

# End of the Academic Year 2012-2013 – End of This Cycle Results & Improvement Plan for Next Year

Please return this completed form with the dean signatures (or their E-mail approval copied and pasted in at the end) by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office ([jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)). Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://www.valenciacollege.edu/via) --> left tab LOA)

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
A.S. Electronics Engineering Technology – Electronics Specialization				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Deb Hall	West	<a href="mailto:dhall@valenciacollege.edu">dhall@valenciacollege.edu</a>	1963	4-41
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Veeramuthu Rajaravivarma	West	<a href="mailto:vrajaravivarma@valenciacollege.edu">vrajaravivarma@valenciacollege.edu</a>	5739	4-41
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Masood Ejaz	West	<a href="mailto:mejaz@valenciacollege.edu">mejaz@valenciacollege.edu</a>	1945	4-41
Ali Notash	West	<a href="mailto:anotash@valenciacollege.edu">anotash@valenciacollege.edu</a>	1937	4-41

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> 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; Students representation when possible.

## Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

**Course instructor administered, collected, and graded labs and exams.**

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

**During and at the end of Fall/Spring semesters.**

## Improvement Plan and Use of the Assessment Results – Next Year's Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

**Analysis of results supports what we predicted in the fall; i.e., selected labs require modifications to better align with the theory.**

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

- **Modify labs to better align with the theory.**
- **Present a lab report rubric to each student at the beginning of the semester.**

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

**None.**

## Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

- **Additional Program learning Outcomes Assessments.**
- **Modify labs to better align with the theory.**
- **Present a lab report rubric to each student at the beginning of the semester.**

Please include the name of the person completing this page and your program:

**Deb Hall**

**A.S. Electronics Engineering Technology – Electronics Specialization**

## Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

# Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

**Complete only the sections that apply to your work.**

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

**A.S. Electronics Engineering Technology – Electronics Specialization**

**Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?):**

1. Assist in the design, operation, and troubleshooting of electronic systems.
2. Solve electronic devices and systems using mathematical concepts.
3. Analyzing electronic devices and circuits using computer simulations.

**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:**

**EET 2325C - RF Communications**

**Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:**

- 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:**

- 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:**

- 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

**External Standard(s) in the field or discipline:**

- National Council on Radiation Protection and Measurements ([NCRP](#))
- Institute of Electrical and Electronics Engineers, Inc. ([IEEE](#))
- American National Standards Institute ([ANSI](#))
- The International Electrotechnical Commission ([IEC](#))
- International Organization for Standardization ([ISO](#))
- National Electrical Code ([NEC](#))

**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):

**Written exams, quizzes and laboratory practical.**

**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):

**Instructor examinations based on targeted outcomes; standard laboratory and presentation guidelines**

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

**Instructor examinations**

## Implementation Process

### Collection of Student Artifacts

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

**Assessment 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, what characteristics should the sample include?

**Sample should include at least a few excellent, average, and poor artifacts**

How will information about faculty / staff participation in the assessment project be communicated?

**Email/Phone/face-to-face meetings**

Who will be responsible for coordinating the collection of student artifacts?

**Course instructor**

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

**Spring & Fall semesters**

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

<p>When will student artifacts be assessed / evaluated?</p> <p><b>During and at the end of the semester and Assessment Day</b></p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p> <p><b>Course Instructors</b></p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <p><b>None</b></p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p><b>Assessment Day</b></p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p><b>Sample data should include a few excellent, average, and poor artifacts</b></p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p><b>None</b></p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p><b>Results and data from Program Viability Meeting</b></p>
<p>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)?</p> <p><b>Division Dean, Program Chair, Electronics Engineering Technology faculty, and Electronics Engineering Advisory Council</b></p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p><b>Email/Phone/face-to-face meetings</b></p>

## Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	May 10, 2013	Deb Hall	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			
Draft assessment plan is revised to reflect input	May 10, 2013	EET Faculty	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	May 10, 2013	Department Chair Ali Notash	

## Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

