

# Course SLO Assessment

MS Word Version

**Course number/name:** Auto 44; Automotive Air Conditioning, Heating System, Cooling System

**Semester/academic year:** F17

**Semester/academic year of next planned assessment:** F18

**Number of Sections/Sessions assessed:** 1

**Number of Sections/Sessions offered:** 1

**Percent of sections/sessions included in the SLO assessment.** 100%

**Originator:** Aaron Gregory

**Originator's Email:** gregory.a@mccd.edu

**Does this course qualify as a GE course?** Yes  No

(A GE course is a course that completes the associate breadth requirement. See Course Catalog)

**1. Assessment Type** SLO  SAO

**2. Assessment Data and Results** (*Identify how the data were collected. ex. SLO: Item analysis, assignments based on rubrics or check lists, direct observation of performance, capstone projects. Insert the assessment data and results below*)

Data for each SLO is obtained through direct observation on lab practical exams. Each SLO is linked to a specific station on the exam. The grade sheet is attached.

**3. Analysis and Interpretation of Results** (*include benchmarks*)

Benchmark: 70% of students will pass all SLO assessments with 70% or better.

SLO Assessment A: 75% of students passed with 70% or better.

SLO Assessment B: 20% of students passed with 70% or better.

SLO Assessment C: 56% of students passed with 70% or better.

SLO Assessment D: 38% of students passed with 70% or better.

The Automotive Program changed to a fast track block schedule to allow students more time to practice procedures necessary to develop the skills that are assessed to determine student success. Previous assessments indicated students did not have sufficient time to complete procedures during direct observation of a timed lab final format and were not reaching the benchmark. The new block schedule format allowed sufficient time for students to complete procedures at each station, yet SLO's B and D fell below the benchmark. Since these skills were practiced and were completed during lab assignments in sequenced worksheets that are pass/no pass, we believe students are performing poorly due to a high pressure environment caused by individualized timed testing and negatively impacting assessments of student success. Students proved competency in each of the NATEF required tasks evaluated during regular lab assignments, before continuing on to other tasks on their worksheets but were unable to replicate the skills during an individual timed assessment.

**4. Plans for Improvement** (*insert improvement plan below*)

*This class was assessed on a timed lab practical exam to verify the results from the previous assessment done in F16. This is the second assessment since the class was changed to a fast track block schedule allowing additional time for students to practice skills yet the results are very similar to F16. This class will be reassessed in F18 and students will be evaluated on their ability to perform skills during regular lab time while completing lab assignments. Lab assignment worksheets are sequenced and do not allow progress without students mastering NATEF required skills at each step and require instructor approval. The same objectives will be used but students will be evaluated in a normal environment. The outcomes will be compared to see if the current lab final assessment method is artificially impacting results.*

**5. Assessment Participants - The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place:**

- With others in my program during discipline, cohort, and/or area meetings
- During on-campus workshops, flex day, etc.
- Over email with colleagues from other campuses
- With my dean, CAT, and/or colleagues in my area
- Other
- No dialogue occurred (*insert an explanation ex: "Dialogue was difficult due to the large number of adjuncts teaching this course"*): [Click here to enter text.](#)

**List Faculty/Staff involved in the assessment and identify their role in the assessment (ex. Author, data contributor, discussion participant).**

**Aaron Gregory; Michael Weepers; James Andersen**

**6. Self-Evaluation of Course Assessment:** Please perform a self-evaluation of the completed course assessment. The purpose of the self-evaluation is to improve the quality of assessment reports. (*Select the score from the columns that best reflects the content of the report being reviewed*).

Criteria for Proficiency in Outcomes Assessment (*Select the score from the columns that best reflects the content of the report being reviewed*).

**1. Description of Assessment Procedures**

2- Basic assessment procedure is clearly described.

**2. Assessment Data and Results**

3- Readily apparent how reported results provide information about student success on the stated outcome.

**3. Analysis and Interpretation of Results**

2- Analysis and interpretation/reflection of the assessment results are clearly articulated. Unclear if it was collaborative.

**4. Plans for Improvement**

2- Actionable plans for improvement are provided and, for the most part, appear to be appropriate.

## Once complete, please e-mail completed form to your CAT for Peer Review.

COHORT	DISCIPLINE	CAT	e-mail
CAT 1A	Math/Engineering/Computer Science/Accounting	Kristi Rieg	kristen.rieg@mccd.edu
CAT 1B	Science	Brandon Tenn	brandon.tenn@mccd.edu
CAT 2A	Child Development/Guidance/Liberal Studies/LRC	Stacey Roduner	roduner.s@mccd.edu
CAT 2B	English/Communication/Humanities	William Baker	william.baker@mccd.edu
CAT 3A #1	Agriculture	Bryan Tasse	bryan.tasse@mccd.edu
CAT 3A #2	Automotive/Mechanized Agriculture	Aaron Gregory	gregory.a@mccd.edu
CAT 3A #3	Industrial Technology	Aaron Gregory	gregory.a@mccd.edu
CAT 3B	Life Fitness	Scott McCall	mccall.s@mccd.edu
CAT 4A #1	Nursing/Nutrition/Real Estate	Caren Col-Hamm	col-hamm.c@mccd.edu
CAT 4A #2	Radiology/Sonography	Caren Col-Hamm	col-hamm.c@mccd.edu
CAT 4B	Business	Craig Vilhauer	vilhauer.c@mccd.edu
CAT 4C #1	Fire/Emergency	Bryan Donnelly	donnelly.b@mccd.edu
CAT 4C #2	Corrections/Criminology/Drafting	Bobby Gregory	gregory.b@mccd.edu
CAT 5A	Social Science	Jennifer Gardner	jennifer.gardner@mccd.edu
CAT 5B #1	Visual Arts	Alana Perlin	alana.perlin@mccd.edu
CAT 5B #2	Performing Arts	Louisa Benhissen	louisa.benhissen@mccd.edu
CAT 5C	Foreign Languages/Philosophy	Caroline Kreide	kreide.c@mccd.edu
CAT 6	Non-Credit	Janet Lyle	lyle.j@mccd.edu

CATs : Insert attachments below using "Insert object".

Supporting data:

<b>AUTO 44 Lab Final Exam</b>				
<b>Name</b>				
<b>Station 1: Demonstrate proper operation of A/C recycling equipment to service vehicle system</b>				
<b>Recover, Evac., Rechg</b>			<b>Points</b>	<b>Ability to perform test/procedure and interpret</b>
Recovery				
Measure oil				
Evacuation				
Recharge				
Points available/total				
<b>Station 2: Relate major system components and explain refrigerant flow through system</b>				
<b>HVAC Performance</b>				
Ventilation controls				
Temperature controls				
A/C pressure check				
Purge manifold				
Points available/total				
<b>Station 3: Evaluate HVAC system performance using manifold gauge set</b>				
<b>System identification/operation</b>				
System type				
Components (operation)				
Press/temp/state				
Points available/total				
<b>Station 4: Select and locate A/C electrical components on vehicle using component locator information</b>				
<b>Component Locator</b>				
A/C relay				
Points available/total				
<b>Total</b>				

**7. CAT Evaluation of Course Assessment (To be completed by your area CAT)**

CAT Name: Aaron Gregory

Criteria for Proficiency in Outcomes Assessment (Select the score from the columns that best reflects the content of the report being reviewed)

**1. Description of Assessment Procedures**

2- Basic assessment procedure is clearly described.

**2. Assessment Data and Results**

2- For the most part results are reported in a clear format with benchmarks. Results provide information about student learning on the outcome.

### **3. Analysis and Interpretation of Results**

2- Analysis and interpretation/reflection of the assessment results are clearly articulated. Unclear if it was collaborative.

### **4. Plans for Improvement**

2- Actionable plans for improvement are provided and, for the most part, appear to be appropriate.

**CAT, once complete please e-mail to the SLO coordinator for tracking and file posting.**

SLO coordinator: [valerie.albano@mccd.edu](mailto:valerie.albano@mccd.edu)