



Student Learning Outcomes Plan

Critical Thinking - Fall 2016

Page 1: Welcome

Q1

First, please tell us a little about yourself:

Your name:

Matt Spitzer

The name of your program

Power Sports

Q2

Is your program externally accredited?

No, we are not 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 #

POW 106

SLO

Remove, Replace and Balance a tire assembly

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)

The student needs to perform this task to industry standards as observed by the Instructor

Q5

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

I have added this as a check off skill each quarter based on feedback from my Advisory board of skills that graduates must be proficient at.

Q6

How will these results affect your teaching/program?

My students will be more proficient at required industry skills

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 #

POW 120

SLO

Students will make proper valve adjustments

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)

Students will perform this task to industry standards as observed by the Instructor.

Q9

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

This is not different but this skill is performed in 4 different courses throughout the year.

Q10

How will these results affect your teaching/program?

This skill is a top 10 skill that graduates of the program need to be proficient in order to gain employment

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 #

POW140

SLO #

Students will test electrical circuits and make proper determinations by applying the Electrical Rules

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)

The skill will be performed to Industry standard as observed by the Instructor.

Q13

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

This skill is used in 3 different classes. this skill must be performed properly in order to continue to the next level of skills.

Q14

How will these results affect your teaching/program?

I will know whether or not this skill is being taught enough by how quickly the students are able to become proficient at the skill. This skill may need to be added to additional classes.