring/Summer CD OP Cycle	BME Curriculum	OUT009-C001; OUT001-C002; OUT001-C003; OUT008-C001;	OUT001-C001
4. CIVE 240	Required	University Curriculum		
5. CAE 491	Required	University Curriculum	OUT001-C001;	OUT001-C001
6. MATE 100	Required	Engineering Curriculum		
7. SE 101	Required	Engineering Curriculum		OUT003-C002;
8. ECEC 301	Required	BME Curriculum	OUT001-C002;	

Embedded Assessment Mapping

Course: CAEE 211
 Course Category: Spring/Summer CD-OP Cycle
 Curricular Category: BME Curriculum

OUT001-C002: Ability to apply the methods of differential equations to problems and compute accurate solutions.

Enable Assessment for OUT001-C002

Select Asses Term: Winter Quarter 08-09 [200825]

Standard Assessment by Faculty

Embedded Assessment:
 From Question
 From Question
 Homework Question

Embedded Assessment Test Kit:

Questions: What did you eat for breakfast?
 Answer Type: Single Text Answer

Save Cancel

SubjCode: AE | CourseID: 220 | Course Category: | Curricular Category: | Add

The AEFIS logo is displayed in a blue and white stylized font within a rounded rectangular frame. The letters 'AEFIS' are in a bold, sans-serif font, with a small 'TM' trademark symbol to the upper right of the 'S'.

AEFIS™



A Testimonial from our Academic Partner



“AEFIS solution enabled our faculty to focus on enriching and enhancing our curriculum. By putting assessment results to work for our students and faculty, we were able to prevent distractions that arise from operational overhead. ”

Dr. Banu Onaral

H. H. Sun Professor & Director
School of Biomedical Engineering,
Science and Health Systems
Drexel University, Philadelphia, PA



A Student Comment

“...I really like the new system ¹ for course evaluations. It's much easier to keep track of whether or not you evaluated the course. I also like how it's not such a dark and dreary website and instead bright and colorful. It makes it seem like evaluations are more legitimate and useful to the college and not like the college just does course evaluations to say that they do. The \$100 gift certificate raffle helped too! : -)”

Danielle
Sophomore
College of Engineering
Drexel University, Philadelphia PA

¹ “The new system ” referring to AEFIS 2.0



Q&A

- ▶ **Any questions and/or comments?**
- ▶ Open discussion, time permitting.



Thank You!

- ▶ Please also visit our website: www.GOAEFIS.com
- ▶ Please do not hesitate to contact us for:
 - INFO** – AEFIS Information Packet
 - PILOT Program** – Currently accepting applications!
 - DEVELOPMENT Partners** – Currently seeking partners!

Contact: Mustafa Sualp

Email: msualp@untra.com

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