

## Assessment Report Worksheet #3

AAS in Building Technology  
major in Construction Electricity

- Unit/Office/Program (3-1)**  
 **Formative Assessment (3-3)**  
 **Summative Assessment (3-4)**

Fall 2012-Spring 2013

**Assessment Period Covered (3-2)**

*Cirilo B. Recana – May 2013*

**Submitted by & Date Submitted (3-5)**

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**Endorsed by: (3-5a)**

### Evaluation Question (Use a different form for each evaluation question)(3-6):

Do the technical courses in AAS Building Technology major in Construction Electricity such as: VEM 102, VEM 103, VEM 104, VSP 121, VEM 110, VEE 110 and VEE 222 have 70% (grade of "C") and above passing grade in their respective SLO's?

### First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):

#### *1a. Means of Unit Assessment & Criteria for Success (3-8):*

The final grade of the students on each courses shown are base on written and performance/practical SLO assessment.

#### *1b. Summary of Assessment Data Collected (3-9):*

**Course Code: VSP 121/P1/P2**

*43 out of 49 students or 88% students got 'C' or better as their final grade.*

**Course Code: VEM 102/P1**

*13 out of 16 students or 81% students got 'C' or better as their final grade.*

**Course Code: VEM 103/P1**

*13 out of 15 students or 87% students got 'C' or better as their final grade.*

**Course Code: VEM 104/P1**

*12 out of 14 students or 86% students got 'C' or better as their final grade.*

**Course Code: VEE 110/P1**

*12 out of 14 students or 86% students got 'C' or better as their final grade.*

**Course Code: VEE 222/P1**

*13 out of 15 students or 93% students got 'C' or better as their final grade.*

Students were assessed based on written test (quizzes and exams) and performance test (Hands-on assessment).

The assessment tool use in performance is the rubric rating based in the CLA such as Exemplary, Developing and Unacceptable. Where;

- ✓ *Exemplary – students who passed written exams with a score of 90 or higher. And students who performed practical tasks with no or minimum assistance from instructor to successfully complete assigned tasks.*
- ✓ *Developing – students who passed written exams with a score between 70 and 89. And students who performed practical tasks with some assistance from instructor to successfully complete assigned tasks.*
- ✓ *Unacceptable – students who failed [60 or below] written exams and performed poorly in completing tasks or never completed tasks.*

Course	# of students	Exemplary	Developing	Unacceptable
VSP 121/P1/P2 Fall12	49	39	10	0
VEM 102/P1 Fall12	16	9	7	0
VEM 103/P1 Fall12	15	9	6	0
VEM 104/P1 SP13	12	9	3	0
VEM 110/P1 Fall12	15	9	6	0
VEE 110/P1 FA12	14	12	2	0
VEE 222/P1 SP13	15	9	6	0
VEE 110/P1 SP13	14	8	6	0
VEE 110/P2 SP13	14	8	5	1

*1c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop] (3-10):*

Base on the summary, it shows a 100% passing rate for the VEE 110 and VEE 222. The SLO teaching strategy and assessment on this courses must be maintain and continuously improve in terms of the content to keep abreast and match in industry needs.

On the SLO's were some students receive developing mark must be given emphasis by the instructor in-charge to improve the level of performance of the succeeding students.

*2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:*

**VSP 121** - *Students who have low reading skills struggled in mastering the theoretical aspects of the course. Also, students who have no/little background in the practice/use of safety are also struggling with the coursework.*

**VEM 102** - *Improve fundamental knowledge and practical hands-on skills, utilize more circuit construction activities with installation of electrical circuit symbols and schematics. This will allow students to draw, design and interpret construct plan and analyze (calculation and measurement)basic troubleshooting skills.*

**VEM 103** - *Improve fundamental knowledge and practical hands-on skills, utilize more circuit construction activities with bread-boarding techniques, in which will allow students to design, construct, analyze (calculation and measurement), and perform basic DC circuit components and troubleshooting skills on series and parallel circuits.*

**VEM 104** - *Improve fundamental knowledge and practical hands-on skills, utilize more circuit construction activities with bread-boarding techniques, in which will allow students to design, construct, analyze (calculation and measurement), and perform basic AC circuit troubleshooting skills on series and parallel circuits.*

**VEM 110** - *Improve fundamental knowledge and practical hands-on skills, utilize more circuit construction activities with circuit board techniques, in which will allow students to construct, analyze (calculation and measurement), and perform basic switches operation and troubleshooting skills*

**VEE 110** - *I recommend to modify the course outline and combined other discrete devices include in VEE 222 so that this will become one course for electrical students. It is also recommended purchasing additional NIDA experiment cards so that this makes our students to become industry competitive in electrical and electronic components field.*

**VEE 222** – *I recommend to merge this course to VEE 110 since some of the discrete devices included in this course are more electronics in nature thus only few of the components are related to electrical. Doing this will create only one course for electrical students to take and that will lessen the number of credits for them and can be used for creating new courses. I strongly believe this will elevate the cognitive and psychomotor skills of our students.*

**Evaluation Question (Use a different form for each evaluation question)(3-6):**

Do the major courses in AAS Building Technology major in Construction Electricity such as: VEM 111, VEM 112, VEE 266, VEM 212, VEM 240 have 70% (grade of “C”) and above passing grade in their respective SLO’s?

**First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan 3-7):**

*1a. Means of Unit Assessment & Criteria for Success (3-8):*

The final grade of the student on each courses base on written and performance SLO assessment.

*1b. Summary of Assessment Data Collected (3-9):*

**Course Code : VEM 111**

*13 out of 14 students or 93% students got 'C' or better as their final grade.*

**Course Code : VEM 112**

*13 out of 14 students or 93% students got 'C' or better as their final grade.*

**Course Code : VEE 266**

*13 out of 14 students or 93% students got 'C' or better as their final grade.*

**Course Code : VEM 212**

*5 out of 6 students or 83% students got 'C' or better as their final grade.*

**Course Code : VEM 240**

*9 out of 10 students or 90% students got 'C' or better as their final grade.*

Students were assessed based on written exams (quizzes and exams) and performance test  
*The assessment tool use in performance is the rubric rating Exemplary, Developing and Unacceptable. Where;*

- ✓ *Exemplary – students who passed written exams with a score of 90 or higher. And students who performed practical tasks with no or minimum assistance from instructor to successfully complete assigned tasks.*
- ✓ *Developing – students who passed written exams with a score between 70 and 89. And students who performed practical tasks with some assistance from instructor to successfully complete assigned tasks.*
- ✓ *Unacceptable – students who failed [60 or below] written exams and performed poorly in completing tasks or never completed tasks.*

<i>Course</i>	<i># of students</i>	<i>Exemplary</i>	<i>Developing</i>	<i>Unacceptable</i>
<i>VEM 111 SP13</i>	<i>14</i>	<i>12</i>	<i>0</i>	<i>2</i>
<i>VEM 112 SP13</i>	<i>11</i>	<i>8</i>	<i>1</i>	<i>2</i>
<i>VEM 212 SP13</i>	<i>6</i>	<i>2</i>	<i>3</i>	<i>1</i>
<i>VEM 240 SP13</i>	<i>10</i>	<i>9</i>	<i>0</i>	<i>1</i>
<i>VEE 266 FA12</i>	<i>14</i>	<i>13</i>	<i>1</i>	<i>0</i>

*1c: Use of Results to Improve Program/Unit Impact/Services[Closing the loop] (3-10):*

Base on the summary, it shows a 100% passing rate for the VEM 111, VEM 112, VEE 266, except for VEM 212 and VEM 240 due to student's failure in completing requirements of the course. The SLO teaching strategy and assessment on this courses must be maintain and continuously improve in terms of the content to keep abreast and match in industry needs.

On the SLO's were some students receive developing mark must be given emphasis by the instructor in-charge to improve the level of performance of the succeeding students.

*2c: Use of Results to Improve Program/Unit Impact/Services [Closing the loop]:*

**VEM 111** – *Improve fundamental knowledge and skills awareness in electrical fixtures use, and utilize more circuit construction activities, in which will allow students to construct, analyze (calculation and measurement), and perform basic switches operation and loading.*

**VEM 112** - *Improve fundamental knowledge and practical hands-on skills, utilize more circuit construction activities with circuit board techniques, in which will allow students to construct, analyze (calculation and measurement), and perform basic switches operation and troubleshooting skills*

**VEM 212** – *The course will be much more effective and interesting if we go back changing from textbook to multimedia interactive NEC cd will be use in the class so that students will not find it boring and time consuming browsing their NEC textbook. In the interactive cd, they find it more interesting since the new technology and methods of teaching is gearing towards those trends.*

**VEE 266** – *Modify the course based on current needs of the electrical industry. The present course content focuses more on electronic DC motors with less emphasis in AC electrical motors. Furthermore, sufficient motor equipments should be purchase for instruction as needed.*

**VEM 240** – Considering the course is a major course in Building Technology, this specific course was designed both theoretical and hands-on to develop students with their skills in motor control circuit and troubleshooting technique using the current technology available. It is therefore suggested that the maximum number of students and completed pre-requisite courses should be strictly followed in registering in this course. Also, a continuous updating of the software (Simutech Troubleshooting Technique) use in the course.