Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Automotive Technology
Academic Year of Report: 2013 - 2014
Date Submitted: 11/15/2014
Report author: Joe Grundvig

Contact Information:
Phone: 801-626-8763
Email: jgrundvig@weber.edu
A. **Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

The introductory statement is current.

The contact information on the assessment site contains the old mailing address. The new mailing address is:

Joe Grundvig  
Weber State University  
1465 Edvalson Street Dept. 2404  
Ogden, UT-84408-2404  
Technology Ed. Bldg., Rm 201A  
(801)-626-8763
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

Many changed have taken place within the Automotive Technology Department since the mission statement was last updated (November 2012). This renders the mission statement on the assessment site inaccurate. The department is still in a transitional state involving several large changes. This makes the creation of a new mission statement challenging. Dean Ferro and Joe Grundvig will meet to discuss the formulation of a new mission statement that more accurately reflects the new direction of the restructured department.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: 
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

The student learning outcomes on the assessment website need to be thoroughly evaluated and modified. National Automotive Technician Education Foundation (NATEF) accreditation requirements were changed dramatically in 2013. In an effort to comply with NATEF learning outcomes requirements, the curriculum for all of the department's AAS degrees is currently being modified and updated. Scott Hadzik is leading the effort within the department to align instructional activities and assessment tools with NATEF learning outcomes and tasks. Our AAS degrees will be evaluated by NATEF during the Fall 2015 semester to assess accreditation worthiness.

The current student learning outcomes on the assessment site have proven challenging to measure and track. No mechanism was implemented within the department for measuring and tracking the outcomes when they were created, thus the data collected has been minimal. The work which has been proceeding on the AAS degree curriculum to better align with NATEF standards will make it possible for the department to formulate and assess student learning outcomes in the future.

An additional problem identified with the student learning outcomes on the assessment site is the excessive focus on lower-division courses. Out of the 8 current learning outcomes listed, only one of them (item 8, “Present Final Report and Presentation on Topics Learned”) is related to upper-division coursework. Additionally, this outcome is not relevant to all upper-division courses. This means that many of our courses are not addressed by the currently listed outcomes. Furthermore, virtually all upper-division courses have been taught by a single individual within the department. This has been identified as an area of great concern, and is being addressed. Unfortunately this process will take several years.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:
1) TBD
2) TBD
3) TBD
4) TBD
5) Etc....
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

The curriculum map on the assessment site reflects the old learning outcomes which have been determined to be inadequate. Additionally, there are new courses which will need to be added once new learning outcomes are formulated. Finally, the curriculum map currently displayed on the assessment site does not accurately reflect the courses in which learning outcomes are introduced, emphasized, utilized, and assessed comprehensively.

In summary, the current curriculum map is not accurate, but a new map cannot be created until new learning outcomes and measurement mechanisms are in place.

**Curriculum Map**

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Outcome 1</td>
</tr>
</tbody>
</table>

*Note a*: Define words, letters or symbols used and their interpretation; i.e. 1 = introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note b*: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The assessment plan on the site is not current, but it is challenging to create an assessment plan without knowing which programs our department will offer in the next several years. Once the major changes taking place within the department are finalized, an ongoing assessment plan can be created.
F. Report of assessment results for the most previous academic year:

There was no report created for the 2012/2013 academic year because of major changes taking place within the department. The most current assessment report on the site is for the 2011-2012 academic year, thus it will be referenced as the “previous report.”

Since the previous report, the following major changes have taken place within the department:

- The Toyota T-TEN AAS degree was discontinued
- The Chrysler CAP AAS degree was discontinued
- The Collision Repair AAS degree has been put on hold
- The full-time recruiter position has been eliminated
- Four of our Automotive Technology Education Program (ATEP) AAS degree courses were split into separate “part 1” and “part 2” courses to align with new NATEF standards and allow for continued concurrent enrollment courses at high schools.

In the previous report, the “subsequent actions” our program chose to take were:

a. We will be conducting exit exams that correspond to the exams that are given upon entry to the program. We believe this will be a strong indicator of individual student learning and will also enable the instructors to evaluate any weakness in the material delivery.

b. The automotive recruiter will be responsible for the initial advisement of students and the determination of which program to place incoming students.

c. The department secretary will also be trained to do advising and with the recruiter will have total responsibility of advising in the summer when there are no instructors available.

d. Regular meetings are being held in which measures for student learning is discussed as well as the needs of the Independent shops and other content areas.

A brief report on each of these actions is as follows:

a. We implemented an entrance and exit exam. The results of the pre/post-test have been evaluated once, and the findings were reported in the 2013 annual report for the College of Applied Science and Technology (COAST) in the Automotive Technology Department section. Please refer to that report for details. To summarize, evidence of increased automotive service
knowledge was indicated, but this doesn’t correlate to the current learning outcomes. This once again suggests that the currently stated learning outcomes are not adequate. Furthermore, the pre/post-test is only used to evaluate AAS degrees. No mechanism exists for evaluation of upper-division coursework. Additionally, questions arise about the validity of the pre/post-test that were created by a department member. Other nationally-recognized assessments are being explored which we feel have greater validity and will provide a more realistic assessment of program effectiveness. Two third-party tests being explored are the Automotive Service Excellence A1 though A8 Student Exams, and the Nocti 4008 Automotive Technician-Advanced and 4209 Automotive Technician-Core tests. Either test would provide a means to compare our students with students from other institutions nationally. Currently, we are unable to do this.

b. The automotive recruiter position has been eliminated, so this is no longer valid

c. The departmental secretary has been trained in an advisor capacity, and does all of the advisement during the summer.

d. Several meetings have been held involving learning outcomes, but other pressing matters within the department have displaced these meetings. Once major program changes have been finalized, meetings involving learning outcomes will resume.
G. Summary of Artifact Collection Procedure

There is no standardized artifact collection process within the department. A process is being developed which all instructors will be required to follow.
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
</tr>
<tr>
<td>With Master’s Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>1</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>3</td>
</tr>
<tr>
<td>Part-time</td>
<td>1</td>
</tr>
<tr>
<td>With Bachelor’s Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>1</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
</tr>
<tr>
<td>Total Headcount Faculty</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>1</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>4</td>
</tr>
<tr>
<td>Part-time</td>
<td>3</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

   An adequate analysis has not been performed.

2) With whom did you share the results of the year’s assessment efforts?

   Results have not been shared as an analysis has not been performed. Joe Grundvig and Dr. David Ferro will continue to discuss the major departmental changes still required to allow for effective assessment of student learning in the future.

3) Based on your program’s assessment findings, what subsequent action will your program take?

   Continue with the efforts to rebuild the department and programs so program assessments can be performed which truly reflect the program’s effectiveness.