

CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** of the degree and/or certificate outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for both assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to learningassessment@pcc.edu.

SAC Assessment Contact(s):

<i>Name</i>	<i>e-mail</i>
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1. Which SAC do you represent?

Automotive (AM)

2. Which outcome is reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

Repair cars and light trucks with limited supervision and to customer satisfaction. AAS and 2-Year Certificate.

3. Please share **how** this outcome was assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.

Assessment is done using our TSA administered tests. These exams are tailored to meet both technical and “soft skills” such as customer service, workplace interactions, repair order writing, service information research and logical diagnostic progression (critical thinking). Our accrediting agency requires minimum technical and academic skills/tasks that must be taught and assessed. These ASE entry level exams assess these tasks and provide us information on what particular skill areas the program needs to further address and update curriculum and teaching strategies.

The TSA assessments simulates the same computer-based ASE (Automotive Service Excellence) exams that working technicians in industry complete to earn and maintain their ASE (Master) level certifications.

4. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined.

The benchmark score is determined by the exam vendor (ASE Education Foundation) for each exam and is statistically relevant. ASE Education Foundation is the accrediting agency for ASE (Automotive Service Excellence) who provides industry technician certification. The vendor does not provide disaggregated data, but the exams are grouped to specific skill areas.

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

The program had 40 completing students who each took 9 separate exams. Out of 360 total exams, only 1 resulted in not meeting the benchmark. This resulted in a 99.72% total pass rate. Included in the appendices is a breakdown of 2018/2019 vs. 2017/2018 AY data as well as the differences year over year in lowest, highest and average score percentages.

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? Were there any surprises? Do the data make sense? How do the data relate to student learning?)

Overall, the data shows that our students are completing the program with the requisite skills necessary to be successful in industry. Year over year, the program is providing consistent levels of student achievement and this is reflected by similar scores on the exams. The average scores are within 4% of each other (slightly lower overall in 2018/2019) and the lowest scores have improved between 5% and 33%.

We are very happy to see that minimum student scores have improved and are very excited that 8 out of 9 exams have a 100% pass rate. The similarity between average scores is good but we were a little surprised to see that the percentage is a little lower this year. It would appear that with the removal of some of the outlier scores from 2017/2018, our average dropped just a bit. All in all, this indicates that the students have improved with a greater pass rate but maintained a similar more compressed score (and knowledge/skill) distribution.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made to improve teaching and/or learning?

We feel that the results reflect the skills of our students and that they evidence the same skills in the workshop through vehicle repairs, customer interactions, use of service information and written communication on repair orders and parts requests.

The department is always making improvements and we have been adding more opportunities for students to practice and receive feedback on "live" actual repairs on customer vehicles. This increases the opportunity to practice and improve the repair of

vehicles to both program and customer standards.

One area we notice students have some difficulty is in steering and suspension. While overall, all students met the benchmark score, the average was the lowest of all areas and also contained the greatest concentration of lowest scores (4 scored 50%-52.5% and 3 scored 60%). We don't have definitive data as to why this has occurred but this course string (Steering and Suspension and Brakes) has had a 1-year temporary instructor for the past 2 years. The program has just made a permanent hire as of June 2019 and we hope that this will bring some consistency and stability to instruction. We will continue to monitor these scores and hope that we will see improvement in the next two years as students begin to cycle through the program.

8. What changes do you plan to make to your assessment of this outcome in the future?

At this point, we don't see a need to change the assessment itself. We have discussed adding additional assessments that are department specific and would be more internal in nature. Our plan would be to use our quarterly portfolio reviews of completing students and have industry representatives score their written and face to face interactions.

Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

We made multiple modifications to instruction that had direct impacts on this outcome. We have implemented and expanded the use of "Kahoot!" group quizzes in most classes, standardized syllabi and course documents, transitioned all classes to D2L and provide additional opportunities in program classes to practice and receive feedback on vehicle repairs.

To help us understand your SAC's overall processes, please complete these additional questions.

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Department Instructional Support Technicians (IST's) are utilized as Part-Time (PT) faculty and are included in weekly AM Department meetings. Since we are all present for discussion meetings and all follow the same curriculum when covering classes, all FT and PT faculty participate in the assessment process.

2. How do you plan to share this information with all members of your SAC?

The AM SAC conducts weekly department meetings and this information will be shared and discussed at these meetings.

3. Are there any areas that you might want help with from your CTE coach? Please let us know.

None that we can identify at this point.

4. Is there anything else you would like to share with us? Please let us know.

Nothing we can identify at this point.

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Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!