Program Learning Outcome Assessment Plan

General Information

Academic Year of Implementation: 2011 – 2012

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

A.S. Electronics Engineering Technology – Electronics Specialization

Planning Team:

<table>
<thead>
<tr>
<th>Planning Team Leader(s)¹</th>
<th>Campus</th>
<th>E-mail Address</th>
<th>Phone Extension</th>
<th>Mail Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali Notash</td>
<td>West</td>
<td><a href="mailto:anotash@valenciacollege.edu">anotash@valenciacollege.edu</a></td>
<td>1937</td>
<td>4-41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning Team Members²</th>
<th>Campus</th>
<th>E-mail Address</th>
<th>Phone Extension</th>
<th>Mail Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deb Hall</td>
<td>West</td>
<td><a href="mailto:dhall@valenciacollege.edu">dhall@valenciacollege.edu</a></td>
<td>1963</td>
<td>4-41</td>
</tr>
<tr>
<td>Radu Bunea</td>
<td>West</td>
<td><a href="mailto:rbunea@valenciacollege.edu">rbunea@valenciacollege.edu</a></td>
<td>1360</td>
<td>4-41</td>
</tr>
<tr>
<td>Veeramuthu Rajaravivarma</td>
<td>West</td>
<td><a href="mailto:vrajaravivarma@valenciacollege.edu">vrajaravivarma@valenciacollege.edu</a></td>
<td>5739</td>
<td>4-41</td>
</tr>
</tbody>
</table>

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled Program Outcome Assessment Plan Approval and Improvement Process and Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs.

² Planning Team membership, whenever possible, should reflect the Principles for selection of members for assessment plan work teams. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.
<table>
<thead>
<tr>
<th><strong>Learning Outcomes and Performance Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</strong></td>
</tr>
<tr>
<td>A.S. Electronics Engineering Technology – Electronics Specialization</td>
</tr>
<tr>
<td><strong>Targeted Program Learning Outcome:</strong></td>
</tr>
<tr>
<td>Assist in the design, operation, and troubleshooting of electronic systems</td>
</tr>
<tr>
<td><strong>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</strong></td>
</tr>
<tr>
<td>EET2325C - RF Communications</td>
</tr>
<tr>
<td><strong>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</strong></td>
</tr>
<tr>
<td>• Develop, test, and evaluate electronics circuits and systems</td>
</tr>
<tr>
<td>• Engage effectively in interpersonal, oral, visual, and written communication</td>
</tr>
<tr>
<td><strong>Performance Indicators for the Program Learning Outcome(s) selected:</strong></td>
</tr>
<tr>
<td>• Successful demonstration of understanding of circuit analysis and design techniques</td>
</tr>
<tr>
<td>• Excellent knowledge of circuit simulation software</td>
</tr>
<tr>
<td>• Successful demonstration of circuit troubleshooting skills and use of laboratory testing equipment</td>
</tr>
<tr>
<td><strong>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</strong></td>
</tr>
<tr>
<td>• Develop a prototype model or computer simulation of the project</td>
</tr>
<tr>
<td>• Demonstrate relevant mathematical expertise necessary for the circuit design</td>
</tr>
<tr>
<td>• Conduct the necessary test, evaluation, and modification</td>
</tr>
<tr>
<td>• Provide a professional technical report and demonstrate presentation skills</td>
</tr>
<tr>
<td><strong>Common Assessment</strong> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):</td>
</tr>
<tr>
<td>Examinations, laboratory exercises and presentation</td>
</tr>
<tr>
<td><strong>Description of the Proposed Common Assessment</strong> (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):</td>
</tr>
<tr>
<td>Instructor examinations based on targeted outcomes; standard laboratory and presentation guidelines</td>
</tr>
<tr>
<td><strong>Proposed Assessment Instrument</strong> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):</td>
</tr>
<tr>
<td>Instructor developed rubrics to assess:</td>
</tr>
<tr>
<td>• Laboratory exercises</td>
</tr>
<tr>
<td>• Presentations</td>
</tr>
<tr>
<td>• Examinations</td>
</tr>
</tbody>
</table>
# Implementation Process

## Approval Process

<table>
<thead>
<tr>
<th>Activities Associated with the Approval of Assessment Plans</th>
<th>Date</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline</td>
<td>9/23/2011</td>
<td>Ali Notash</td>
</tr>
<tr>
<td>College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Draft assessment plan is revised to reflect input</td>
<td>9/30/2011</td>
<td>Ali Notash</td>
</tr>
<tr>
<td>Current voter eligibility list for curriculum will be used to vote on draft assessment plan</td>
<td>10/7/2011</td>
<td>Ali Notash</td>
</tr>
</tbody>
</table>

## Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order to complete the proposed assessment plan?

None

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

**Evaluation Rubrics**

How will student artifacts or data associated with student performance be collected?

Collected in class during the Fall/Spring semesters

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity,
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What characteristics should the sample include?</td>
<td>N/A. Not random</td>
</tr>
<tr>
<td>How will information about faculty/staff participation in the assessment project be communicated?</td>
<td>Email/Phone/face-to-face meetings</td>
</tr>
<tr>
<td>Who will be responsible for coordinating the collection of student artifacts?</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>At what point in the academic year/semester will the student artifacts be collected?</td>
<td>During each term, Fall/Spring</td>
</tr>
</tbody>
</table>

**Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will student artifacts be assessed/evaluated?</td>
<td>Assessment Day 2012</td>
</tr>
<tr>
<td>Which faculty or staff from the program/discipline will evaluate student artifacts?</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>What training/preparation/information will faculty or staff need in order adequately assess/evaluate the student artifacts collected?</td>
<td>None</td>
</tr>
<tr>
<td>When will the results/data associated with the assessment plan be analyzed?</td>
<td>Assessment Day, 2012</td>
</tr>
<tr>
<td>What training/preparation/information will faculty or staff need in order to analyze the results data associated with this assessment plan?</td>
<td>None</td>
</tr>
<tr>
<td>What additional sources of data might allow faculty/staff to better understand and act on the results of this assessment plan?</td>
<td>Results and data from Program Viability Meeting</td>
</tr>
<tr>
<td>In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?</td>
<td>Division Dean, Electronics Engineering Technology faculty, and Electronics Engineering Advisory Board</td>
</tr>
<tr>
<td>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</td>
<td>Assessment Day minutes, advisory committee meetings, and division meetings</td>
</tr>
</tbody>
</table>

**Improvement Plan and the Use of Assessment Results**
<table>
<thead>
<tr>
<th>What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What changes to the common course outlines, if any, need to be considered?</td>
</tr>
<tr>
<td>What do the results of this assessment plan suggest about changes / improvements to the program assessment process?</td>
</tr>
</tbody>
</table>