**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

The automotive faculty is satisfied with the ILO results of 80% to 93% achievement rate for the areas assessed. As this is the first time that these ILOs have been assessed we did not have any previous data to indicate either progress or regress. We were therefore unable to provide an action plan but will consider other ILO areas that could possibly be included in future assessments.

**Faculty Included in the Preparation and Sharing of this Report:**

(Please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Gerald Wray, John Peterson, Deven Chew, John Davis, Leonard Corgait

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately N/A N/A*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that N/A N/A*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the N/A N/A*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 28/30 93%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 28/30 93%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and 12/15 80%*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 12/15 80%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, N/A N/A*

*religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its N/A N/A*

*global context, including the emergence and perpetuation of inequalities and the*

*interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with N/A N/A*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social N/A N/A*

*responsibility through cross-cultural interactions, volunteerism, and civic*

*engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 40/45 89%*

*2. Analyze, synthesize and apply information practically and ethically within 28/30 93%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to 12/15 80%*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set N/A N/A*

*and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and N/A N/A*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. N/A N/A*

*4. Exhibit quality judgment, dependability, and accountability while maintaining N/A N/A*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

The two ILO areas assessed namely Creative, Critical and Analytical Thinking and Information and Technology Literacy provided satisfactory results for the automotive programs. The results for the two ILO areas were in the range of 80% to 93%. The students assessed during this period used internet based automotive information systems provided by AllData and Mitchell to source repair and maintenance information for the vehicles they work on in the automotive shop. These are subscription only sites for which the college pays an annual subscription. The information is then used to assist with the diagnosis and repair and recorded on the industry approved task sheets for assessment. Students are also able to evaluate the value of various automotive blog sites e.g. Identifix, iatn, as sources of vehicle repair information.

Creative, Critical and Analytical thinking skills are utilized by automotive students whilst performing service and repair to the vehicles they work on in the automotive shop. The diagnostic process requires both qualitative and quantitative data to be accesses, analyzed and evaluated in order to perform a repair. The stages of accessing information, evaluating the information, diagnosing and performing the repair are recorded on the students’ task sheets.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

This is the first time that these ILOs were assessed and the outcome results indicated that changes were not necessary at this time. We were unable to evaluate progress as we did not have any previous data for comparison.

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

No action plan is necessary at this time.