

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 251- Digital Electronics 1: Programmable Logic Devices- Chris Spengler- Part B- Fall 2024

*** 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, lab practical exercises, quizzes, and exams.

*** Outcome #1**

Recognize the differences between analog and digital systems and the advantages of digital.

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

100

*** Outcome #2**

Read, express, and convert between decimal, binary, 2's complement, hex, BCD, Gray's, or octal number system.

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

100

*** Outcome #3**

Determine the behavior of basic logic gates (AND, OR, NOT, NAND, NOR, XOR, and XNOR) in a circuit.

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

100

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

Availability of online lectures, quizzes, and worksheets contributed to student success.

*** 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.**

Students demonstrated no understanding of subject matter prior to class and were capable of meeting outcomes at end of quarter.

*** 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.)?**

On advice of EM-Tech advisory committee this course will be consolidated into the new "Digital Logic and PLCs 1" course. This course will teach same digital concepts using the PLC as the hardware platform rather than TTL or FPGAs.

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

Course development time and resources.

*** 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.**

None made.

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

(No response)

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)