UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- **Program learning outcomes**
- **Procedures for assessing the achievement of student learning**
- **Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.**

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: *Collision Repair Technologies*

2. Name of individual compiling report: *Jacob Standley*

3. Date of submission: *September 16, 2022*

4. Academic year: *Fall 2022*

5. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program

x☐ a revision of an old plan

☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

The Technical Sciences Department mission, is consistent with the College's mission and the Division's objectives, encourages the success of its students in all technical fields: with Mission: To educate students with skills, knowledge and attitude to become successful in the work force and life. Our Vision: To see University of Arkansas at University of Arkansas at Pulaski Technical College as the Premier Technical College in the Mid-South region of the U.S. with 100% Job Placement and Lifelong stability for our graduates. Goal: To increase enrollment through the use of brochures and video's and recruitment visits, completing all Area SLO's, and developing promotional materials. • Soft Skills • Academic Integrity • Critical and creative thought • Independent thinking and learning • Written and Verbal communication with in the Automotive Field • Exposure to various cultures and subcultures • Honoring Individuals and their work held to high standards • Exposing and testing students with online courses

TECHNICAL SCIENCES DIVISION Advances in technology during recent years have greatly influenced modern society at work and in the home. Technical knowledge and skills are changing at a rapid rate as business and industry become even more complex. Along with this rapid expansion of technical knowledge comes a multitude of new opportunities, creating a demand for more technically competent people to fill the newly created positions. Those who will enter the workforce must continuously update their knowledge and skills. The Associate of Applied Science degree and technical/career certificate programs are designed to provide technical knowledge and skills necessary for successful employment within various fields of business and industry. The broad technical/career knowledge, combined with general education courses that promote communications, critical thinking and problem-solving skills, should give individuals the necessary foundation and flexibility to adapt to the everchanging world of technology.

PHILOSOPHY OF TECHNICAL/CAREER EDUCATION The college will provide technical and career education programs to aid students in developing the following: • Technical and career skills needed to enter successfully into a chosen occupation or to upgrade skills in one's current occupation. • Habits of self-reliance, self-discipline, and resourcefulness in solving problems. • Interpersonal skills and the ability to work in teams. • Desirable health and safety practices. • A feeling of pride in one's work. • Proficiency in the use of technology employed in the occupation. • Note: Some courses have prerequisites that must be met before the courses can be taken. Please refer to the course descriptions in this catalog to determine prerequisites.

COLLISION REPAIR TECHNOLOGY TECHNICAL CERTIFICATE IN COLLISION REPAIR TECHNOLOGY This program is designed to prepare students for the field of collision repair, including painting, body alignment and repair, collision estimating, and surface and trim repair and replacement. 4 of 19 CRT 1406. Painting I Course Syllabus Fall 2020 Students enrolled in the following Technical Science programs: Automotive Technology, Automotive Collision Repair, Diesel Technology, Heating Ventilation, and Air Conditioning, Machine Tool Technology, Power Sports Equipment, and Welding will be subject to random drug tests during the academic year. Persons testing positive or who refuse testing will be dropped from the program for which they are currently enrolled. Job Opportunities Body Technician • Painter • Damage Estimator • Part Specialist • Collision Repair Manager • Detailer Certifications Automotive Service Excellence (ASE) • Inter-Industry Council on Auto Collision Repair (I-CAR)

Program Learning Outcomes

1. Demonstrate knowledge of safe and appropriate use of equipment and tools used in collision repair safety, along with OSHA and EPA protective regulations in regard to the handling of hazardous materials.

2. Demonstrate professionalism in both the classroom and lab. This includes the following: technically accurate communication; safe/appropriate equipment/tool usage; proactive and responsible actions throughout all procedures; a positive attitude; ability to follow directions (written and verbal); and being aware of surroundings.

3. Demonstrate correct and accurate use of a variety of tools to repair metal or plastic products

4. After examining a damaged car part (metal or plastic), students will differentiate among a full panel, blend panel, or spot repair, and will then formulate and execute a repair plan that includes selecting the correct tools, abrasive grits, chemicals, replacement parts, primer/paints following proper procedures to meet factory recommendations for an acceptable finish

5. After examining a damaged car structure or frame, formulate and execute a cosmetic straightening repair plan that follows industry standard procedures to meet factory recommendations for an acceptable repair 6. Demonstrate knowledge of corrosion protection and proper applications of undercoats

7. Demonstrate from set-up to clean-up safe and proper use of a MIG Welder to perform basic welds to industry standards on automotive gauge steel and aluminum in the Collision Repair Industry

8. Demonstrate proper usage of paint spraying equipment from paint/primer mixing to the application of paint using a variety of spray techniques, and to the cleaning and maintenance of equipment

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7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**	**PLO #6**	**PLO #7**
CRT 1003Damage	**XR**	**XR**	**X**	**X**	**X**	**X**	**XM**
CRT 1404 Introduction	**X**	**X**	**X**				
CRT 1206 Non structure repai	**XR**		**X**	**X**	**X**		**X**
CRT1306 Non structure repai	**XR**	**X**	**XR**	**XRM**	**XR**		**XM**
CRT1406 Painting I	**XR**	**X**		**XR**		**X**	**X**
CRT1406 Painting II	**XR**	**X**		**XRM**		**X**	**XM**

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

x☐ ILO #1 – Information Literacy

x☐ ILO #2 – Technology Literacy

x☐ ILO #3 - Communication

x☐ ILO #4 – Critical Thinking

x☐ ILO #5 – Quantitative Reasoning

x☐ ILO #6 – Cultural Awareness

x☐ ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Soft Skills	CRT 1404 CRT 1403	Completing the SP2 and I-CAR PDPee Observation using rubrics Demonstrations
2. Academic Integrity	All CRT Courses	Rubrics in all courses and outside testing through I-CAR and SP2 Observation
3. Critical and creative thought	All CRT Courses	Testing with I-CAR and lab results using Rubrics in each lab setting I-CAR testing Welding Plastic repair Metal repair Observation using rubrics
4. Independent thinking and learning	ALL CRT Courses	Our CRT programs are designed with a repair technician in mind using the most up-to-date data we provide students with information that is current and meaningful to correctly repair damaged vehicles. I-CAR testing

		Observation using rubrics
5. Written and Verbal communication with in the Automotive Field	CRT 1404 CRT 1003	In both courses students are required to learn vocabulary and complete a written estimate of damages Observation using rubrics
6. Exposure to various cultures and subcultures	CRT 1404 and CRT 1003	With so many areas within the collision discipline our student see and meet people that estimate damage, install glass, detail vehicles, weld, owners of shops managers of multi operation sites
7. Honoring Individuals and their work held to high standards	*Courses ending with II*	*Students graduating achieve the professional level of competency rated by industry standard companies I-CAR, PPG, SP2, Mitchell-u*
8. Exposing and testing students with online courses	*All courses have on line development and testing*	*I-CAR has 28 online courses with 14 in person courses all are testes and recorded for assessments*

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

   x☐ Rubrics and/or standardized tests were pilot-tested and refined.

   x☐ Rubrics were shared with students.

   x☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

   I-CAR is the leader in training collision student across several countries and here in the USA. In response to the industry standards set by manufactures and insurance companies I-CAR has set golds of 50% of the Estimators, Non-Structural and Refinish technicians be trained to uniform standards. UAPTC CRT program graduates have 100% of that training and receive it on campus with hands-on training combined with on-line and lectured classes. We are on course to graduate 83% of our current class at this time

SP2offers UAPTC training for career specific jobs in the CRT program along with advisory members decided years ago our students are required to pass the final exams in SP2 with 100% not the set standard of 75%. I can say it placed a new meaning to safety first.
Mitchell's UltraMate uses Mitchell-u as their background of instruction that they allow UAPTC to train our students using that data base. The student can maintain a transcript with Mitchell.
Our CRT students are positioned with four national ranked standardized testing facility's not counting our own HLC standards.

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

Using the I-CAR curriculum we have the ability to track the test results of each student that completes a course. I stay in contact with a consortium of instructors in I-CAR and we (UAPTC CRT Programs) have an advisory group that is called on. We discuss the needs in the industry new and upcoming trends and how we can provide workers / students in the future. Our industry is ever changing demands of repair technicians continuing to grow. I have worked closely with State Agencies and state wide instructors to help write the frameworks for CRT programs state wide in 2020

x☐ Comparative data used when interpreting results and deciding on changes for improvements.

x☐ National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. CRT 1404. Introduction to Collision Repair · Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning · Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards	1. *Student obtain I-CAR #* 2. *Student successfully complete tool recognition test using I-CAR* 3. *Complete sign on of SP2* 4. *Student successfully complete safety test using SP2 with 100%* *80% of Students completing the SP2 and 14 of the PDPee courses will enroll in the second set of classes.*

· Exposing and testing students with online courses	
2. CRT 1206. Non-Structural Body Alignment and Repair I Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning · Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards · Exposing and testing students with online courses	1. *Student successfully complete 7 of the PDPee test using I-CAR.* 2. *Student successfully complete tool recognition test using I-CAR.* 3. *Student successfully complete cosmetic metal repair test using I-CAR.* 4. *Student successfully complete Corrosion protection test using I-CAR.* 5. *Complete two of the SP2* 6. *Student successfully complete safety test using SP2 with 100%* *80% of Students completing the SP2 and 14 of the PDPee courses will enroll in the second set of classes.*
3. CRT 1406. Painting I Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning · Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards · Exposing and testing students with online courses	1. *Student successfully complete 7 of the PDPee test using I-CAR in Refinishing.* 2. *Student successfully complete tool recognition test using I-CAR.* 3. *Student successfully complete Detailing 01 repair test using I-CAR.* 4. *Student successfully complete Corrosion protection test using I-CAR.* 5. *Student successfully complete Detailing 04 repair test using I-CAR.* 6. *Complete two of the SP2* 7. *Student successfully complete safety test using SP2 with 100%* *80% of Students completing the SP2 and 14 of the PDPee courses will enroll in the second set of classes.*
4. CRT 1003 Damage Analysis and Estimation Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning · Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards · Exposing and testing students with online courses	*Students normally have prepared for this course by complete semester 1* 1. *Student enter Mitchell-u in an Ultramate estimating system* 2. *Student's will obtain sign on permissions with Mitchell-u* 3. *Student will complete 17 steps in the Mitchell-u training* 4. *Using the Ultramate data base student will complete an inspection with a complete estimate of repairs.* 5. *Students will review estimates and discuss the insufficiency* 6. *Student can describe the needs in estimates and repair orders*
5. CRT 1206. Non-Structural Body Alignment and Repair II Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning	1. *Student successfully complete 7 of the PDP test using I-CAR.* 2. *Student successfully complete tool recognition test using I-CAR.* 3. *Student successfully complete measuring test using I-CAR.* 4. *Student successfully complete Plastic repair test using I-CAR.*

· Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards · Exposing and testing students with online courses	5. *Introduction to welding and complete 3 successful welds* 6. *Complete a rigorous hands-on training exercise and grading* 7. *Complete all of the SP2* 8. *Student successfully complete safety test using SP2 with 100%* *80% of Students entering this course will complete all of the I-CAR training and graduate as a ProLevel 1Non-Structural Repair Technician.* *Job placements at 100% of our students are available at this time. Student are encouraged to seek employment but may look to farther education* *Students SP2 training is observed and grade by a rubric daily*
6. CRT 1406. Painting II Soft Skills · Academic Integrity · Critical and creative thought · Independent thinking and learning · Written and Verbal communication with in the Automotive Field · Exposure to various cultures and subcultures · Honoring Individuals and their work held to high standards · Exposing and testing students with online courses	1. *Student successfully complete 7 of the PDP test using I-CAR.* 2. *Student successfully complete Refinishing with Water Base Paints test using I-CAR.* 3. *Student successfully complete Surface Imperfections test using I-CAR.* 4. *Student successfully complete Detailing test using I-CAR.* 5. *Introduction to Tri coat colors* 6. *Complete a rigorous hands-on training exercise and grading* 7. *Complete all of the SP2* 8. *Student successfully complete safety test using SP2 with 100%* *80% of Students entering this course will complete all of the I-CAR training and graduate as a ProLevel 1 Refinishing technician.* *Job placements at 100% of our students are available at this time. Student are encouraged to seek employment but may look to farther education* *Students SP2 training is observed and grade by a rubric daily*

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.

   I have used the scores for I-CAR PDPee and the EOP reviews to determine the areas we need to spend more time in. Glass has been an area students seem to need help in over the past. The overall class scores in the Glass area were 35%. Last semester we started teaching the GLA01 and GLA02 as in class and the percentage came back with 72%

7. What specific changes were implemented this year based on last year's results?

   GLA01
   GLA02
   Single stage paints

8. What specific budgetary resources are needed for your program based on your assessment results?
   We have been successful in delivering this program with a budget of $22,000.00 with the help of donations from CREF (Collision Repair Education Foundation) and local Businesses (Car Color Center / Bumper to Bumper)
   This development is in a direct result of my involvement with the industry. As a result of my cooperation with I-CAR and their foundation there will not be an increase.
   This year UAPTC Collision Repair Technologies has been awarded $400,000.00 in work force grant.

9. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.

   The CRT program receives multiple contacts a week needing trained individuals. I do not have enough students to fulfill the needs of the collision industry, we need students. I know the constrains on the ADS systems and the fuel efficient vehicles are going to require more intense training on instructors and our students. By the year 2025 the café plan will be in place requiring a 50 mpg on fleet vehicles. The needs of the industry need to be propelled at a starting venture of the future of this industry. New tools and testing devices will be required.
   With the grant we are tooling for the more technical side of the automobile collision repair.

Appendix A – UA-PTC's Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.