

Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program TECHNOLOGY & AVIATION Electronics

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose - briefly describe in 1-3 sentences.

The Electronics program has been designed to prepare students to enter the field of electronics. Priority is on training students as electricians for residential and commercial construction.

Please list the most significant achievement accomplished since your last program review.

The development of courses that allow students to be ETA (Electronics Technicians Association) certificated. This will allow the student to obtain employment within the low-voltage technician field as well as preparing students for the State Electrical Contractors exam.

List the current major strengths of your program

- Lecture/Hands-on classroom experience.
- 2. Preparation for 4-year Electrical Engineering Degree.

List the current weaknesses of your program

- 1. Lack of classes that cover the principles of solar energy and equipment.
- 2. Additional classes are required that prepare students for transfer to a 4-year Electrical Engineering program.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures

	Academic			WSCH/			Succes	
	Year	FTES	FTEF	FTEF	Full-Time	Fill Rate	s Rate	Awards
Program		Trend	Trend	Trend	% Trend	Trend	Trend	Trend
Electronics	2007-2008	9	1.2	226	67.3%	32.5%	67.0%	3
	2008-2009	6	0.7	293	25.0%	37.8%	82.9%	3
	2009-2010	6	0.3	526	0.0%	32.5%	70.8%	0
	2010-2011	14	1.0	451	0.0%	95.7%	82.8%	0
	% Change	+60.1%	-19.7%	+99.3%	-100.0%	+194.9%	+23.6%	-100.0%
	4-Yr. Trend	increasing	decreasin	increasing	decreasing	increasing	increasin	decreasing
			g				g	
Technology &	2007-2008	532	37.5	451	38.1%	73.1%	74.3%	91
Aviation	2008-2009	591	37.2	505	30.9%	69.6%	74.9%	85
Division	2009-2010	757	45.4	530	32.7%	82.1%	74.4%	59
TOTAL	2010-2011	675	44.7	480	33.7%	91.7%	76.1%	76
TOTAL	% Change	+26.9%	+19.1%	+6.5%	-11.6%	+25.5%	+2.4%	-16.5%
	4-Yr. Trend	increasing	increasing	stable	decreasing	increasing	stable	decreasing

- 1.1. Describe how these trends have affected student achievement and student learning:
 - Full-time trend has been dropping due to the lack of a full-time instructor within the department.
 - Award trend has dropped due to more students taking classes for job training. Many students are interested in obtaining a state contractor's license or other certifications and may not be interested in degree/certificate completion.
- 1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

No.		

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
·	n/n	%	n/n	%	n/n	%	Yes or No
ELECTRONICS	3/3	100	0/3	0	0/3	0	No

2.1. Please comment on the percentages above.

Even through all active courses have SLOs, there have been no regular assessments of these classes. This may be due to the lack of time available to the adjunct instructor to assess the data.

- 2.2. a) Please provide a *link** to all program <u>assessment timelines</u> here. This link could be to your division /department website, eLumen, etc.
 - b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 - c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.
- a) There is no link to program assessment timelines.
- b) No courses have been changed due to alignment matrices.
- c) As stated previously, the only progress is the development of course SLOs.
- 2.3 a) Please provide a *link* to any program and/or relevant course <u>assessment reports</u>. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 - b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.
- a) There is no link to course assessment reports.
- b) No courses have been changed due to assessment conducted.
- 2.4 Please list all courses which have been reviewed in the last academic year.

 Note: Curriculum Review is required by the Chancellors Office every 6 years.

No classes have been reviewed in the last year. A new course, ECT 162 (Introduction to Solar Principals) has been created and will be presented to curriculum and instruction this year.

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

None.		

2.6 For each program that was reviewed, please list any changes that were made.

No changes to the existing certificate.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

Ongoing discussion with students (both current and former) regarding the course offerings.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements		
Creation of new curriculum that covers the principles of solar energy and equipment.	Development of curriculum that is relevant to industry needs.		
Increased SLO assessments of current courses.	Better understanding of whether course goals are being met.		

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