SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: AUT-230	Date: 6/5/12
2. People involved in summarizing & evaluating data (minimum of two)	Ricardo Pradis, Jose Lopez	
3. Semester data was collected (e.g., Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Outcome 1: Diagnose the causes of emissions or driveability concerns with store or active diagnostic trouble codes; obtain graph, and interpret scan tool data. Outcome 2: Access and use service information to perform step-by-step diagnosis Outcome 3: Inspect and test ignition primary and secondary circuit wiring and solid state components; perform necessary action	
5. Data results Briefly summarize the results of the data.	35% of the students are always prepared anticipates problems before they occur. 35% of the students usually prepared think ahead most of the time. 25% of the students sometimes plans but needs a push. 15 % of the students unorganized, little or weak planning	

| 6a. Course/Program Improvements

Please describe what change(s) you plan to implement based on the above results

6b. Will this include a change to the curriculum (i.e., course outline)?
Yes_____
No___x_____ | Based on the results, promoting respect for the automotive trade can be used to heighten interest, improve classroom attitude, increase participation, and upgrade learning in general.

Improvement in combination in-shop and in-class approach for optimum learning. If the course is all in-class, the student will lack practical experience. If the course is all hands-on, the student will not learn essential information needed when alone on the job. Varying teaching methods will increase interest in and comprehension of the material. It will also provide balance instruction in this highly complex field. |

7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process. **How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?** 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. **IVC's 5 ILOs:** **ILO1 = Communication Skills** **ILO2 = Critical Thinking Skills** **ILO3 = Personal Responsibility** **ILO4 = Information Literacy** **ILO5 = Global Awareness**	The students are assigned a hands-on task and it gives detailed instructions on various 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 tasks is designed to measure student achievement and comprehension on ILO 1, ILO 2, and ILO 3.
8. Next year **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?**	We believe the process was effective. A further discussion with the department is necessary before determining any possible changes in these particular outcomes.
9. After Thoughts **Feel free to celebrate, vent, or otherwise discuss the process**	This process helps the student to take on the Automotive Service Excellence Examination (ASE) a national examination for the professional technician

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 (fulltime, parttime); 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.