**ACADEMIC ASSESSMENT ANNUAL QUESTIONNAIRE: August 2023 – August 2024**

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| **SECTION I: BACKGROUND INFORMATION** |
| **1: What is the name of this Academic Program?** |
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| **2: Provide the following:**1. **All the Program Level Outcomes (PLOs)** [-click here for definitions](https://saluki-my.sharepoint.com/%3Aw%3A/g/personal/apap_siu_edu/EYsXKcjfwJ1PoScmHX1m__0B3Za7XaqfAdVdDOW9jIvvgQ?e=PZAU6m)-
2. **A table listing the key courses where achievement of the PLOs are evaluated, the primary assessment and data collection tools** (aka “Standards” in D2L) **used for evaluation in each course, and performance targets for achievement**
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| **SECTION II: ASSESSMENT PLANNING** |
| **To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I** |
| **1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve student achievement of the related PLOs?** |
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| **2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** *If the program cannot be completed fully online, skip this question.* |
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| **3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?** |
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| **SECTION III: PRIOR YEAR ASSESSMENT IMPACT** |
| **Gather relevant historical assessment efforts to answer this section** |
| **1: Discuss how prior changes to activities/assignments/curriculum impacted students’ achievement of the PLOs related to those changes. Provide at least 2 examples.**  |
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**EXAMPLE BELOW**

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| **SECTION I: BACKGROUND INFORMATION** |
| **1: What is the name and level of this Academic Program?** |
| Electrical Engineering Technology – Bachelor of Science |
| **2: Provide the following:**1. **All the Program Level Outcomes (PLOs)** [-click here for definitions](https://saluki-my.sharepoint.com/%3Aw%3A/r/personal/craig_engstrom_siu_edu/_layouts/15/Doc.aspx?sourcedoc=%7B886088B0-4603-433E-8946-D4D697AD7B1C%7D&file=siu-slo-definitions-draft-2024-08-20.docx&action=default&mobileredirect=true)-
2. **A table listing key courses where achievement of the PLOs are evaluated, the primary assessment and data collection tools** (aka “Standards” in D2L) **used for evaluation in each course, and performance targets for achievement**
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| * 1. **PROGRAM-LEVEL OUTCOMES (PLOs):**
1. An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering and technology to solve broadly-defined engineering problems appropriate to the discipline;
2. An ability to design systems, components or processes meeting specified needs for broadly- defined engineering problems appropriate to the discipline;
3. An ability to apply written, oral and graphical communication in broadly-defined technical and non-technical environments, and an ability to identify and use appropriate technical literature;
4. An ability to conduct standard test, measurements and experiments and to analyze and interpret the results to improve processes;
5. An ability to function effectively as a member as well as a leader on technical teams.
	1. **PLO ASSESSMENT TABLE:**

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| **PLOs** | **Key Courses** | **Tools to Assess Whether Students are Achieving Outcomes** | **Performance Targets** |
| PLO 1 | EET 332aEET 495a/bEET 438b  | EET 332a: Assignments, examsEET 495a/b: Senior design project, reportEET 438b: Subject area scores | 70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam  |
| PLO 2 | EET 438bEET 495a/b | EET 438b: Assignments, exams, lab activitiesEET 495a/b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |
| PLO 3 | EET 332aEET 438bEET 495a/b | EET 332a: Assignments, exams, lab activitiesEET 438b: Assignments, exams, lab activities EET 495a/b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |
| PLO 4 | EET 332aEET 495bEET 438b | EET 332a: Lab activitiesEET 495b: Senior design project, reportEET 438b: Subject area scores | 70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam |
| PLO 5 | EET 495b | EET 495b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |

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| **SECTION II: ASSESSMENT PLANNING** |
| **To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I** |
| **1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** |
| Data of Interest from Tool 1: End of program exam – performance metrics not met in Alternating Current (AC) circuit analysis; most recently, the percentage of students meeting or exceeding the threshold increased from 38% to 50% but did not meet the target of 70% Data of Interest from Tool 2: End of program exam – performance metrics not met in microcontroller principles; most recently, the percentage of students meeting or exceeding the threshold decreased from 75% to 50% which does not meet the target of 70%  |
| **2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** *If the program cannot be completed fully online, skip this question.* |
| When disaggregating the data, online students perform just as well or better than their campus counterparts. The online students are working adults and can more readily translate knowledge in courses to the real world. Overall, if either population of students falls below performance targets, changes are made to both modalities which benefits all students. |
| **3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?** |
| Change(s) based on data: Change 1 – Provide new modules in EET 304a to reinforce AC circuit analysis content and identify areas of deficiencyChange 2 – Revise introductory microcontroller course, update to use current technology and software development toolsChange 3 – Revise content in EET 403b to eliminate duplication with content in EET 438b and convert to an advanced microcontroller course  |
| **SECTION III: PRIOR YEAR ASSESSMENT IMPACT** |
| **Gather relevant historical assessment efforts to answer this section** |
| **1: Discuss how prior changes to activities/assignments/curriculum impacted students’ achievement of the PLOs related to those changes. Provide at least 2 examples.**  |
| Impact of change 1 from last year - 2022-2023: (PLO1 & PLO 4) Students were provided new practice exams in EET 304a to reinforce AC circuit analysis content, the results of these practice exams increased the AC circuit analysis on the end of program exam from 38% to 50%, but still below the 70% threshold. Impact of change 2 from last year - 2022-2023: (PLO1 & PLO2) Students received practice exams in EET 332a and EET 438a to reinforce concepts and the percentage of students that attained a grade level of 70% or higher on all course assessments increased as it relates to these PLOs. (EET 332a: PLO1 – 69 to 74%, PLO2 – 70 to 75%; EET 438a: PLO2 – 71 to 93%) |