

# Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below  
send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 22, 2012**; with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.*

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.

*Due to the nature of the program we will not have complete results until the students graduate on July 20<sup>th</sup>.*

*As far as day to day testing is concerned the students have shown a greater understanding in their core classes.*

*The online supplemental classes (DLMS) have been a great tool, allowing the students one more medium to get the information across.*

*The importance of peer review is understood but the information will be greatly lacking without the completion of the end of the program testing.*

*Please look for a revised version of this to come in the end of July.*

## **For each outcome assessed this year:**

2. Describe the assessment design (tool and processes) used. Include relevant information about:
  - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
  - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
  - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report). Where appropriate, identify benchmarks.
  - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

*Please see attached example of Etrain Testing*

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
  - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
  - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.
4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

This is an ongoing process, and we should know more as we test the students on July 18<sup>th</sup>.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

We are in the process of switching to a new testing model phasing out the Etrain test. DST will begin using the AED (Associated Equipment Dealers) Testing as requested by Caterpillar Inc. and our Advisory committee.

We plan on having the graduating class complete the AED test and the Etrain test so we can use the results to compare the scores on each. The comparison of scores should give us an idea of how we are doing overall including past results on the Etrain.

The AED Test is reviewed and updated every three years to reflect industry standards and is said to be a better indicator of a student's technical skills.

## **Dealer Service Technology**

### **Caterpillar E-Train Testing**

A well trained and well coached Technician must possess critical thinking and problem solving skills. A technician when entering the workforce is expected to apply the knowledge they have learned when troubleshooting and interpreting customer complaints. Taking the information they have gathered and the skills of diagnostic troubleshooting they are required to come to a conclusion of what needs to be repaired or tested further. It is the programs (Dealer Service Technology) responsibility to be certain they are capable of performing these tasks in a timely and efficient manner.

#### **Action Plan:**

1. All incoming students are required to complete a pretest in DST 111
  - a. This test is a Caterpillar CO. approved online exam covering all core subjects in the Dealer Service Technology Program.
  - b. The test includes real life scenarios, requiring the student to use problem solving and critical thinking to diagnose and troubleshoot problems.
  - c. Each subject area is graded individually with the results sent to the Faculty Department Chair upon completion.
2. After completing all of the core classes (nine terms later) the students complete a post-test in DST 204.
  - a. This test is the exact same testing that took place as the students were incoming students.
  - b. The students test scores are then sent to the Faculty Department Chair to be analyzed and compared to the students incoming test scores.
  - c. At this point, working with the SAC Chair, ongoing changes to the curriculum are decided
3. With this type of testing, areas needing improvement definitely stand out due to the fact that all students are required to complete the testing.
  - a. Areas with lower test scores are addressed first with ideas of a curriculum change and or supplemental information added to the course.
  - b. Any area dropping in score from a previous year is looked at to address what circumstances may have led to a drop.
  - c. High scoring classes are also assessed to see if they can be improved upon.
4. Recommendations of the SAC committee are implemented.
  - a. Supplemental information is included in all DST classes
  - b. All students are set up with online Dealer Learning Management System Access so they can complete online training to supplement their classroom training.
  - c. New text books added in three DST classes

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