Colorado State University PUEBLO

Academic Program Outcomes and Assessment Plan
Automotive Industry Management
Colorado State University – Pueblo
Spring 2018

Primary Contact: Cathi Robbe cathi.robbe@csupueblo.edu
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1. AIM Department Mission
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.

2. Student Learning Outcomes for AIM
Students in the AIM Program will be able to:

1. Analyze financial profitability, efficiency and productivity of an automotive industry business.

2. Manage and implement retail inventory control systems.

3. Demonstrate knowledge and ability to apply automotive industry health, safety, and environmental regulations.

4. Demonstrate critical thinking and problem solving skills in the diagnosis and service of automotive systems.

5. Demonstrate professional writing and oral presentation skills.

6. Demonstrate employment seeking skills required to obtain an entry level management position in the automotive industry.

Assessment of AIM Program Outcomes
The AIM Curriculum Map details the specific courses and types of assessment used for each student learning outcome (SLO). The student learning outcomes are communicated through syllabus statements, the university catalog and the AIM website.

Assessment Cycles, Analysis, Reporting and Improvement

- The AIM faculty will continuously evaluate Student Learning Outcomes for assessment cycles.
- Employer surveys will be collected every three years.
- The AIM Advisory Committee will meet annually to review the program and hold an open forum discussion for AIM students.
- Graduating students will complete an exit survey every year.
- Assessment materials for SLO review will be collected yearly, (except the employer survey) on the following schedule:

Year 2017	**Review of Technical Assessment Exam SLO #4** **Employer Survey (Fall 2013) SLO #6** **Student Exit Survey (2014)**
Year 2018	Review of Business Contact & Case Study Report SLO #2 Review of Written Essay SLO #Student Exit Survey (2015)
Year 2019	Case Study Report Review SLO #1 Review of Student Presentation SLO #3 Student Exit Survey (Spring 2016

Student Learning Outcome (SLO) #1 will be addressed several times in required AIM courses as shown in Table 1. The Case Study Report will be evaluated against a specific rubric to evaluate the effectiveness, comprehension and competence level. Expect at least 80 percent of the student case reports to be at least a 2 on a scale of 3.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.

Student Learning Outcome (SLO) #2 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 specific rubric to evaluate the effectiveness, comprehension and competence level. 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.

Student Learning Outcome (SLO) #3 will be addressed several times in required AIM courses as shown in Table 1. Review of Student Presentations will be evaluated against a specific rubric to evaluate the effectiveness, comprehension and competence level achieved. Expect at least 80 percent of the student presentations to be at least a 3 on a scale of 4. 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.

Student Learning Outcome (SLO) #4 will be addressed several times in required AIM courses as shown in Table 1. Review of a technical evaluation exam will be evaluated against a specific rubric to evaluate the effectiveness, comprehension and competence level. 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.

Student Learning Outcome (SLO) #5 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 to evaluate the effectiveness, comprehension and competency level. 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.

Student Learning Outcome (SLO) #6 will be addressed several times in required AIM courses as shown in Table 1. Employment seeking skills and Employer Survey will be evaluated against a specific rubric and information obtained from a survey of prospective employers of AIM students. 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.

4. Expected Graduation Requirements:

- AIM majors are required to complete an approved curriculum with a minimum grade of C (2.00) earned in all courses having an AIM prefix;
- AIM majors are required to demonstrate intellectual skills and knowledge in related business courses to satisfy the minor and institutional requirements;
- AIM minors are required to complete the approved curriculum with a minimum grade of C (2.00) earned in all courses having an AIM prefix

Core Course	Program SLO 1	Program SLO 2	Program SLO 3	Program SLO 4	Program SLO 5	Program SLO 6	Gen Ed SLO 1	Gen Ed SLO 2	Gen Ed SLO 3	Gen Ed SLO 4	Gen Ed SLO 5	Gen Ed SLO 6	Gen Ed SLO 7
AIM 105			I		I	I				I			I
AIM 115				I-R				I					
AIM 125/I				I-R	I		M	I	I	I			
AIM 155	I	I			I-R								
AIM 165/L				I- R				I					
AIM 235/L				I-R				I					
AIM 245/L				I-R				I					
AIM 255/L				R				R					
AIM 265/L	R	R-M			R			R					
AIM 305			M		R		R	R		M			R
AIM 325				R				M					
AIM 335				R- M									
AIM 345				M									
AIM 405					M	R-M	M	M		M			M
AIM 425	M						M	M					

I = introduce or beginning skills, etc.
R = reinforce or practice, intermediate skill level, etc.
M = demonstrate mastery, advance skill level, etc.

Gen Ed Student Learning Outcomes

1. Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (**Communication**)
2. Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (**Critical Thinking**)
3. Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (**Diversity and Social Responsibility**)
4. Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (**Personal Values and Ethics**)
5. Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (**Quantitative Reasoning**)
6. Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (**Scientific Reasoning**)
7. Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (**Wellness and Well-Being**)