Assessment: Course Four Column

SPRING / SUMMER 2016

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

ECC: ACRP 1A:Introduction to Automotive Collision Repair

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 MIG Welds - Students will be able to set up and use a MIG welder properly and safely to perform three welds (lap, plug, reinforced butt) on automotive gauge steel in 'flat' position. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2016-17 (Spring 2017) **Input Date:** 11/29/2013	**Presentation/Skill Demonstration -** Students are provided access to a MIG welder, welding helmet, locking pliers, metal practice coupons, and other tools/safety gear relevant to MIG welding. Students must set up the welder, tune its settings, practice and complete an example of each weld. Students will present their best one of each to the instructor for a strength test. **Standard and Target for Success:** The strength test for 1A student welds involves the student or instructor dropping the welded coupons one at a time onto the cement floor from shoulder height. If the weld does not break, it passes the strength test. Although not a true test of adequate strength for use in automotive repair, it is challenging for beginning students. It is expected that 100% of students will pass this strength test for all three welds.		
SLO #2 Mix & Spray Primer - Students	**Presentation/Skill Demonstration -**		

Course SLOs	Assessment Method Description	Results	Actions
will be able to mix and spray a given quantity of primer using the correct ratio and adjust, operate, and clean an HVLP primer gun. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2017-18 (Spring 2018) **Input Date:** 11/29/2013	Data for this assessment will be gathered during three different class assignments. The first involves students using the primer's Product Sheet (P-sheet) to research the primer's mixing ratio for hardener and reducer. The student must then pour a proper mix and quantity of 'primer', 'hardener' and 'reducer' (water and food coloring) into a paint mixing cup. The second assignment is for the student to prepare and prime a sample panel. This will be done as a class and the students will pass a spray gun around so each student can apply multiple layers of primer to his panel. The third assignment is for each student to receive a maladjusted spray gun loaded with paint or primer and for the student to adjust the gun's air pressure, fluid delivery and fan pattern into an acceptable oblong spray pattern on masking paper. The student must then demonstrate a 50% overlap to see if his fluid settings will keep up with or overpower his gun travel speed. Afterward, the student must disassemble, clean and reassemble the spray gun. **Standard and Target for Success:** The target for success is for 90% of students to successfully complete all three assignments. The tasks are set up as pass/fail. Either a student can complete the task or he cannot. Number of tries to adjust the gun and quality of the primed panel will		

Course SLOs	Assessment Method Description	Results	Actions
	not be taken into account at this beginning class level.		
SLO #3 Mix, Apply & Shape Plastic Filler - Students will be able to mix, apply and shape plastic filler for primer on a repaired automotive panel. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2015-16 (Spring 2016), 2017-18 (Spring 2018) **Input Date:** 11/29/2013	**Presentation/Skill Demonstration -** Students will be asked to obtain and repair a damaged fender using hammer and dolly dent removal techniques, grinding and plastic filling techniques, and sanding techniques in preparation for primer. Students will be challenged to obtain their fenders for free at local repair shops, giving them a reason to introduce themselves to potential employers and see a repair shop in action. Students will then evaluate and analyze the damage, determine the tools and repair methods needed, remove the dents, grind the paint, mix and apply plastic filler, then choose the tools and abrasives needed to shape and smooth the filler for primer, just like a collision repair technician would do in order to pass the part on to the paint/primer department at a repair shop. The repair area should be approximately 9"x12" and must include at least one body line. **Standard and Target for Success:** Student success will be separated into three categories: Pass, Almost Pass, and No Pass. The target for success is 80% of students will Pass or Almost Pass. Passing student fenders will (1) have a filler thickness within ASE specifications (maximum depth: 3/16"), (2) will have contours and	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Of 13 students enrolled, 12 students turned in fender projects for grading. Overall, the students were pleasantly challenged by the assignment and felt proud of the results. Part 1: All 12 students removed the fender damage with hammer and dolly successfully enough to apply and shape the filler to ASE specs (maximum 3/16" final depth) Part 2: All 12 students were able to acceptably restore the contours and body lines of the fenders fenders to pre-accident condition. One student repaired his fender, then customized it by adding his own body lines by cutting and re-welding the fender metal for extra credit. Part 3: 8 students 'passed' and 4 almost passed. Those that had trouble sanded too much with 36 and 80 grit sandpaper and did not have enough filler left on the fender by the time they had to use 150 grit. Instead of applying more filler, they left high spots of metal showing (may be corrected with primer). Part 4: 7 students 'passed' and 5 almost passed. Those that almost passed missed a few 36 grit scratches and/or pinholes in the filler or left some 36 grit scratches in the paint surrounding the repair. Part 5: 9 students 'passed' and 3 almost passed. Of those that almost passed, one did not use the DA sander and two did not use it thoroughly enough to correct the sand scratches in the painted area surrounding the repair it is intended to eliminate. Overall, 7 of 13 students Passed (53.8%), 5 of 13 students Almost Passed (38.5 %), and one student did not participate (7.7%). These results meet the standard for this SLO. (04/14/2016) **Faculty Assessment Leader:** pati fairchild **Faculty Contributing to Assessment:** pati fairchild	**Action:** This semester, safe storage for student fenders-in-progress was an issue. Usually we stand them on end and rest them against each other against the walls. Some students complained that the fenders scratched each other as students flipped through them to find their own. There is not enough wall space to store fenders without stacking and storing them against the wall does not look very professional. A large shelving structure was installed outdoors in the metal fabrication area, but the fenders got even more damaged out there both by scratches from shuffling and from rust due to outdoor storage. Collision repair shops use rolling carts for loose parts; these types of carts could be used to address this fender storage issue. (04/14/2017) **Action Category:** Program/College Support

Course SLOs	Assessment Method Description	Results	Actions
	body lines restored to pre-accident condition, and (3) filler will be sanded to 150-180 grit with (4) no pinholes or scratches in the filler. The area surrounding the repair will be (5) sanded with a dual-action sander and 220 grit sandpaper. Almost Passing fenders will pass four of the five conditions for success above. No-Pass fenders will meet 3 or fewer of the five conditions above.		

ECC: ACRP 26:Automotive Accident Reconstruction

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Occupant Dynamics - Students will be able to predict and evaluate vehicle occupant dynamics in given collision scenarios. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2015-16 (Spring 2016) **Input Date:** 09/16/2016	**Exam/Test/Quiz -** Exam questions are designed to evaluate the students understanding of the material. **Standard and Target for Success:** Each student is expected to have a basic understanding of the material with 70% of the student population exhibiting an applicable working knowledge; achieving a score of 75% or better on this SLO.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Not Met While the standard was set at 70% of the population to have a basic understanding. There is an expectation for the students to complete the assignments and prepare for exams. The spring 2016 semester resulted in 60% of the student population exceeding the score of 75% or better. While 40% performed below expectations. Accommodations, teaching styles and materials were provided to assist those having trouble. However, they elected not to put forth the effort. (10/05/2016) **Faculty Assessment Leader:** Charles Owens	**Action:** Adaptive and creative teaching strategies will be implemented for the various learning styles in class. (10/05/2017) **Action Category:** Teaching Strategies
SLO #2 Photography and Computer Modeling - Students will be able to properly document vehicle damage using photography and/or computer modeling software for analysis of accident dynamics. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2015-16 (Spring 2016) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** Test questions and exercises are designed to evaluate the students understanding of the material. **Standard and Target for Success:** Each student is expected to have a basic understanding of the material with 70% of the student population exhibiting an applicable/working knowledge of the material. **Reviewer's Comments:** By introducing the students to the concepts, they should be able to have an intelligent conversation about the subject.		
	Multiple Assessments - Homework assignments and exam questions are designed to evaluate the students understanding of the material. **Standard and Target for Success:** Each student is expected to have a basic understanding of the material with 70% of the student population	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met The standard was set at 70% of the population to have a basic understanding. The spring 2016 semester resulted in 70% of the student population achieved a score of 100% for this SLO. While 30% performed below expectations. Accommodations, teaching styles and materials were	**Action:** Adaptive and creative teaching strategies will be implemented for the various learning styles in class. (10/05/2017) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
	exhibiting an applicable working knowledge; achieving a score of 75% or better on this SLO.	provided to assist those having trouble. However, they elected not to put forth the effort. (10/05/2016) **Faculty Assessment Leader:** Charles Owens	
SLO #3 Velocity & Force - Students will be able to explain and determine a vehicle's Principle Direction of Force (PDOF), force line and Delta-V. Students will also be able to calculate combined velocities of multiple vehicles. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2015-16 (Spring 2016) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** Test questions are designed to assess student knowledge of covered material. **Standard and Target for Success:** Each student should be able to exhibit a basic understanding of the material with at least 70% of the students being able to exhibit a clear understanding of the concepts. **Reviewer's Comments:** By introducing the students to the concepts, they should be able to have an intelligent conversation about the subject.		
	Multiple Assessments - Homework assignments and exam questions are designed to evaluate the students understanding of the material. **Standard and Target for Success:** Each student is expected to have a basic understanding of the material with 70% of the student population exhibiting an applicable working knowledge; achieving a score of 75% or better on this SLO.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Not Met While the standard was set at 70% of the population to have a basic understanding. There is an expectation for the students to complete the assignments and prepare for exams. The spring 2016 semester resulted in 60% of the student population exceeding the score of 75% or better. While 40% performed below expectations. Accommodations, teaching styles and materials were provided to assist those having trouble. However, they elected not to put forth the effort. (10/05/2016) **Faculty Assessment Leader:** Charles Owens	**Action:** Adaptive and creative teaching strategies will be implemented for the various learning styles in class. (10/05/2017) **Action Category:** Teaching Strategies

ECC: ACRP 2B:Automotive Refinishing Materials and Equipment

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Chemicals and Additives - Students will be able to analyze a given repair job and choose the correct chemicals and additives needed for the job based on weather conditions, job scope, job budget, and job deadline. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** After multiple lectures and lab practice, students will be given a 10-point quiz that includes ten multiple choice and fill-in questions, some of which were inspired by questions on the California Rule 40 Subpart HHHHHH quiz the students took earlier in the semester to get industry certified in this topic. No extra credit questions will be included. The quiz is attached as a Related Document. **Standard and Target for Success:** It is expected that 90% of students will score 80% or more correct on this quiz.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Not Met Of 24 students enrolled, 23 completed the quiz. The scores were as follows: 10 points - 1 student, 9 points - 4 students, 8 points - 4 students, 7 points - 6 students, 6 points - 5 students, 5 points - 2 students, 4 points - 1 student. Since only 37.5% of students scored 80% or better, the SLO target for success was not met this time. There was no discernible pattern to which quiz questions the majority of students got right or wrong. However, using the standard 90%=A, 80%=B, etc. grading system, 83.3% of students 'passed' this quiz, which is a good result. When presented with two similar questions for this topic on the midterm exam, almost 90% answered the questions correctly which shows the students are continuing to learn and do retain the information once they 'get it'. (04/14/2016) **Faculty Assessment Leader:** pati fairchild **Faculty Contributing to Assessment:** pati fairchild	**Action:** Due to some low quiz scores, consider testing students' absorption and retention of this information by issuing the quiz again near the end of the semester as a pop quiz. Significant improvement would prove learning has taken place and the use of repeated hands-on experience with the subject matter could explain the improvement. No improvement or insignificant improvement would suggest a need to readdress teaching strategies for this topic. (04/14/2017) **Action Category:** Teaching Strategies
SLO #2 Spray Booth Operation - Students will be able to set up, operate, and shut down a spray booth according to outside temperature and humidity, and the vehicle job and chemicals being sprayed. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** After multiple lectures and lab practice, students will be given a 10-point quiz that includes ten multiple choice and fill-in questions. Two extra credit questions will be included worth one point each. The quiz is attached as a Related Document. **Standard and Target for Success:** It is expected that 90% of students will score 80% or higher on this quiz.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Not Met Of 26 students enrolled in the class, 19 students took the quiz. The scores are as follows: 10 or more points - 4 students, 9 points - 2 students, 8 points - 4 students, 7 points - 5 points, 6 points - 2 students, 5 points - 1 student, 3 points - 1 student. Since 52.6% of students scored 80% or higher on this quiz, the SLO target for success was not met. When the standard 90%=A, 80%=B, etc. scoring is used, 89.5% of students 'passed' this quiz, which is a good result. Spray booth operation is one of the first topics after safety to be taught in the ACRP 2B class and I believe students would have done much better on this quiz if it had been	**Action:** The students seem to retain the lessons best when they are partnered with hands-on tasks, especially when the tasks are repeated. Spend more class time on hands-on assignments, and repeat important tasks to increase retention and understanding. (10/07/2017) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		given later in the semester after the students had gotten a chance to get more hands-on experience using the spray booths and paint chemicals. Embedded questions in the midterm exam confirm this prediction because well over 80% of students got both these embedded questions correct. However, for the well-being of the lab spray booths, it is important that students learn and understand the concepts and procedures associated with the use of the equipment before using them. The students who got low scores expressed concern and the quiz seemed to 'scare them straight'. Although some students had questions, no students have had problems or issues using the spray booths since the quiz was given. The students seem to retain the lessons best when they are partnered with hands-on tasks, especially when the tasks are repeated. (04/14/2016) **Faculty Assessment Leader:** pati fairchild **Faculty Contributing to Assessment:** pati fairchild	
SLO #3 Formula Lookup & 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. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Fall 2013), 2015-16 (Spring 2016), 2018-19 (Spring 2019) **Input Date:** 11/29/2013	**Performance -** 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. **Standard and Target for Success:** 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		

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	does not complete the task with industry-acceptable results). The target for success is 80% of students achieving results in the top two tiers. **Exam/Test/Quiz -** Three questions will be embedded in the final exam. The questions will cover where to locate color codes on a vehicle, how to use the formula website to select a quantity for pouring paint, and what industry-correct options a painter has when too much of a toner has been poured. These questions represent real-world situations a painter faces every day on the job. **Standard and Target for Success:** It is expected that 85% of students will answer all three questions correctly.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Not Met 24 students participated in this assessment. While only 29% of students answered all three questions correctly, 96% answered the first question correctly, 75% answered the second correctly, and 33% answered the third question correctly. Broken down another way, the data shows: 7 of 24 students answered all three questions correctly (29%) 11 of 24 answered two correctly (46%) 5 of 24 answered one correctly (21%) 1 of 24 did not answer any correctly (4%) The questions used for this assessment are numbers 16, 20 and 22 on the final exam (attached/related document) I am impressed so many students answered the first question correctly. The question asks where a color code is found on a specific auto make (they are all different) and they all knew. The one who answered incorrectly wrote in "ID plate" rather than a specific location. The second question involved a screen capture of the website used to look up formulas and pour paint toners. Students were asked where they would click to change the quantity of paint needed for mixing. Although I am a bit disappointed more students did not answer this question correctly, to be fair, the students did not get a chance to pour toners using this website as an assigned project. Use of the website was demonstrated in class and the username and password were given to the students to practice on their own. Use of computer technology is never a problem for this group, it is simply a matter of practice and	**Action:** Increase usage and demonstration of paint toner website. (10/07/2017) **Action Category:** Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		familiarity with the site. The third question asks what the proper course of action would be if a painter accidentally overpoured 0.2 grams of a paint toner into his mix. This is about three drops of paint and it is difficult to pour exactly every time especially in a rushed environment like a body shop. However, 0.2 over could affect the color match if the toner is very strong (purple in a color that is a shade of white, for example). The students, I believe, did not trust their training and answered the question the 'most correct' way they could think of, in that the incorrect answer given most often was to throw out the paint and start over. This is unrealistic in a shop environment because paint is very expensive. It is better to try to recalculate the formula to accommodate the overpour or to evaluate the current situation to see if such a small amount matters (pouring medium metallic aluminum into a color that is predominantly silver, for example). In this rare case, the students should relax their high-tech approved-repair mindset and problem solve other ways to deal with the situation in a real-world scenario (which in this case happens to be an approved procedure). Only simple changes are needed to teaching strategies to improve results for this SLO for the next assessment. (05/20/2016) **Faculty Assessment Leader:** patricia fairchild **Faculty Contributing to Assessment:** patricia fairchild	

ECC: ACRP 4D:Intermediate Auto Collision Repair II

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Porto Power - Students will be able to set up and use a Porto Power hydraulic ram and its attachments to remove a large panel dent or correct damage to a structural part. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015	**Exam/Test/Quiz -** Student will take a pre-test in the beginning of the semester. The students will later take a post test after having to go over a lecture regarding the information of the hydraulic ram. **Standard and Target for Success:** 90% of the students will e expected to pass the post test with a C or better.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Out of 20 students, 19 students passed the post test with a 'C' or better. (10/11/2016) **Faculty Assessment Leader:** Bernardo Rodriguez	**Action:** Encourage more group interaction to reinforce concepts related to the hydraulic ram. (10/12/2017) **Action Category:** Teaching Strategies
SLO #2 Pull Planning & Geometry - Students will be able to analyze damage to a given vehicle, determine the sequence and direction of the impact's damage, and create a diagram and pull plan to correct the damage using the frame rack, Power Post or Pull Dozer. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015	**Presentation/Skill Demonstration -** Students will be able to describe how and where to pull a damaged vehicle from a frame rack. **Standard and Target for Success:** 90% of the students will be able to describe how to pull a vehicle with 80% accuracy.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Assessment will be based on how accurate of the description on which direction the pulls and repairs can be made from a damaged vehicle with 85% accuracy. (10/12/2016) **Faculty Assessment Leader:** Bernardo Rodriguez **Faculty Contributing to Assessment:** Bernardo Rodriguez	**Action:** Hopefully we will have frame equipment, a hoist to analyze, and tie downs in the future for better assessments for our students. (10/12/2019) **Action Category:** Teaching Strategies
SLO #3 Anchoring a Vehicle for Pulling - Students will be able to research and locate a given vehicle's anchor points for frame pulling, and choose the correct grade of chains and type of attachment accessories to anchor the vehicle to the floor or frame rack. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015	**Survey/Focus Group -** Students will gather around a damaged vehicle with frame damage on a frame rack and discuss their approach on the repairs.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met Students will assess the damage found on frame damaged and give their assessment of the repairs with 85% accuracy. (10/12/2016) **Faculty Assessment Leader:** Bernardo Rodriguez **Faculty Contributing to Assessment:** Bernardo Rodriguez	**Action:** Will need additional frame equipment for better assessment of the students ability to use a pull post, floor tie downs and pull equipment. (10/12/2019) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Spring 2016) **Standard Met? :** Standard Met Students will discuss and present their approach to the repairs on a frame damaged vehicle of the repairs with 85%	**Action:** Will need frame equipment, floor tie downs, and pull posts to help in assessing a demonstration/performance of frame repair on a damaged vehicle.

Course SLOs	Assessment Method Description	Results	Actions
		accuracy. (10/12/2016) **Faculty Assessment Leader:** Bernardo Rodriguez **Faculty Contributing to Assessment:** Bernardo Rodriguez	(10/12/2019) **Action Category:** Teaching Strategies

ECC: ACRP 5D:Intermediate Automotive Refinishing II

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Spray Booth Types & Equipment - Students will be able to identify by name and differentiate between different kinds of paint spray booths and related equipment. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015	**Multiple Assessments -** Students will have to explain the difference between the spray booths currently used in the industry. They must also explain the equipment that accompanies the spray booth to complete the refinish procedure.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met The expectation is that 80% of the students will be successful at completing this assignment. Of the 24 students assessed, 80% completed the task successfully. 20% did not complete the task successfully. The breakdown of performance is as follows: Students assessed 19 Achieved 3(Excellent) 2 Achieved 2(Satisfactory) 3 Achieved 1(Unsatisfactory) Student did not complete the assignment (05/11/2016) **Faculty Assessment Leader:** Brent Kooiman	**Action:** The 20% of the students that where not successful at fully completing this assignment was mainly due to a lack of attendance and or participation. Emphasize importance of attendance early on. (03/11/2017) **Action Category:** Teaching Strategies
SLO #2 Chemicals & Additives - Students will be able to choose the correct speed and type of chemical additives for a variety of different weather conditions, repair job size, and job turnaround time expectations. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015	**Performance -** Students, with using the aid of a technical data sheet, will be able to mix and apply chemicals for different applications and in various types of weather.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met The expectation is that 80% of the students will be successful at completing this assignment. The expectation is that 80% of the students will be successful at completing this assignment. Of the 24 students assessed, 80% completed the task successfully. 20% did not complete the task successfully. The breakdown of performance is as follows: Students assessed 19 Achieved 3(Excellent) 2 Achieved 2(Satisfactory) 3 Achieved 1(Unsatisfactory) Student did not complete the assignment (05/11/2016) **Faculty Assessment Leader:** Brent Kooiman	**Action:** The 20% of the students that where not successful at fully completing this assignment was mainly due to a lack of attendance and or participation. Emphasize importance of attendance for adequate understanding early on. (05/11/2017) **Action Category:** Teaching Strategies
SLO #3 Topcoat Paint Systems - Students will be able to compare and contrast the three major types of topcoat paint systems for budget, speed of application, longevity, metallic layout, scratch resistance and	**Performance -** Students will understand the differences between topcoats , such as application, cost, longevity, and repair.	**Semester and Year Assessment Conducted:** 2015-16 (Spring 2016) **Standard Met? :** Standard Met The expectation is that 80% of the students will be successful at completing this assignment. The expectation is that 80% of the students will be	**Action:** The 20% of the students that where not successful at fully completing this assignment was mainly due to a lack of attendance and or participation. Emphasize the

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ease of repair. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2015-16 (Spring 2016) **Input Date:** 08/24/2015		successful at completing this assignment. Of the 24 students assessed, 80% completed the task successfully. 20% did not complete the task successfully. The breakdown of performance is as follows: Students assessed 19 Achieved 3(Excellent) 2 Achieved 2(Satisfactory) 3 Achieved 1(Unsatisfactory) Student did not complete the assignment (05/11/2016) **Faculty Assessment Leader:** Bre tn Kooiman	importance of attendance and encourage group participation. (05/11/2017) **Action Category:** Teaching Strategies