

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name? **A.S. Electronics Engineering Technology – Laser and Photonics Specialization**
2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)
I have thought the course in Spring 2012 and developed the rubrics for the proposed assessments. Upon the artifacts collection, the results and data were presented at the Assessment Day 2012.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

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: College-wide 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: College-wide 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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: A.S. Electronics Engineering Technology – Laser and Photonics Specialization	
Major finding from last year and related change, if any: None	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None	
Targeted Program Learning Outcome(s) (PLOs) for this year: Assist in the design, operation, and troubleshooting of laser and photonics equipment and systems	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ETS 2230C – Introduction to Lasers
Is this a different outcome from the one reported last year? (yes /no) No	
Does this assessment for this year apply to more than one PLO? (yes /no) No	
National Standard(s): <ul style="list-style-type: none"> • American National Standards Institute (ANSI) • The Center for Devices and Radiological Health (CDRH) • International Organization for Standardization (ISO) • Institute of Electrical and Electronics Engineers, Inc. (IEEE) • The Laser Institute of America (LIA) • National Electrical Code (NEC) • The International Electrotechnical Commission (IEC) • National Council on Radiation Protection and Measurements (NCRP) 	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <ul style="list-style-type: none"> • Develop, test, and evaluate electronics circuits and systems • Engage effectively in interpersonal, oral, visual, and written communication
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Successful demonstration of understanding of circuit analysis and design techniques • Excellent knowledge of circuit simulation software • Successful demonstration of circuit troubleshooting skills and use of laboratory testing equipment 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • Develop a prototype model or computer simulation of the project • Demonstrate relevant mathematical expertise necessary for the circuit design • Conduct the necessary test, evaluation, and modification • Provide a professional technical report and demonstrate presentation skills

<p>Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)</p> <p>For most students this class will be either a third or a fourth class regarding different aspects of optics. As a result I expect to see a better and deeper understanding of the subject and an increase quality/performance in the laboratory environment.</p>
<p>Common Assessment – What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected:</p> <p>Written Exams, Laboratory Reports, Final Project (Report & Power Point Presentation)</p>
<p>Description of the Proposed Common Assessment – 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:</p> <p>Instructor examinations based on targeted outcomes; standard laboratory and presentation guidelines</p>
<p>What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)</p> <p>20</p>

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

<p>1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? During and at the end of Spring semesters</p>
<p>2. How will student artifacts or data associated with student performance be collected? Collected in class during the Spring semesters</p>
<p>3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? Completeness, Preciseness, Accuracy, Presentation, Demonstration</p>
<p>4. What information needs to be communicated to students concerning the assessment process? Evaluation Rubrics</p>
<p>5. How will information about faculty / staff participation in the assessment project be communicated? Email/Phone/Face-to-Face meetings</p>
<p>6. Who will be responsible for coordinating the collection of student artifacts / data? Course Instructor</p>

7. At what point in the academic year / semester will the student artifacts/ data be collected?

Individual projects will be collected throughout the semester while the final project will be collected at the end of the semester

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. When will student artifacts be assessed / evaluated?

During and at the end of the semester and Assessment Day 2013

9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?

The student's work will be returned to the student for them to reflect on their performance and establish criteria for their own performance

10. Which faculty or staff from the program/discipline will evaluate student artifacts?

Course instructors

11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

None

12. When will the results / data associated with the assessment plan be analyzed?

Assessment Day 2013

13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *

None

14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?

No

15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Results and data from Program Viability Meeting

16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?

Division Dean, Program Chair, Electronics Engineering Technology faculty, and Electronics Engineering Advisory Council

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	Masood Ejaz	9.15.2012	9.19.2012
Draft assessment plan is revised to reflect input	EET Faculty	9.26.2012	9.26.2012
Vote on draft assessment plan	Department Chair Ali Notash	9.28.2012	9.28.2012
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> Yes • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term?</i> (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm) More than likely both • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> Tentatively 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Lisa Macon Dean / Director West Campus	Signature

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event