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

EET 112- Electrical Circuit Analysis 2-Jim Pytel- Part B- Winter 20

*** 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.**

100% of students were capable of analyzing capacitor charge/discharge circuits, establish and measure an AC waveform with desired amplitude and frequency, and perform analysis of series, parallel and series-parallel AC circuits. Students demonstrated their competency with worksheets, quizzes, exams, and hands on labs.

*** Outcome #1**

Apply electrical concepts to analyze the transient DC response of capacitive and inductive circuits.

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

100

*** Outcome #2**

Identify and calculate sinusoidal waveform properties.

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

100

*** Outcome #3**

Apply electrical concepts and use phasor equivalents to analyze AC circuits.

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

100

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

Winter 2024 started with a number of weather related closures which would ordinarily delay progress of the course, however, I developed a series of online lectures that allowed students to remain on schedule and finish all elements of the course within the given time span.

*** 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.**

The 4 students that completed the post course survey seemed to indicate they feel more confident in performing the required tasks at the end of the course than they did at the beginning. This is supported as all of them demonstrated

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

No changes required. Course content and delivery seem to work as intended.

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

None.

*** 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.**

Course is taught using flipped classroom approach by instructor that designed the online resources. Effective and efficient.

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

Each unit has clearly stated specific outcomes tied to industrial applications.

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: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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.