

Annual Report for Assessment of Outcomes -- Diesel (For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to learningassessment@pcc.edu **by June 20, 2011**; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

The Diesel Advisory Committee and the program certification body, NATEF, help keep us informed of the latest industry standards and training requirements.

There have been some changes, such as new digital multimeter training for our students that is more in line with our industry requirements. Latest version electronic test equipment has been purchased in order to keep up with industry standards. .

In 10-11, all SACs should have reported on the Critical Thinking Core Outcome. Were any changes to content, materials, pedagogy, etc made as a result?

2. Identify the outcomes assessed this year, and describe the methods used.
What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)

a. Describe the method(s) you used.

All students are individually assessed during each core class on an ongoing basis by the use of oral and written exams and practical hands on tasks following the tasks and assignments required by NATEF. (National Automotive Technical Education Foundation, division of ASE- Automotive Service Excellence)

Each task performed in the lab is assessed by the instructor at the conclusion of the task.

At the end of 36 core class credits and the corresponding additional classes, a less than one year certificate may be awarded.

At the end of 72 core class credits and the corresponding additional classes, a two year certificate or an associate degree may be awarded.

All technical outcomes are assessed through written and hands on practical exams at the end of each course.

Outcomes and all program facets are assessed every 2.5 years by our accrediting body NATEF (National Automotive Technical Education Foundation). During this certification process, the NATEF

team contacts our local employers to evaluate the success of our students and ensure that they've met program outcomes. The program must meet NATEF standards to maintain NATEF accreditation.

The Diesel Program at Portland Community College is Master Certified by the Automotive Society of Excellence (ASE) through the National Automotive Technical Education Foundation (NATEF). Master Certification is the highest level of certification.

All PCC Diesel Technology Instructors are ASE certified in their areas of instruction.

ASE was founded in 1972 as an answer to the automotive industry having a bad reputation. The Congress of the United States was going to hold hearing on the subject, when industry stepped in and wanted to handle the problems internally.

Research showed that technician education was more the problem than unscrupulous mechanics and shops.

ASE was formed to set standards for technicians and shops. To become ASE certified, the technician had to pass a test of knowledge. The "ASE Certified" sign in the shop window became the beacon for people who wanted the best.

In 1983, ASE saw a need to have certified training programs. The National Automotive Technician Education Foundation (NATEF) was formed as a testing division of ASE. They set the standards and tasks to be offered by a certified school and approached Community Colleges to become certified.

All of our classes are prepared in a way to fulfill the requirements of ASE certification.

There are many requirements to be met, such as actually doing certain tasks, opposed to just reading about them. These tasks are chosen by industry people to reflect the skills needed in the current job market.

Another requirement is having an active industry advisory committee. The advisory committee helps to keep the program on course to meet local and national needs.

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?)
- The nature of the assessment (written work, project, exam, performance task, observation etc).

- How was the assessment evaluated?

b. Results: What did you learn?

Some students do better with written assessment and some do better with practical (hands on) assessment.

With practice most students improve in both areas.

Reviewing the test with the class is helpful in clearing up any misinformation or where the calculation or procedure went wrong.

A private oral interview with a student after a failed written or practical assessment will often disclose that the student actually knows the subject or procedure, but just “freezes” during testing.

How well did your students do? Do the assessment results match your aspirations for your students? Did your assessment indicate any areas or aspects in which student achievement could be better?

(If your assessment was scored in some way, it would be helpful to report some of that information. Scores that can be taken apart into meaningful components are often helpful in determining areas that might need attention.)

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students’ attainment of outcomes.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)

Asking students if they are doing “ok” usually begets a “Yes, got it”. By asking more probing questions or having the student explain it back to me or to another student will usually help find deficiencies.

This is an important part of what is expected as a result of assessment. It is not enough to say “we are doing great”. We are expected to be self-examining, and curious about what we might do better.