DeAnza College **SLO ARCHIVE**

Student Learning Outcomes for CDI 85A

AutoDesk Inventor - No Longer Offered

Team Members:

Team Leader:
Louis Gary Lamit (8627) in CDI

Other members:

1. Max Gilleland (x5578) CDI
2. Robert Benzio (x) CDI

Additional team members/notes about team:

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Functioning as a designer using Inventor, the student will create an engineering document package which complies with industry-defined standards and shall include the following:* components modeled using CAD design tools* assemblies generated from multiple components* engineering drawings for components and assemblies

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2010
Assessors: Robert Benzio
Assessment Tools: • •
Sections being assessed: 61, Z

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 27

Changes:
n/a

Methods:

Outcome 1: Assessment Planning [edit]Assessment Strategy Used:Quarter: Winter 2011Assessors: Louis Gary Lamit and Robert BenzioAssessment Tools: Portfolios • LogsSections being assessed: 61L and 63ZOutcome 1: Reflect & Enhance [edit]Number of people involved in Phase III: 24Methods:Assessment Tools:*48 exercises and skill exercises in the book.*18 handout exercises.*7 miscellaneous parts to test modeling skills.*Final derailleur project to demonstrate complete use of software.*Final Student Documentation PortfolioMethods:Catalyst Course Management System was used to issue, receive, & gradeassignments throughout the quarter.*Reading assignments covering 7 chapters of the current text are thefoundation of the course content with 48 exercises and skill exercisesfrom the text book.*18 handout exercises increasing in complexity and skill level to teststudents knowledge of software functionality.*7 miscellaneous part modeling exercises that demonstrate key softwarefunctions and abilities.* Final derailleur project.Derailleur Project is used to measure the students ability to create acomplete design package and demonstrate that the student has fullknowledge of software functionality and capabilities.*Final Student Documentation Portfolio (Adobe Acrobat pdf format) is usedto collate and document all course work.

Findings and Conclusions:
Over 54% of the students in this section completed all of the work, withabout 65% excellence (completion of 90+% of all assigned course work).The general trend for the Autodesk Inventor class was that if he did thework and listen to the lectures and put a little bit of time and effortin these are the students that did very well in the class. Thisparticular class is not taught very often and when comparing this to theprevious time this class was taught I did not see any discernible changein grade distribution. The one thing I was able to see was a largernumber of students interested in the class as compared to when the classwas offered in 2008. The one main difference for this can be attributedto the department offering an online section for the class. As for thedrop rate for this class is compared to the previous time it was taughtwas a lot lower. This could be attributed to the weak economy and peoplegoing back to school to bring their technical skills up. Also that someof my students that were working in industry their companies haveswitched to Inventor and they were coming to class to get a more in-depthunderstanding of the software. Another general trend was that typicalstudents would excel at the work (s)he attempted. Work assigned early inthe quarter is usually done well, leaving work assigned later in thequarter incomplete in some cases.In general, the student who takes the instructors advice to budget 8hours/week of study devoted to this particular course does very well,while the student who spent less time on the course work doesn't do aswell.Activity Report:11 students with 90% or higher.6 students with 80% to 89%1 student with 74%1 student with 62%3 students with 51% or lower1 incomplete

Enhancement (Planned Actions)
Part I:
Add recorded lectures for each chapter, covering subtle changes or otherdetails not directly or clearly discussed in the text. Recorded lectureswill also have the quality of updating the student and the course contentwith respect to software upgrades which occur during the school year.Overall because his classes taught very infrequently most of the videolectures and course material needs to be reevaluated each time this courseis taught. With that said some of the basic models and stand-aloneprojects can be reused. In a future class we may try and reduce the numberof book exercises or hand out exercises and throw in a midterm evaluationwith the short answer online test and a quick modeling component.

Part II:
n/a

SLO Created: 05/03/2010 Last Modified: 06/04/2011