

EET Annual Report for Assessment of Outcomes

Submitted: June 2011

SAC: EET: Electronic Engineering Technology

Outcomes Assessed: EET AAS Degree

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)

N/A

2. Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?.

(information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)

a. Describe the method(s) you used.

The EET department is only assessing one of our degree outcomes this year. It is our degree outcome associated with Communication: "Communicate effectively both at the individual level and within team setting."

This outcome was assessed using the written reports from the Capstone Class (EET256). The reports are graded on a rubric. The scores were analyzed from the Introduction, Procedure, and Mechanics sections. Mechanics includes spelling, grammar, sentence structure, and proper annotation of figures and tables. Students received a score of 1-4 in each category, with 1 being "Beginning or Incomplete" and 4 being "Exemplary."

The remaining EET degree outcomes are in being rewritten with assessment in mind. They have been drafted and are waiting approval from the Degrees and Certificate Committee.

b. Results: What did you learn?

The overall average score for the selected lab report sections was 2.43. Average scores for individual sections ranged from 3.29 in Introduction to 1.71 in Mechanics.

Most students scored poorly in Mechanics due to lack of reference or annotation of figures and tables. They would provide very good figures and graphs. However, there would be no reference or explanation of the figure.

The average score in the Procedure criteria was 2.29. Once again, not an acceptable score. Most students here scored poorly because they left out major steps or explanations of what was done in the project.

These results were disappointing; our hope was that averages would exceed 3 (3 = "Accomplished"). Our students are not gaining the technical proficiency in writing that we would like them to have.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree and certificate outcomes.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)

Emphasize the importance of effective communication skills in all our courses, whenever we can. Students often underestimate the importance of these skills, believing that they only need to be competent on the technical side.

We believe the low scores in Procedure and Mechanics reflect different aspects of the same problem. Our students are not carefully proofing their work and verifying that all questions are answered. They reread their report as themselves and not as their audience. Instructors need to encourage students to get each other to proof their work. Possibly introducing peer grading on some practice reports. Instructors should also provide examples of good and bad reports. Though, examples are currently provided showing the proper use of figures.

EET courses are, of course, technical in nature, and there is often little time in these courses to infuse much writing. However, we should explore ways to include some writing in our courses that are traditionally exclusively calculation-based.