

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 4/2/2025

Assessment Plan covered in this report: Automotive Technology UC/AAS, Automotive Engine Performance OEC, Automotive Engine Specialist OEC

College: Community and Technical College

Campuses where the program(s) is delivered: ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC

Submitted by: Darrin Marshall Chair, Automotive and Diesel Technology dIMarshall2@alaska.edu

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

All of our student learning outcomes are assessed every semester. Our SLO's have met faculty expectations.

- 2. Describe what your assessment process was last year for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

The program uses nationally recognized exams, including the National Institute for Automotive Service Excellence (ASE) certifications, ASE Entry-Level certifications, manufacturer specific micro-certifications, and certifications Clean Air Act section 609 certification to track student progress in this area.

While we emphasize and collect information regarding ASE and industry micro-credentials, these measures are not our best evidence because they rely on self-reporting. We do not have data regarding a pass/fail rate due to privacy concerns at ASE and some manufacturers, but we do receive and retain evidence of several successful student attempts for these certifications each semester. From a data collection perspective, the ASE Entry-Level Certification is better. Students are assigned proctored online tests, and the program receives data for each student, and for each test.

Section 609 of the Clean Air Act requires passing a nationally recognized certification test for approval to perform certain maintenance and repair operations on mobile air-conditioning systems.

**3. What are the findings and what do they tell the faculty about student learning in your program?
(1000 words or less)**

The data has shown that we are meeting our SLO's. We are, however, constantly trying to advance our curriculum and our knowledge. Our faculty train regularly on information from all of our investing manufacturers; General Motors, Fiat Chrysler of America, Subaru of America, Ford ACE program, as well as the diesel manufacturers when needed. The faculty also collaborate regularly to compare practices that are proven successful.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes or No.

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

We just combined our Engine Performance curriculum with our Fuel and Emissions curriculum. We have found that manufacturers have been able to streamline emissions systems making them more efficient and less complex which enables faculty to cover more topics. We have combined Electric Vehicle and Hybrid Vehicle curriculum to meet the continually changing technology in the automotive diagnostic and repair field.

5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- ☒ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented last year. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)

These changes were made during this academic year. We will be needing more time to assess the changes in curriculum. However, we have a 91% pass rate for the ASE Entry-Level Certifications. It should be noted that due to the timeframe that the tests can be taken, this measure is formative rather than summative for many students. For the latest 4-year period, 100% of students completing ADT A225, Mobile Heating, Ventilation & Air Conditioning have successfully passed the Clean Air Act section 609 certification.

DEAN SECTION (Due to the program on January 15)

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The faculty should work to increase the number of students taking the program and completing the program. Faculty should consider different options for keeping students until completion. However, this may not be possible with the current industry hiring practices. In these cases, the Dean's office should look for ways to identify students dropping out due to employment and work to provide them with the earned OEC's or UC's. Additionally, the faculty should fill out this form correctly in the future and list all of the SLO's as directed.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The faculty should be commended for their work with industry. Faculty continue to work with manufacturers to maintain the most current information and equipment so students entering the workforce have the knowledge they need to be successful. Additionally, while they have not borne a lot of students yet, the Automotive Faculty have been very active in recruiting new students.

Dean's signature:



Date: 4/29/2025