

Course Assessment– Part B: Your Results & Analysis

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EET 221 – 1092968 – Tom Lieurance – Fall 2018

Part B: Your Results

DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

fifteen students took the course, 12 had a B or an A. A large percentage of A's were earned. Two earned a C and one a D.

Outcome #1

*

Apply concepts of semiconductor devices, diodes and transistors, to design and analyze circuits.

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

80

Outcome #2 *

Apply fundamentals of semiconductor devices in electronics projects and use computer tools in circuit design, evaluation, and analysis.

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

80

Outcome #3 *

Apply concepts of semiconductor devices to troubleshoot circuits.

% 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. 12 of 15 did very well. The 20% decided they would not participate in homework or reviews, two received a C and the other a D. The homework completion was directly related to the students final score.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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. *

Helping students to realistically self-assess and reflect on their understanding and progress which 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 real world applications. They have the chance to ask questions and ask "how come it works that way?".

5. Did student achievement of outcomes

yes

meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

Having the lectures and worksheets on line might help.

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

Time to get it done.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

Increased the % of their score related to homework.

9. Describe how you explain information about course outcomes and their relevance to your students.

In outcome one the examples mentioned are from industry so I give them practical examples of how the course subjects are employed in industry. Then for practical experience and "hands on" training I have them work on labs that use these principles. Through these examples students are taught to find the information they need to diagnose and solve problems.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

This is a technical course similar to a math course where problems are created and troubleshot, theory is given and proven in the labs. Students are always thinking of ways to solve problems.

This is a technical course and "cultural awareness" is not covered other than students learning to cooperate with each other.

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