

# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (IND) - Auto Collision Repair and Painting

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (IND) - Auto Collision Repair and Painting - ECC: ACRP 2B - Automotive Refinishing Materials and Equipment - SLO #3 Formula Lookup &amp; Toner Pour - Students will be able to retrieve a vehicle's color code and formula information, select the correct quantity for the job, and correctly pour the toners to create the paint. (Created By El Camino: Course SLOs (IND) - Auto Collision Repair and Painting)</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students will be given access to a vehicle or sample color chip. The students must locate the correct color code on the vehicle or online, look up the color mixing formula online, print a label, pour the paint toners to make the paint, then spray the paint and clear on a sprayout card to match the vehicle or chip.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> Students will be given a range of three grades: Exceeds expectations (student performs task as well as or better than a technician working in the industry), Meets Expectations (a student achieves acceptable results on his own or good results with minor hints or help from instructor or peers), and Does Not Meet Expectations (student cannot or does not complete the task with industry-acceptable results). The target for success is 80% of students achieving results in the top two tiers.</p>	<p>02/25/2014 - The class contains 24 students. Exceeds Expectations: 3 Meets Expectations: 13 Does not Meet Expectations: 8 (5 of these did not complete the assignment)</p> <p>Students had no problem looking up the color code or formula. The printer did not work, so students copied the toner names and measurements onto paper. Most students had never poured toners before and the accuracy required is by the 10th of a gram (about one drop). This made students very nervous because once poured, the paints could not be removed from the container. Inaccuracy caused significant colormatching issues.</p> <p>Students also had problems spraying the paint correctly. Waterborne paint was used, which dries slowly. Many students got impatient with the procedure of letting each coat of paint dry before applying the next which caused runs and darker-than-normal colors. Other students procrastinated until the last minute and underestimated the time needed to complete the assignment with the same runs and darkness resulting. Other issues were dirt on the cards, lack of labeling and information on the backs of the cards, dry or no clearcoat, and transparent paint (not enough layers sprayed).</p> <p>Overall I was disappointed the students did not put more care and effort into the project. I thought perhaps they saw it as a silly exercise rather than a project in itself, but after seeing them work and their results I think some students were too shy to complete the assignment in front of other students (in the spray booth at the same time). Some students wanted to put up masking paper over the spray booth windows and others attempted to wait until everyone else had finished, not realizing how many other students had the same idea.</p> <p>The students definitely need more practice spraying, and I will have to come up with ways to coax them over their shyness/procrastination/overconfidence.</p> <p><b>Standard Met? :</b> No</p>	<p>02/25/2016 - Have students practice pouring a toner-like substance on the scale before giving this assignment. Allow students to schedule use the spray booth in groups of 4 or 5 of their choosing. 45 minute sessions will allow for 3 groups per day.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p>02/25/2014 - Fix label printer</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> 02/25/2014 - Fixed, Feb. 2014</p> <hr/>

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		<p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Patricia Fairchild</p> <p><b>Faculty Contributing to Assessment:</b> Patricia Fairchild</p>	