

Review of Performance: (**VEE 230 Radio communication**, Fall 2013, 12 students)  
 Submitted by: Nelchor Permitez Ed. D.

**Institutional Student Learning Outcomes (ISLO):**

- ILO1: Effective oral communication.
- ILO2: Effective written communication.
- ILO3: Critical Thinking
- ILO4: Problem Solving
- ILO5: Intercultural knowledge and competence.
- ILO6: Information literacy.
- ILO7: Foundations and skills for life-long learning.
- ILO8: Quantitative reasoning.

**Program Learning Outcomes (PLO)**

- PLO1: Practice Safety and occupational health procedures in the workplace.
- PLO2: Use electronic tools and test equipment competently.
- PLO3: Interpret schematic diagrams and waveforms.
- PLO4: Build electronic projects to a given specification.
- PLO5: Practice a career in the Telecomm Industry.
- PLO6: Troubleshoot microwave, fiber optics and telephone system.

SLO#	Program SLO#	I, D, M	ISLO	Reflection/Comment	
1. Describe basic communication system and signal processing techniques.	Practice career in telecommunication industry.  Troubleshoot microwave, fiber optic, radio communication	I	6	The SLO was assess using hands-on troubleshooting and written quiz and examination.	
				Students need more time in hands-on and other practical procedure to reach mastery level performance.	
				Letter Grade	Number of student
				A	0
				B	5

	n and telephone system			C	7								
2. Describe amplitude modulation (AM) and frequency modulation (FM) signals	Practice career in telecommunication industry.  Troubleshoot microwave, fiber optic, radio communication and telephone system	D	6	The SLO was assess using hands-on troubleshooting and written quiz and examination.  Students need more time in hands-on and other practical procedure to reach mastery level performance.	<table border="1"> <thead> <tr> <th>Letter Grade</th> <th>Number of student</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0</td> </tr> <tr> <td>B</td> <td>4</td> </tr> <tr> <td>C</td> <td>8</td> </tr> </tbody> </table>	Letter Grade	Number of student	A	0	B	4	C	8
Letter Grade	Number of student												
A	0												
B	4												
C	8												
3. Describe AM and FM signal path and circuit.	Practice career in telecommunication industry.  Troubleshoot microwave, fiber optic, radio communication and telephone system	D	6	The SLO was assess using hands-on troubleshooting and written quiz and examination.  Students need more time in hands-on and other practical procedure to reach mastery level performance.	<table border="1"> <thead> <tr> <th>Letter Grade</th> <th>Number of student</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0</td> </tr> <tr> <td>B</td> <td>5</td> </tr> <tr> <td>C</td> <td>7</td> </tr> </tbody> </table>	Letter Grade	Number of student	A	0	B	5	C	7
Letter Grade	Number of student												
A	0												
B	5												
C	7												
4. Describe AM and FM modulator	Practice career in	I	6	The SLO was assess using hands-on troubleshooting and written quiz and examination.									

and demodulator.	telecommunication industry.  Troubleshoot microwave, fiber optic, radio communication and telephone system			<p>Students need more time in hands-on and other practical procedure to reach mastery level performance.</p> <table border="1" data-bbox="991 423 1969 574"> <thead> <tr> <th data-bbox="991 423 1480 459">Letter Grade</th> <th data-bbox="1480 423 1969 459">Number of student</th> </tr> </thead> <tbody> <tr> <td data-bbox="991 459 1480 495">A</td> <td data-bbox="1480 459 1969 495">1</td> </tr> <tr> <td data-bbox="991 495 1480 531">B</td> <td data-bbox="1480 495 1969 531">8</td> </tr> <tr> <td data-bbox="991 531 1480 574">C</td> <td data-bbox="1480 531 1969 574">3</td> </tr> </tbody> </table>	Letter Grade	Number of student	A	1	B	8	C	3
Letter Grade	Number of student											
A	1											
B	8											
C	3											
5. Monitor modulated signal in AM and FM receiver.	Practice career in telecommunication industry.  Troubleshoot microwave, fiber optic, radio communication and telephone system	I	6&7	<p>The SLO was assess using hands-on troubleshooting and written quiz and examination.</p> <p>Students need more time in hands-on and other practical procedure to reach mastery level performance.</p> <table border="1" data-bbox="991 899 1969 1050"> <thead> <tr> <th data-bbox="991 899 1480 935">Letter Grade</th> <th data-bbox="1480 899 1969 935">Number of student</th> </tr> </thead> <tbody> <tr> <td data-bbox="991 935 1480 971">A</td> <td data-bbox="1480 935 1969 971">2</td> </tr> <tr> <td data-bbox="991 971 1480 1006">B</td> <td data-bbox="1480 971 1969 1006">7</td> </tr> <tr> <td data-bbox="991 1006 1480 1050">C</td> <td data-bbox="1480 1006 1969 1050">3</td> </tr> </tbody> </table>	Letter Grade	Number of student	A	2	B	7	C	3
Letter Grade	Number of student											
A	2											
B	7											
C	3											
6 . Troubleshoot AM and FM transmitter and receiver..	Practice career in telecommunication industry.  Troubleshoot microwave,	I	6&7	<p>The SLO was assess using hands-on troubleshooting and written quiz and examination.</p> <p>Students need more time in hands-on and other practical procedure to reach mastery level performance.</p>								

fiber optic, radio communicatio n and telephone system			Letter Grade	Number of student
			A	1
			B	8
			C	3

**Additional observations:** Need to purchase additional set of Radio communication FM, AM and SSB NIDA cards to accommodate growing number of students enrolled in the course.

**Special comments:** Out of 12 students, 8 got B and 5 got C.

**Recommendations:** Modify the course outline must be increase its credit number and include topics such as include high frequency (HF) radio transceiver, citizens band (CB) transceiver, and transceiver station setup and antenna installation in the topics and increase the allotted time for hands-on. In addition, cellular phone technology and servicing must be included on this course. Must buy FM and AM receiver card for NIDA radio communication activity some of our cards are already non functional and need to be replace.

Signature: \_\_\_\_\_

Name typed, position

Date: \_\_\_\_\_