



(Due: June 1, 2022) Date report completed: May 25, 2022

Completed by: Cathi Robbe

Assessment contributors (other faculty involved): No other faculty input provided

Please describe the 2021-2022 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., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2022. 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 2019-2020 based on the assessment process.

Table with 8 columns: A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan. 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?

<p><u>Student Learning Outcome</u> (SLO) #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</p>	<p>2019, 2016</p>	<p>Rubric with peer evaluation</p>	<p>Case Study review was primarily assigned to AIM 305 Environmental & Health Issues, Fall 2021 with approx. 8-9 students. Two case studies were assigned, one by instructor in teams of 2 and one individual case study selected by student— independent research and presentation</p>	<p>Expect at least 80 percent of the student case reports to be at least a 2 on a scale of 3.</p>	<p>Based of instructor and peer evaluations student ranged in the 85 to 95 percentile, with a base average of 92</p>	<p>Overall performance of student case study research and presentation was a positive with students showing improvements in oral speaking , eye contact and slide presentation preparedness from previous lower level AIM course presentations</p>	<p>Class review and discussion of presentation included required professional dress, only topics related to automotive industry. Suggested changes will be implemented Fall 2022</p>
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discussed and if necessary revision will be implemented to the AIM Assessment Plan							
<u>Student Learning Outcome (SLO)</u> #3 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	2016. 2019	Rubric attachment below	Dealership and Retails Store (*business contacts) observation review was primarily assigned to AIM 265 Parts Operations and AIM 425 Automotive Financial Mgmt Spring 2022 with 6 students in AIM 265 and 8 students in AIM 425 students.	Expect at least 80 percent	Student participation in *business contacts was exceptional! With a total of 14 students 13 exceeded expectations of business contact and essay and presentation of learning. One student did not complete course and will be required to repeat Spring 2023	Of the 13 students completed AIM 265 & AIM 425--4 were offered continuing career/jobs— with 2 accepting the position. Four students already had employment with one going to the Army reserve...pretty good placement!!!	Due to the continued success of business contact placement, career and job experience no changes will be made

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							
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2021-2022 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

NOTE: No changes were made to the SLO for AIM during 2021-2022 cycle. Significant time was required to address curriculum change to meet ASE Certification with class reorganization. One instructor (Cat Robbe) suggested two-three years ago to review and make changes to AIM Assessment and SLO---other faculty did not feel the need to make changes

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	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?
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Comments on part II: