



## Academic Program Assessment Report for AY 2018-2019

Program: Automotive Industry Management

(Due: May 21, 2019)

Date report completed: May 21, 2019

Completed by: Cathi J Robbe AIM Program Coordinator

Assessment contributors (other faculty involved): Bill Bencini AIM Assistant Professor  
Alan Fass AIM Lecturer

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., and M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

### Brief statement of Program mission and goals:

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?

<p><b><u>Student Learning Outcome (SLO) #2</u></b> will be addressed several times in required AIM courses as shown in Table 1. The Business Contact and Case Study Report will be evaluated against a rubric to evaluate the effectiveness, comprehension and competence level.</p>	<p><b>Spring 2015</b></p>	<p>A rubric was used to evaluate student presentation skills based on information, research, and knowledge of subject matter, format/layout of slides, speech/communication speed, dress and ability to answer questions. Business contacts were made throughout the spring semester to local dealerships. Students were expected to “job shadow” associates at the dealership for the learning experience and provide feedback on SWOT (strength,</p>	<p>Fall 2018 AIM 305 Regularity Issues had an enrollment of 15 students. Spring 19 AIM 425 Automotive Financial Managment had an enrollment of 15 students all junior or senior standing</p>	<p>Expectations of proficiency is 80% or higher for all AIM Students Learning Outcomes</p>	<p>Business Contact Reports were higher than the last assessment period. This is due in part to placing students at dealership to “job shadow” for an extend time rather that all touring different dealerships Case Study Reports this varied, not do to the assessment or rubric plan but lack of enthusiasm among</p>	<p>Over all the faculty observation of student participation and feedback was positive. Dealership personal who assisted in the:” job shadow” had mostly positive comments about student participation. A more formal survey will be given to dealer contact people to evaluate and improve on the new teaching style. At this time this information is not available</p>	<p>Continue to development of “job shadowing” and possibly internships so student can gain more hands on experience. This will potentially work well with the President Leadership Committee, AIM is already involved in temporary placement of students at City Fleet Maintenance for course credit</p>
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		weaknesses , opportunities and threat) of the business			some students, a few in this class just were not motivated, this is reflected by their attendance		
<b><u>Student Learning Outcome (SLO) #5</u></b> will be addressed several times in required AIM courses as shown in Table 1. Presentations , technical reports and essays will be evaluated against a specific rubric	<b>Spring 2015</b>	Evaluated in several AIM course but not everyone. Rubric and examples of presentations and/or writing works can be found Under Example Presentations and Example Writing	Included in this assessment review were AIM students at the junior and senior levels for technical writing and Sophomore level for writing	Expectations of proficiency is 80% or higher for all AIM Student Learning Outcomes	Based on the materials in review— most students 75 to 80 percent were efficient in completing works too an acceptable standard	Since faculty has agreed to adopt the same rubric for presentations and writing we determine it will be easier for students to follow the expectations of the program and become even more proficient	Based on a few student comments from Exit Survey—it will be discussed to implement more technical writing in lower level courses to gain a better understanding of the requirements

Comments on part I:

The results will be shared with the AIM faculty and others involved in AIM Assessment during the cycle year. Upon the evaluation of the SLO any changes or updates will be discussed and if necessary revision will be implemented to the AIM Assessment Plan.

II. Closing the Loo Information can be found in the folder under the “2018 Feedback” tab