Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: _DST_____

Contact person: ___Ishmael Rivas_____

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: ___DST AAS_____

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to _learningassessment@pcc.edu_ by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe <u>changes that have been implemented</u> towards improving students' attainment of outcomes that <u>resulted from recent outcome assessments</u>.   These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

   - The addition of more training aids being purchased for the hydraulics classes to cover hydrostatic systems.
   - Additional tooling in fuels classes to allow for more repetition of tasks
   - Additional training engines added to also allow for more repetition of tasks

For <u>each outcome assessed this year</u>:

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 – OK to include in appendix). Where appropriate, identify benchmarks.
   - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another.

   This was the programs first year using a new Caterpillar mandated testing and it is the SACs decision to revamp or rethink the programs whole assessment model. At this time we are testing all of our graduating students and are able to assess the core outcomes of each class (CCOGs) but are not receiving the exact feedback we hoped for. The students are tested when beginning the program and tested again before

graduating in July two years later. We will test the entire DST group next month before they graduate and analyze the results to see the technical skills retained for the 2 two year program.

- *This Summer the SAC is designing a whole new assessment to be used in the coming year to better assess soft skills.*

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.
  Please see attached AED Testing results.
  As a Caterpillar Program we are tested against all of the other Caterpillar programs in the world. We are required to score above the benchmark of 60% overall. The attached document shows how we stacked up against the other 19 Caterpillar College Programs.

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).

- The addition of more hydraulic training aids is a direct result of the AED testing
- The majority of the changes to the program have come from discussions with the programs Dealer Partners, which is why we are looking into changing the whole assessment process.

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.

- As stated earlier the program is looking into a new tool to be used in conjunction with the AED testing.
- The tool to be used in the future will better utilize the students time on internship to gauge the colleges core outcomes.

School/Dealer	Portland Community College - Rock Creek - CAT
School/Dealer Data Date Range	07/10/2012 To 05/30/2013
Benchmark Data Date Range	07/10/2012 To 05/30/2013

Benchmark Data for: CAT Schools

Pre-Test Only: No

ASSESSMENT RESULTS

Subject Area Sections	Questions Correct	Questions Incorrect	% Questions Correct
Safety/Administrative			
School/Dealer	88	22	80.00%
Benchmark	1490	430	77.60%
Electrical/Electronics			
School/Dealer	263	122	68.31%
Benchmark	4609	2111	68.59%
Hydraulics/Hydrostatics			
School/Dealer	283	113	71.46%
Benchmark	4823	2089	69.78%
Power Trains			
School/Dealer	295	101	74.49%
Benchmark	4913	1999	71.08%
Diesel Engine			
School/Dealer	263	45	85.39%
Benchmark	4262	1114	79.28%
Air Conditioning & Heating			
School/Dealer	133	32	80.61%
Benchmark	1960	920	68.06%
OVERALL RESULTS			
School/Dealer	1325	435	75.28%
Benchmark	22057	8663	71.80%