

Course Assessment– Part B: Your Results & Analysis

#216

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EET 112 – AC Circuits – Tom Lieurance – Winter 2017

Part B: Your Results

80% of students earned greater than 80% on the labs and tests.

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Outcome #1 *

Apply basic electrical DC and AC concepts and theorems to analyze circuits.

% of students who successfully achieved the outcome (C or above) *

80

Outcome #2 *

Build and troubleshoot DC and AC electrical circuits and perform measurements with electronic test equipment.

% of students who successfully achieved the outcome (C or above) *

80

Outcome #3 *

Identify the types of capacitors and inductors in a circuit, and what their electrical characteristics are in a DC or AC environment with respect to frequency, phase, ohms law, current and voltage.

% of students who successfully achieved the outcome (C or above) *

80

ANALYSIS

3. What contributed to student success and/or lack of success? *

Probably the biggest factor is their desire to learn the principles in electronics that we were teaching. Passing this course will get them started in a career.

The 20% decided they would not participate in homework or reviews, one received a C and the other a D.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

only one evaluation. Student was happy Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. This is what the labs are all about, learning the concepts and then trying them out in the real world. They have the chance to ask questions and ask "how come it works that way?".

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

yes

6. Based on your analysis in the questions

I need to put this class lectures on line so we can move along at a better

above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

pace considering that we missed the first two weeks of class due to snow.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

It is my understanding that having lectures, worksheets, and course structure on line will increase the student retention of information and test scores by 10%. This is what I would like to do this summer since there is precious little time during the school year to get this done. Are there any classes (within driving distance or on line that instruct someone how to do this? Also when a presentation to a class is necessary is there a format that is best for students to retain knowledge? I ask because I am not sure where to go with this.

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *

yes, I asked questions that were straight forward and some that were intuitive and required thought into solving the problems presented.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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