**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_Electronic Engineering Technology (AAS Degree)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| --- |
| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Students will be able to demonstrate skills in the use of instrumentation devices such as multi-meter, signal function generator, oscilloscope, and spectrum analyzer. |
| Program Learning Outcome 2: | Students will be able to troubleshoot and evaluate performance of electronic circuits and systems. |
| Program Learning Outcome 3: | Students will be able to perform maintenance and general repairs on electronic circuits and systems. |
| Program Learning Outcome 4: | Students will be able to integrate electronic systems for emerging technologies. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 |
| CETT 1407 | I, P | I, P | I, P |  |
| CETT 1425 | I, P | I, P | I, P |  |
| CETT 1409 | E | P, E | P, E | I, P |
| CETT 1445 | E | E, A | E | I, P |
| CETT 2471 |  |  |  | E, A |
| CETT 1457 | E |  | E, A | P, E |
| EECT 2439 |  |  |  | E, A |
| INTC 1307 | E, A |  |  |  |
| RBTC 1405 |  | E |  |  |
| TECM 1343 | I |  | I | I |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| Students will be able to demonstrate skills in the use of instrumentation devices such as multi-meter, signal function generator, oscilloscope, and spectrum analyzer | Lab exercise requiring connection of digital multimeter, three-rail power supply, multi-function generator, and oscilloscope to a desktop PC for remote monitoring and control (INTC 1307) | 70% of students will earn a grade of 70% or better on indicated measure |
| Students will be able to troubleshoot and evaluate performance of electronic circuits and systems. | Class project requiring assembly of an electronic system to accomplish a task. Perform subsequent testing and evaluation of its performance (CETT 1457) | 70% of students will earn a grade of 70% or better on indicated measure |
| Students will be able to perform maintenance and general repairs on electronic circuits and systems. | Lab exercise to perform maintenance on a given system consisting of input devices, communication circuits, and output devices (CETT 1445) | 70% of students will earn a grade of 70% or better on indicated measure |
| Students will be able to integrate electronic systems for emerging technologies. | * Class project to integrate electrical and mechanical systems for a given application using MATLAB/Simulink (CETT 2471)
* Class project to build a communication system for a specific use with emphasis on the choice of frequency bands, modulation and coding schemes, and antenna technologies. (EECT 2439)
 | 70% of students will earn a grade of 70% or better on indicated measures |