



Student Learning Outcomes Plan

Critical Thinking - Fall 2016

Page 1: Welcome

Q1

First, please tell us a little about yourself:

Your name:

Joe Lyon

The name of your program

HVACR Service Technician Training

Q2

We are in the process of getting external accreditation.

Is your program externally accredited?

Page 2: Plan to improve student outcomes - part 1 (R/U)

Q3

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This first one should be emphasized early in a student's program and center on students' ability to Remember/Understand (R/U) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Recognizing the need for both quantitative and qualitative information while formulating questions; identifying available technologies/analytical methods; discerning that accurate and complete information is the basis for effective decision making.

Course #

154 Controls

SLO

Effective Communication, Critical Thinking

Q4

How will you determine the extent to which student achievement has increased on this first SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

All students will be able to complete tasks without instructor assistance, equals 20 points. Required instructor assistance results in reduced points.

Q5

What will you do differently this year to bring about the improvement you intend?

Design lab project sheets to fit each task required.

Q6

How will these results affect your teaching/program?

Give students a grading score system before starting projects.

Page 3: Plan to improve student outcomes - part 2 (A/A)

Q7

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This second one should be emphasized mid-way through a student's program and center on students' ability to Analyze/Apply (A/A) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Demonstrating skill gathering information from and within a certain field; analyzing, interpreting and synthesizing information, strategies, resources, evidence, and/or assumptions.

Course #	These are not listed yet
SLO	Effective Communication, Critical thinking

Q8

How will you determine the extent to which student achievement has increased on this second SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

I expect 100% success, with no injuries. Students must complete each project or withdraw.

Q9

What will you do differently this year to bring about the improvement you intend?

Implement detail shop projects and written check sheets.

Q10

How will these results affect your teaching/program?

Improve objectivity, and quality assessment.

Page 4: Plan to improve student outcomes - part 3 (C/E)

Q11

Please list here the associated course number of your chosen SLO as they appear in the MCO or SLO Matrix. This third one should be emphasized late in a student's program and center on students' ability to Create/Evaluate (C/E) concepts/attitudes/skills. Students demonstrate critical thinking at this level by: Evaluating and testing solutions on the basis of origin, viewpoint, currency, relevance, completeness, validity and appropriateness; using creativity to generate diverse possible solutions and articulating reasoned solutions to others.

Course #	Current course HVAC 107, changing to HVAC 154
SLO #	Effective Communication, Critical Thinking

Q12

How will you determine the extent to which student achievement has increased on this third SLO? (For example, "___% percent of my students need to score a minimum ___% on the lab practical)

100% success is required for advancement.

Q13

What will you do differently this year to bring about the improvement you intend?

Detail out shop project sheets with quantifiable grading.

Q14

How will these results affect your teaching/program?

Make every student perform up to minimum standards.
