

Program Learning Outcome Assessment Plan Template

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 – Laser and Photonics Specialization

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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Learning Outcomes and Performance Indicators

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.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: A.S. Electronics Engineering Technology – Laser and Photonics Specialization	
Targeted Program Learning Outcome: Assist in the design, operation, and troubleshooting of electronic systems	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: EST2230C – Introduction to Lasers
	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
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): Examinations, laboratory exercises and presentation	
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 developed rubrics to assess: <ul style="list-style-type: none"> • Laboratory exercises • Presentations • Examinations 	

Implementation Process

Approval Process

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

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, what characteristics should the sample include?
N/A. Not random

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 Instructors
At what point in the academic year / semester will the student artifacts be collected? During each term, Fall/Spring

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

When will student artifacts be assessed / evaluated? Assessment Day 2012
Which faculty or staff from the program/discipline will evaluate student artifacts? Course Instructors
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? None
When will the results / data associated with the assessment plan be analyzed? Assessment Day, 2012
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? None
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
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)? Division Dean, Electronics Engineering Technology faculty, and Electronics Engineering Advisory Board
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? Assessment Day minutes, advisory committee meetings, and division meetings

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular
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program or student activity)?

What changes to the common course outlines, if any, need to be considered?

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?