



2021 Academic Program Assessment Report  
Automotive Industry Management BS

Program current assessment plan here:  
Program prior assessment report here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2020/assessment-plans/aim-assessment-plan-2020.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/aim-assessment-plan-2020.pdf)  
[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2020/report/aim-assessment-report-2020.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/aim-assessment-report-2020.pdf)

Report Completed By: Cathi J Robbe AIM Coordinator  
Date Report Completed: May 22, 2021  
Faculty members involved in this Assessment: Alan Fass & Bill Bencini

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

**Brief Statement of Program Mission and Goals:**  
The major in Automotive Industry Management (AIM) leads to a Bachelor of Science (BS) Degree and is designed to prepare its students for automotive industry management careers by providing automotive management skills, supported by the business and technical background requisite for success in the automotive industry. The curriculum emphasizes personnel supervision, financial analysis, customer relations, warranty administration, sales promotion, and techniques of technical problem-solving, service management, marketing, merchandising and distribution methods used by the automotive aftermarket, automotive manufacturer and import industries.

**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 the year based on the assessment process.**

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	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 program are planned based on this assessment?
1. Analyze financial profitability, efficiency and productivity of an automotive industry business.	Spring 2013 2016		Students in AIM 265 and AIM 425	Expect at least 80 percent of the student case reports to be at least in the 2 to 3 range	Average of 2.50 AIM 265 2.75 AIM 425	Student performance was acceptable, These two courses provide an acceptable representation of developmental learning- AIM 265 is a Sr-Jr course and AIM 425 is a Jr-Sr course	Utilize Writing Center on campus—
2. Manage and implement retail inventory control systems.	Spring 2013 2016		Students in AIM 265 and AIM 425	Expect at least 80 percent of the student case reports to be at least in the 2 to 3 range	Average of 2.50 AIM 265 2.75 AIM 426	Student performance was acceptable, These two courses provide an acceptable representation of developmental learning- AIM 265 is a Sr-Jr course and AIM 425 is a Jr-Sr course	Utilize Writing Center on campus—
3. Demonstrate knowledge and ability to apply automotive industry health, safety, and environmental regulations.	Spring 2017		Students in AIM 305 and 425 *Senior level course works	Expect at least 80 percent of the student presentations to be at least a	Average 2.75 for AIM 305 and AIM 425	Student learning is acceptable Implement a more challenging rubric	Expansion of environmental topics to include but not limited to Electric Vehicles
4. Demonstrate critical thinking and problem-solving skills in the diagnosis and service of automotive systems.	ASE Testing every Spring to assess Technical Skills	See AIM 2021 ASE Entry Level Tests Results Listed below Page 5	Graduating class of 2021 5 students tested	See AIM 2021 ASE Entry Level Tests Results Listed below Page 5			
5. Demonstrate professional writing and oral presentation skills.	SP 2019						

6. Demonstrate employment seeking skills required to obtain an entry level management position in the automotive industry.	SP 2020 covid limited							
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Student Exit Survey (annually)	2018, 2019, 2020 covid limited participation							
<b>Comments on part I:</b>	SLO # 1 & SLO #3 do to Covid student team presentations of dealership (AIM 425) and aftermarket (AIM 265) business contacts were limited, however several of the business contacts were able to zoom and discuss business operation. Unfortunately this takes away the very important aspect of the hands-on face to face observation by students. Essays required in AIM 425 and student writing skill are very low--grammatical errors, repetitive use of words need to be addressed. More emphasis will be placed on utilizing the Writing Center							

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO 4 Review of a technical evaluation exam will be evaluated against a specific rubric to evaluate the effectiveness, comprehension and competence level.	Spring 2020	Robbe reply: Not to our knowledge  Bencini reply: For SLO 4, the report indicated that goals are discussed on pages 7 & 8 of the attached ASE 2019 report but it was unclear from those pages what the exact performance goals are. Are the goals to perform at the same level or better than the tests cohort?	Suggestion to AIM faculty to revise SLO in 2019—this needs to move forward to match AIM Assessment, SLO and current teaching	Bencini review our test data and construct a chart that tracks the last seven years of ASE testing. This info is included in each annual report but it needs to be condensed so we can easily recognize the trends in each tech area and overall cohort performance  Robbe reply: Work in progress

**Comments on part II:**

**AIM 2021 ASE PAGE 5  
Entry Level Tests Results**

Results of the 2021 ASE Entry Level Examinations indicate a slightly above average year. This year's results were compared with 2019 because COVID prevented testing in 2020. Analysis is based on percentage score. National Percentile data will not be available until July 2021

**A1-A8 Results**

Scores in the eight exam, A1-A8 content areas (compared to 2019) were sub average in two areas; Automatic Transmission//Transaxle (-2%) and Electrical/Electronics (-5%). The other six content areas fared well with the greatest improvement in Brakes (+6%) followed by Engine Repair (+5%) allowing the A1-A8 average to increase 1.5% overall.

Year	ER	AT	MT	Sus/Steer	Brakes	Elec	HVAC	Eng Per
2019	74	74	70	61	62	74	69	72
2021	79	72	71	65	68	69	71	73
% change	5	-2	1	4	6	-5	2	1

**MLR & AST Results**

Results from both of these comprehensive exams which include content from all eight content areas reveal a fairly significant decrease compared to 2019. 2021 MLR results were -7% below 2019 and AST results were reduced by -2%.

Year	MLR Average	AST Average
2019	79	78
2021	72	76

% change	-7	-2						
<b>MLR &amp; AST Exams</b>								
<b>A1-A8 and All Tests Results</b>								
The 2021 A1-A8 Test average was +1% better than 2019. The All Test (10 tests) average which includes A1-A8 tests plus MLR & AST exams also improved by +2%								

<b>Oral Presentation</b>									
Name:									
	<b>4. Distinguished</b>	<b>3. Proficient</b>	<b>2. Apprentice</b>	<b>1. Novice</b>					
<b>Oral Presentation Content: Relates to topic, detailed, and accurate</b>	All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Opinions were supported by fact wherever possible.	Content directly related to the topic. Included many details that demonstrated knowledge of the topic. Most opinions were supported by facts.	Had difficulty explaining how the content and topic relate. Many opinions were not factually supported.	Presentation did not relate to topic. Included few details and relied heavily upon unsupported opinion.					
<b>Oral Presentation Knowledge: Demonstrate knowledge of subject</b>	Demonstrated a thorough knowledge of the subject matter. Able to use audience questions to further demonstrate understanding of the topic. Appeared to be an expert on the subject being presented.	Demonstrated a working knowledge of the subject matter. Able to satisfactorily answer audience questions and provided additional information upon request.	Demonstrated a basic knowledge of the subject matter. Able to address audience questions by repeating parts of the presentation - did not provide any additional information.	Demonstrated little or no knowledge of the subject. Unable to answer audience questions or comment further on any part of the presentation.					

<b>Oral Presentation Stays on Topic: Relevant to the topic</b>	Entire presentation focused on the topic. Able to answer audience questions without straying from subject.	Majority of presentation was on-topic. Made effort to return to topic when presentation or audience questions strayed.	Some material was unrelated to the topic, or presenter used unrelated material to pad the presentation.	More than half of the presentation did not directly address the topic.					
<b>Oral Presentation Posture/Eye Contact: Appropriate posture and effective eye contact</b>	Stood upright and appeared confident throughout. Avoided rocking, shifting, and other nervous behavior. Made eye contact throughout the audience.	Posture was good for most of the presentation. Made eye contact numerous times during presentation. Did not rely too heavily on notes or visual aids.	Sometimes rocked, shifted, or appeared uncomfortable. Made occasional eye contact with one or two audience members. Did not rely too heavily on notes or visual aids.	Posture was poor. Slouched, shifted from foot to foot, and appeared very uncomfortable. Made almost no eye contact with the audience. Looked down or at notes or visual aids.					
<a href="http://rubric-maker.com">rubric-maker.com</a>									
<h2 style="margin: 0;">Oral Presentation</h2>									
Name:									
	<b>4. Distinguished</b>	<b>3. Proficient</b>	<b>2. Apprentice</b>	<b>1. Novice</b>					

<p><b>Oral Presentation Enthusiasm: Energetic, not frenetic</b></p>	<p>Appeared enthusiastic about presentation at all times. Moderated level of excitement to hold audience's attention.</p>	<p>Appeared enthusiastic for most of the presentation. May have appeared overly enthusiastic at times. Held audience interest for most of presentation.</p>	<p>Showed some excitement about the topic. Attempted to modify behavior to engage audience on one or more occasions. Lost attention of some audience members.</p>	<p>Showed little or no enthusiasm about the topic. Did not moderate level of excitement in response to audience reaction. Lost audience interest.</p>					
<p><b>Oral Presentation Audience: Engage and interact with audience</b></p>	<p>Moderated speaking style based on audience feedback. Calmly and eloquently addressed audience questions and comments. Engaged audience for the duration of the presentation.</p>	<p>Adjusted volume, pace, and enthusiasm several times. Answered audience questions and addressed comments. Presenter adjusted enthusiasm or pace to hold audience attention.</p>	<p>Spoke more loudly when requested by audience members. Presenter was clearly uncomfortable. Presenter attempted to adjust enthusiasm or pace to hold audience attention.</p>	<p>Did not adjust speaking style based on audience reaction. Could not answer audience questions. Presenter made no visible effort to hold audience interest.</p>					
<p><b>Oral Presentation Pace: Speaks at an appropriate pace</b></p>	<p>Speaker adjusted pace to stay within allotted time. Speaker answered audience questions without running overtime or covered additional material if there were no questions.</p>	<p>Presentation was close to specified length. Speaker's pace was appropriate throughout.</p>	<p>Tended to speak too quickly or too slowly. Presentation ran a little long or was a bit too short.</p>	<p>Consistently spoke too fast or too slow. Presentation was much longer or shorter than specified length.</p>					

# Oral Presentation

Name:

\_\_\_\_ My presentation will be detailed and accurate.

\_\_\_\_ My presentation will demonstrate my knowledge of the subject matter. \_\_\_\_ All of the material in my presentation relates to the topic.

\_\_\_\_ I will use good posture and eye contact during my presentation.

\_\_\_\_ I will demonstrate by my demeanor that I am excited about my topic.

\_\_\_\_ I will adjust my presentation style to engage the audience. I will interact with the audience when appropriate.

\_\_\_\_ I will speak at an understandable rate. My presentation will last the specified amount of time.