

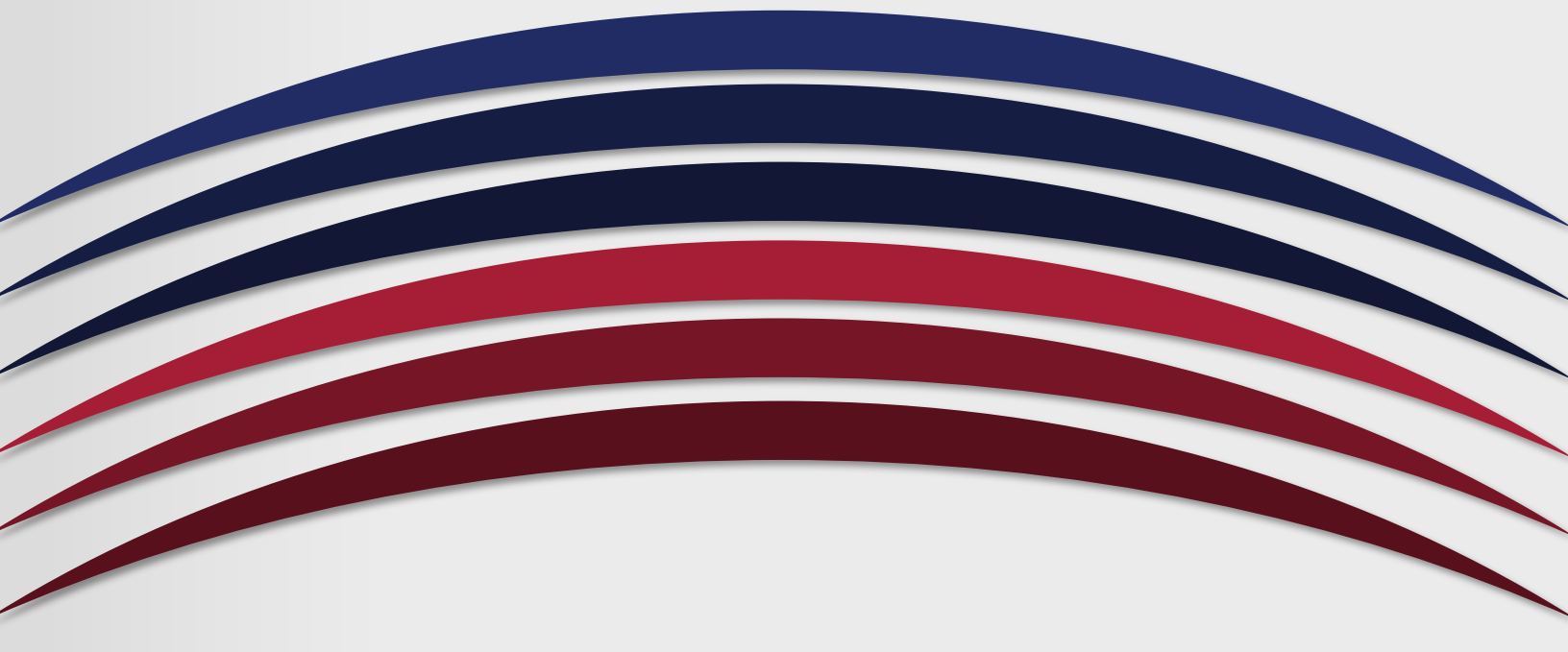
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

## **Course-Level Assessment Report**

**Course: HVAC 1104**

**Academic Year: 2021-2022**

**Due to Chair/Program Director and Faculty Assessment Chair by  
September 1**



1. Name of course: Internship (Hands On)
2. Name of individual(s) compiling report: Robert Dixon
3. Date of submission: 9/30/2022
4. Academic year: 2021-2022

## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

- a. Practice the basic safety requirements of a career in HVACR.
- b. With a technician as guide, perform the duties of a technician.
- c. Practice the protocols required by the student's employer and the EPA as necessary to handle refrigerant so as not to endanger the student or the environment.
- d. Practice professionalism as it pertains to the day to day work of a technician.
- e. Practice the uses and upkeep of basic HVACR tools.

### 2. Which CLOs were addressed for the academic year?

The primary CLO addressed this year would be Practicing professionalism as it pertains to the day to day work of a technician

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

By working with an HVAC/R technician the student will be exposed to all of the practices the attending technician uses in his day to day pursuits.

### 4. How does this report connect or map to program-level or institutional-level outcomes?

By working close beside a working technician, the student learns to communicate effectively with diverse audiences in multiple contexts.

**For each Course Level Outcome assessed this academic year,** please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.



Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?  <i>Note: If more than one assessment method was used, you may insert an additional row.</i>	<i>Students in each class have provided work history demonstrating that they can work with a technician to solve problems and fully repair systems, in the field..</i>	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	<b>Yes</b> <i>Students are observed by their working partners and the working partners verify student success.</i>	<b>No</b>
How do you define <b>success for an individual student on the CLO assessment assignment or measure?</b>	<b>Student scores 80% or higher reporting on their work history.</b>	
How do you define <b>success for the course level outcome? What is the benchmark for the Course Level Outcome?</b>	85% of students in the course achieve success in their work history.	
How many students completed the assessment, and how many were successful?	<b>Fall</b> <i>2 students assessed 1 successful 50% success rate</i>	<b>Spring</b> <i>0 students assessed</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>2 students assessed for the year. 1 successful (50% success rate)</i>	
Was the benchmark/goal for this academic year met?		<b>No</b>
Were standardized rubrics, tests, or checklists used?		<b>No</b>

## 5. What is your analysis of the findings?

*Numerically the class enrollment was down for this class. The small size of the class adversely affected the percentage of successful students. The student that did not complete the required work was employed and continues to be employed in the HVAC/R industry but is not enrolled on campus.*

## 6. What is the action plan for the upcoming academic year?

### Explain.

The incoming class of students (fall 2022) seems to be more motivated than in previous semesters. I believe this will lead to larger internship classes and better completion rates. We also have several new employers who have requested interns. This equals more opportunities for the student to find positions.