

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Worksheet

Date:

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process:

If course is part of a major(s), and/or certificate program(s), please list all below:

| Major(s): | Certificate(s): |
|-----------------------|-----------------------|
| Automotive Technology | Automotive Technology |
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Does course satisfy a community college GE requirement(s)? Yes No N/A

If yes, check which requirement(s) below:

- | | |
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| <input type="checkbox"/> American Institutions <input type="checkbox"/> Health Education <input type="checkbox"/> Physical Education / Activity <input type="checkbox"/> Math Competency <input type="checkbox"/> Reading Competency | <input type="checkbox"/> Language and Rationality – English Composition <input type="checkbox"/> Language and Rationality – Communication and Analytical Thinking <input type="checkbox"/> Natural Science <input type="checkbox"/> Humanities <input type="checkbox"/> Social and Behavioral Sciences |
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| Student Learning Outcome | Assessment Tool (e.g., exam, rubric, portfolio) | Institutional Outcome* (e.g., ISLO1, ISLO2) |
|---|--|--|
| Example: Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
| Outcome 1: Identify and interpret heating and air conditioning concern; determined necessary action | Practical exam with skill rubrics | ISLO1 ISLO2 ISLO3 |
| Outcome 2: Perform A/C system test; identify A/C system malfunctions | Practical exam with skill rubrics | ISLO1 ISLO2 ISLO3 |
| Outcome 3: Diagnose A/C system conditions that cause the protection devices to interrupt system operation | Practical exam with skill rubrics | ISLO1 ISLO2 ISLO3 |
| Outcome 4: | | |
| Outcome 5: | | |

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

SLO Cycle Assessment Form

| | | |
|---|---|--------------|
| 1. Course Number & Date form was completed | Course: AUTO-AIR CONDITIONING AUT-210 | Date:4/13/11 |
| 2. People involved in summarizing & evaluating data (minimum of two) | Ricardo Pradis and Jose Lopez | |
| 3. Semester data was collected (ex. Spring 2011) | 2010 FALL TERM | |
| 4. Please list the SLO(s) that was (were) assessed. Write it out. | 1. Identify and interpret heating and air conditioning concern; determined necessary action. 2. Perform A/C system test; identify A/C system malfunctions. 3. Diagnose A/C system conditions that cause the protection devices to interrupt system operation. | |
| 5. Data results Briefly summarize the results of the data. | 25 % of the students quickly solve problems creatively, with competent conclusions and new insights. 40 % of the students can usually solve a problem and come up with an acceptable solution. 30% of the students can perform the work with supervision 5% of the students does not understand important items many incorrect conclusions. Difficulty determining what needs to done. | |

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|---|--|
| <p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p> | <p>The students are assigned a task that let the students get their hands dirty. The tasks give detailed instructions on various hands-on learning activities. Before assigning a task, we discuss it with the class. Present a verbal summary or demonstration of the task procedures. The outcome of these worksheets is designed to measure student achievement and comprehension on ILO1, ILO2, and ILO3</p> |
| <p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p> | <p>This was a very effective process that helps the student understand real work experience. Proper repair and service of a vehicle demands a high level of professional competency and skill. We decided not to change this particular outcome.</p> |
| <p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p> | <p>This process will help the student to take on the Automotive Service Excellence (ASE) a national examination for the professional technician</p> |

The SLO Cycle Assessment Form Guidelines

1. Please list the course number and date that cycle assessment form was completed.
2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other member of the faculty, administration, staff or student population. Please list the names of all who were involved in summarizing or evaluating the data.
3. Include the semester when the data was included (e.g. Spring 2011).
4. List the SLO(s) that was (were) assessed (e.g. “identify, create, and critique oral argument”).
5. Please summarize the data that you collected. Include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, as appropriate, if a cross-section of classes (day, evening, online) were assessed. For example, if a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, on the rubric. Your original data results, or your raw data, should be kept within your department for three years.
 - 6a. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that will be implemented based on the data. Changes might be made to class activities, assignment instructions, evaluations, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2012).
 - 6b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.
7. This recently added section is very important because it allows us to document different ways that students are acquiring the 5 ILOs. We state that “Upon completion of a degree, program, or certificate, a student will complete coursework at Imperial Valley College demonstrating competency in communicating skills, critical thinking skills, personal responsibility, information literacy, and global awareness.” We need to demonstrate that this is occurring. Please refer to the “Strive for Five” form for more of an in depth description of ILOs.
8. This provides an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and include them on next year’s syllabus.
9. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.