CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
2016-2017	Jim Gore	jgore@cnm.edu	224-4000 x 50118
Academic Year	**Contact Person**	**Email**	**Phone Number**

Subject of this Assessment Report		
Program: Diesel Equipment Technology	**Gen Ed Area:**	**Non-Award, Non-Gen-Ed Discipline Area**:
[X] Certificate [ ] AA [ ] AS [ ] AAS	Applicable to: [ ] AA/AS [ ] AAS	

PART 2: THE YEAR IN RETROSPECT

Program/Area Highlights (Including, wherever applicable, course completion, job placement, and licensing examination information)

Academic year 2016/2017 saw many changes in the Diesel Equipment Technology Program. With the absence of an apprenticeship program from Wagner Caterpillar, there were two cohorts of general population students. One cohort started in the fall of 2016, and the second cohort started in the Spring of 2017. The fall-start cohort graduated in the summer of 2017, and all the students were offered positions at their internship employer. While one student failed to meet the employer's minimum qualifications, all others began working in the field directly out of school.

Changes Made in Support of Student Learning

The author of this report returned to CNM this fall after a 2-year period away from CNM. While I worked with the diesel program in the fall of 2017, and plan to return to diesel full-time in the spring of 2018, I do not have knowledge of changes made programmatically that were made in support of student learning. Assessment activities were not completely recorded during my absence. There were changes made to equipment and curriculum, however I do not have any data to indicate the reasons for, or the efficacy of the changes.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed *To add rows: right –click in cell below and select "Insert," "Insert Rows Above"*	**Classes/Cohorts Assessed**
2. Show proficiency in the language arts, communications, science, and math skills required in the automotive service industry.	Spring 2015, Fall 2016
3. Apply critical thinking skills to solve workplace problems.	Spring 2015, Fall 2016

Measurement Tool(s) Used *To add rows: right –click in cell below and select "Insert," "Insert Rows Above"*	*Enter X's for type of tool*				**Initial Achievement Target or Expectation**
	Internal	**External**	**Direct**	**Indirect**	
2. Rubric filled out based on assignments in Engine Performance	X		X		Target students are in their third term of the program. Therefore, students are expected to perform well, and data should indicate training gaps.
2. Rubric filled out by master technician during internship.		X	X		Target students are in their last class of the program. Given the program's long-term success at placing students with their Internship employer, this should reveal possible training gaps.
3. Rubric completed based on lab performance during Preventive Maintenance class. (Chosen because of live work on equipment).	X		X		Being evaluated in a near-live work situation will give the program the ability to determine if our students have the critical thinking skills required of a program graduate. Training gaps and attitudinal barriers will be identified.

Assessment Findings
Assessment activities, which should have included completion of two internal and one external rubric were not formally completed. While both program instructors were involved with the employers and students, the assessment activities were not formalized to an extent that usable data was collected. Undocumented findings indicate that our students are doing fine and meeting industries expectations. However, the lack of concrete data for analysis makes effective assessment impossible.

Analysis and Interpretation of Assessment Findings

For the reasons stated above, effective analysis is not possible.

Action Plan in Support of Student Learning

With the author's return to the diesel program in the spring of 2018, assessment will be incorporated into the curriculum for the third term classes. Assessment will begin with the two learning outcomes presented above. Initial data will be gathered for two cohorts during the summer of 2018, and programmatic changes will be discussed considering the assessment data.

Please indicate with an X all of the following that characterize the types of changes described in the above action plan:

☐ Pedagogical change	☐ Course revision	☒ Process revision	☐ Curricular revision
☐ Budgetary reallocation	☒ Faculty training/development	☐ Assessment criteria revision	☒ Assessment methodology revision

Recommendations, Proposals, and/or Funding Requests

The diesel equipment program has two full-time faculty members. The end of fall term, 2017 will see turnover in that faculty position. One junior faculty member will be departing, and an experienced faculty member will start full-time with the diesel program in the spring of 2018. The assessment activities will become a priority going forward, and the new faculty member will be responsible for insuring the tasks are completed.

PART 4: ASSESSMENT CYCLE PLAN UPDATE (Copy and paste from original plan if unchanged)

Cycle Years	**Description of Changes Made** (if applicable)
2	Assessment of the second and third exit competencies will be evaluated for two years beginning with 2 cohorts started fall of 2017.

Student Learning Outcomes	**When Measured**	**Where Measured**	**How Measured**
1. Diagnose and repair vehicle mechanical, electrical, and computer-managed systems.	Fall 2013- Spring 2015	All program courses	Average of scores earned on hands-on (practical) exams that are given during each program course.
2. Show proficiency in the language arts, communications, science, and math skills required in the automotive service industry.	~~Fall 2015- Spring 2017~~ Fall 2017 – Spring 2019	DETC 2120, DETC 2198	Rubric filled out based on assignments in Engine Performance, Rubric filled out by master technician during internship.
3. Apply critical thinking skills to solve workplace problems.	~~Fall 2015- Spring 2017~~ Fall 2017 – Spring 2019	DETC 2110	Rubric completed based on lab performance during Preventive Maintenance class. (Chosen because of live work on equipment).
4. Work safely and in an environmentally responsible manner.	Fall 2011- Spring 2013	DETC 1130	S/P 2 mechanical safety and hazardous material testing; incident report review. S/P 2 is web-based training with objective tests. Incident review will utilize existing safety rubric.
5. Perform basic word processing and computer database searches for repair information.	Fall 2013- Spring 2015	DETC 2198	Interview with the master technician that the students performs internship with.
6.			
7.			
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9.			
10.			