

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
<u>Fall 2016- Spring 2017</u> Academic Year	<u>Curtis Garand</u> Contact Person	<u>cgarand@cnm.edu</u> Email	<u>50303</u> Phone Number

Subject of this Assessment Report		
Program: <u>Automotive</u> <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Non-Award, Non-Gen-Ed Discipline Area: _____

PART 2: THE YEAR IN RETROSPECT

Program/Area Highlights (Including, wherever applicable, course completion, job placement, and licensing examination information)
<p>The service Fundamentals course is the entry level certificate for incoming automotive students. The certificate requires students to complete the following courses. AUTC1110 Introduction to Automotive, AUTC1120 Automotive Brake systems, AUTC1130 Automotive steering and Alignment and AUTC1140 Automotive Electrical systems. Upon successful completion of the courses, a student will obtain certificates in six different areas. (Service fundamentals, automotive safety, automotive pollution, STech wheel balancing, STech wheel and tire service and STech alignments). Completion of this certificate will allow a student to be employed as an entry level technician in a variety of areas in the automotive field. The student would also be eligible to register and complete areas of Automotive Service Excellence Certification. (ASE's)</p>

Changes Made in Support of Student Learning
<p>The CNM Automotive department has introduced the educational department of Snap-on tools, STech, to help the students gain specific knowledge in using common automotive industry equipment that they will use in their career. The program is an online/in-person curriculum that employs a hand-ons aspect that ensures the student is capable of using the equipment proficiently.</p> <p>The students are also required to complete an online addition of automotive pollution through S/P2 safety training.</p>

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Classes/Cohorts Assessed																		
<p>Can a student learn the knowledge given to them during their first semester of automotive and how has the student retained that information. The students were tested in three areas: Automotive Brakes, Automotive Steering and Alignment and Automotive electrical. The results were compiled after the student had taken the Automotive service excellence end of program exam. In the Fall of 2016, 17 students took the exam. In the Spring of 2017, 15 students took the exam. The students were given a Pass/Fail as well as the percentage of knowledge obtained. The results are listed below.</p> <p>Fall 2016</p> <table border="0"> <tr> <td>Automotive Brakes</td> <td>11 Students passed</td> <td>Group average: 58%</td> </tr> <tr> <td>Steering and Suspension</td> <td>12 Students passed</td> <td>Group average: 55%</td> </tr> <tr> <td>Automotive Electrical</td> <td>11 Students passed</td> <td>Group average: 55%</td> </tr> </table> <p>Spring 2017</p> <table border="0"> <tr> <td>Automotive Brakes</td> <td>13 Students passed</td> <td>Group average: 63%</td> </tr> <tr> <td>Steering and Suspension</td> <td>12 Students passed</td> <td>Group average: 65%</td> </tr> <tr> <td>Automotive Electrical</td> <td>14 Students passed</td> <td>Group average: 69%</td> </tr> </table>	Automotive Brakes	11 Students passed	Group average: 58%	Steering and Suspension	12 Students passed	Group average: 55%	Automotive Electrical	11 Students passed	Group average: 55%	Automotive Brakes	13 Students passed	Group average: 63%	Steering and Suspension	12 Students passed	Group average: 65%	Automotive Electrical	14 Students passed	Group average: 69%	<p>AUTC 1120, 1130 and 1140</p>
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<p>The students were given examples of ethical and un-ethical actions within the Automotive field. The students were able to give answers to the scenarios without them being identified. 19 students were evaluated; the results are as follows:</p> <p>When given a scenario in regards to stealing, 100% of the students stated that there would never be a time that it met the standards of the automotive industry.</p> <p>When put in a situation where the student was asked to do something by their employer that was un-ethical, 15 students stated they would not do it. 2 students said they would if it meant they would lose their job if they didn't and two students stated they would do it if it didn't have anything to do with safety.</p>	<p>AUTC 1140</p>																		

<p>When put in a situation that not only a situation was un-ethical but also unsafe, 19 student replied that they would not perform the task.</p> <p>When put in a situation where criminal charges could be enforced, 17 students stated they would not perform the task. However, 2 students said they would as they felt the charges would fall on the shop owner.</p> <p>This was the first year of evaluating ethics in the automotive field for incoming automotive students. The program that we use for safety has recently introduced a learning module that focuses on ethics in the automotive career field. We will be utilizing that program to collect data for the next SAAC cycle.</p>	
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Measurement Tool(s) Used <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Enter X's for type of tool				Initial Achievement Target or Expectation
	Internal	External	Direct	Indirect	
End of Program Student automotive excellence examination			X		
An informal discussion of ethics in the Automotive career field			X		

Assessment Findings
Overall scores for the testing portion increased by 10% in most areas. This was also the same time that we introduced the online STech portion in two of the three areas.

Analysis and Interpretation of Assessment Findings
Retention of the information has improved via the use of an outside online portion of the course.

Action Plan in Support of Student Learning

STech is always updating and improving the online portion for better student learning and retention.

Please indicate with an X all of the following that characterize the types of changes described in the above action plan:

- Pedagogical change
 Course revision
 Process revision
 Curricular revision
 Budgetary reallocation
 Faculty training/development
 Assessment criteria revision
 Assessment methodology revision

Recommendations, Proposals, and/or Funding Requests

No recommendations at this time. STech is always updating and improving the online portion for better student learning and retention. The new program through S/P for ethics will better evaluate the students comprehension of ethical material

PART 4: ASSESSMENT CYCLE PLAN UPDATE (Copy and paste from original plan if unchanged)

Cycle Years	Description of Changes Made (if applicable)
Fall2016- Spring 2016	End of program test results
Fall2016- Spring 2016	Ethics training

Student Learning Outcomes	When Measured	Where Measured	How Measured
1. Student retention of material presented	End of program	WTC ASE testing	Direct testing
2. Student safety knowledge	AUTC1110	In class	S/P2 Safety learning module
3. Reading and writing skills	AUTC1120	AUTC1120	Literary review paper
4. Ethics in the automotive environment	AUTC1130	In class	Informal discussion of ethics in the automotive industry at the basic level
5.			
6.			
