

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#506

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

EET 113- AC Power- 1096761-James Pytel- Spring 2021

* 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.

Worksheets, quizzes, labs, and exams

* Outcome #1

Apply AC concepts and theorems to analyze resistive and reactive circuits for apparent power, reactive power, and power factor correction.

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

80

* Outcome #2

Build and simulate advanced electrical AC circuits and perform measurements with electronic test equipment.

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

80

* Outcome #3

Apply AC concepts to polyphase systems, delta and Y connected circuits, conversion between delta and Y for generators and motors, balanced and unbalanced delta and Y.

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

80

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

Social distancing requirements really damaged the cohesiveness of this particular year group. Students could not form study groups and use school resources as usual. A large number of students failed the first course in the EET series. A number lacked the necessary math skills and did not develop these skills despite numerous notifications.

* 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.

With such a small cohort it was hard to determine if individual issues were part of a system wide problem however several students were not motivated beyond minimum effort. Numerous incompletes due to health and family issues and outright failures early in year.

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

Not as confident as previous cohorts. Hard to tell with such a small cohort.

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

Content of technical math and computing course must be reviewed and staged to match those skills necessary to succeed in EET series.

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

STEM committee needs to review content of EET170.

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

Hard to gauge the success of the technical math course with such a small cohort.

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

Indicate that employers expect students to perform course outcomes with little or no outside assistance.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

No changes.