



Student Learning Outcomes Plan

Effective Communication - Fall 2017

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 your chosen CLSO and associated course number as they appear in the MCO. 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 effective communication at this level by: Reading and listening analytically with understanding and openness toward other points of view; writing and speaking clearly, accurately, fluently and with a sense of continuity.

Course #

POW 140

SLO

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

Q4

How will you assess this first CSLO?

Lab/Practicum,

Describe the improvements in students' skill or understanding you hope to see on this assessment::
By taking longer and having more repetitions I hope to increase retention. Students will then be actively tested at end of quarter for ability and retention.

Q5

What will you change to improve student learning on this CSLO?

Taking more time for Instruction, making more repetitions for them to practice on.

Q6

How will these results affect your teaching/program?

Basic answer is to perform less skills better. By trying to cover less material but taking more time to cover that material, the students should get better and build a better foundation for later taking on higher level concepts.

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

Q7

Please list your second chosen CLSO and associated course number as they appear in the MCO. 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 effective communication at this level by: Recognizing academic and personal obstacles to learning and demonstrating strategies to overcome them; showing respect for self and others; communicating needs and making decisions.

Course #

141

SLO

Students will be able to identify and service a variety of charging systems

Q8

How will you assess this second CSLO?

Lab/Practicum,

Describe the improvements in students' skill or understanding you hope to see on this assessment::
Students will hopefully be better at identifying types of charging systems, which then allows them to pick the proper strategy for diagnosis and repair.

Q9

What will you change to improve student learning on this CSLO?

I will be adding more repetitions and limiting the lab to the two modern charging systems, dropping a lot of the historical variety in charging systems.

Q10

How will these results affect your teaching/program?

I can get rid of older technology and just make sure students are at their best with modern versions of charging systems, this both simplifies the curriculum and the type of equipment we need to train on.

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

Q11

Please list your third chosen CLSO and associated course number as they appear in the MCO. 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 effective communication at this level by: Articulating and setting priorities; making ethical decisions; working independently as well as cooperatively to develop awareness of and sense of responsibility for the wider community.

Course #

142

SLO #

Students will be able to identify and service a variety of ignition systems

Q12

How will you assess this third CSLO?

Lab/Practicum,

Describe the improvements in students' skill or understanding you hope to see on this assessment::
Students will hopefully be able to complete the entire diagnosis unassisted from the Instructor.

Q13

What will you change to improve student learning on this CSLO?

Allow students to work more independently, previously these activities were almost all guided, I have created labs to make it much more self paced and unguided.

Q14

How will these results affect your teaching/program?

Hopefully allow me to help students rather than at every step, only at the critical steps where they get stuck, this should free me up to help more students.