

**HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT**

DIESEL MECHANICS

Date: February 7th, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	This program prepares the student for employment as a skilled tradesperson who troubleshoots, maintains, and repairs various types of diesel engines, trucks, tractors, boats, and other heavy equipment.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The Diesel Mechanics Program's mission is to prepare students to be valued trades people who have the knowledge and skills necessary to effectively troubleshoot, maintain, and/or repair diesel engines, trucks, tractors, boats, and/or other heavy equipment, and upon graduation, meet the industry's entry level requirements of employment.

Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	Diesel Mechanics - DIMC http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_disl_comprehensive_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The last Comprehensive review was done November 2015. There have not been any other significant changes in the last year that are not already discussed elsewhere in this review.</p> <p>*note: The main external factor is the late release of the ARPD data and the tight deadline of less than two weeks for this program review. The timing just happened to be in a very busy month and if the data was out when we were supposed to have it, we wouldn't have had to do the Annual Review Report in February, when we were most busy. The outcome was not enough time to analyze and review in as much depth as we would have liked.</p>

QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program’s ARPD data tables and submit with the Program Review document.

a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE PROGRAM’S DATA

Analyze the program’s ARPD data for the review period. Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:	
Demand	<p>Our demand indicator shows the program to be unhealthy with only 3 new and replacement positions in the county. As we stated in our last Program Comprehensive 3-Year Review AY 2012-13, AY 2013-14, AY 2014-15, and in our Program Annual Review Report AY 2014-15, we would track our graduates work placement and current employment to show data that there are more employment opportunities in the county overall than the ARPD data shows giving us a more true number and a better Health Call.</p> <p>In tracking our previous graduates of SP.2016, we found that one student out of 20 transferred to a 4 year college, of the remaining 19 students, 17 out of 19 students, or 89% of our graduates found work in the mechanics field. Two of those 17 became drivers of Diesel Trucks, and one of those 17 graduates became a mechanic in an automotive shop. Out of the total 17 students who found work in their field, all but three work here locally in Hilo HI. This shows that there were 14 jobs available for our students locally, not the reported 3. This information demonstrates that we are not “unhealthy” for the demand indicator.</p>
Efficiency	<p>The efficiency indicator for DIMC is “healthy” and the program has a 100% fill rate. The majors to FTE BOR Appointed Faculty is 1.</p>
Effectiveness	

	<p>The effectiveness score of DIMC has been rated “healthy.” The number of degrees awarded has gone up significantly in the past three years, see line 20 under Efficiency Indicator. The instructor has tracked the students work load and courses students were taking from the first semester they began the program in order to ensure that there was no confusion as to graduation requirements. The effectiveness score of DIMC has been rated “healthy” and demonstrates that the program has zero withdraws and 100% completion of “C” or better in the program’s courses. There is also a 100% graduation rate with data showing no transfers which although not applicable to our two year program AAS degree, we have one graduate that transferred here locally to the University of Hawaii in Hilo. Line 22 under the Effectiveness Indicator does not show that we have a student that transferred to a 4-yr. college. We will continue to track our graduates work placement and current employment as well as their continuing education or other successes.</p>
Overall Health	<p>The overall health of the program based on the Program Quantitative Indicators is Cautionary. The overall health of the program, although “cautionary” is believed to be “healthy.” Of the three indicators, only the demand indicator was deemed Unhealthy. The Efficiency indicator was given a Healthy call and the Effectiveness indicator was given a Healthy call. As explained above, we have determined that the Demand Health Call indicator is flawed. The numerator in the formula, New & Replacement Positions (County Prorated), is flawed. We know for a fact there were more than four job openings for AY 2015-16. We have been collecting data and tracking our graduates work placement and current employment. Please see the Demand Indicator section above as well as the attached data sheet of the graduates and their work places/locations.</p>
Distance Education	N/A because we do not teach distance education
Perkins Core Indicators (if applicable)	<p>For the 2015-16 year, the Perkins Core Indicator 1P1 Technical Skills Attainment was not met with a 00.00 score and a goal of 91.00. The data for this indicator was done for the 2104-15 year and does not take into account that we had no graduates in Fall 2014 or Spring 2015. The actual degrees awarded in 2016 were 20, and we had 20 students physically in class. This means that our score for Spring 2016, for the purposes of this annual report are 100% although this data will not be seen until next year’s Program Annual Review Report. The Diesel Program is a two year program, if data is pulled after the first year, it will not show that we have any graduates, which is accurate but not representative of the actual amount of graduates that we will have, and who will have completed the program in the following year. Every other year,</p>

it will show that we do not meet 1P1 because every other year we do not have graduates.

For the Perkins Core indicator 2P1 Completion, we did not meet the goal of 50.30. The Diesel Program had a 00.00 score for this indicator. In the 2015-16 we had 100% completion rate, because this data is also from the year before, 2014-15, it is accurate in that we did not have graduates because this is a two year program, but the students graduated in Spring 2016 with a 100% completion rate. This means that our completion rate for Spring 2016 is 100%, but this data will not be seen until next year's Program Annual Review Report. The Diesel Program is a two year program, if data is pulled after the first year, it will show that we have a zero completion rate, which is accurate, but not representative of the actual amount of students that complete the program.

Every other year, data will show that we do not meet 1P1 because every other year the students will be half way through their required courses.

For the Perkins Core indicator 3P1 Student Retention or Transfer, the program met the goal of 76.72 with an actual score of 100.00. The students in the 2014-15 year, for when this data was pulled, were very motivated and enthusiastic about the opportunities that lay ahead of them. The retention rate reflects their motivation in that they continued with their education. In the past, economic hardships and personal challenges were factors for not finishing the program, but this was not the case for the 2015-16 year, or the year before.

We met the Perkins Core indicator 4P1 Student Placement goal of 69.00 with a score of 69.23. This data is from the 2013-14 year. We believe that we actually met this 4P1 with a higher score than the 69.23 because student placements were outside the job code used to determine this data. We are currently tracking our students work placement and employment and will continue to do so in order to have accurate numbers for all of the future Program Annual Review Reports.

The Perkins Core indicator 5P1 Nontraditional Participation goal was 19.69 and the actual was 4.35. The Perkins Core indicator 5P2 Nontraditional Completion goal was 19.36 and the actual was 00.00. The 5P1 and the 5P2 have always been a challenge and we are currently emphasizing recruitment of non-traditional students in our program by going to job fairs and talking to non-traditional students. We hired a Casual Hire that is female in Fall 2015 and she is active in encouraging prospective non-traditional students to visit our booth/display, to ask questions or to examine the diesel engines on the various outings that we do to promote our program. We will continue to look for opportunities to recruit non-traditional students to our program.

Performance Funding Indicators (if applicable)	N/A
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	<p>The main external factor is the late release of the ARPD data and the tight deadline of less than two weeks for this program review. The timing just happened to be in a very busy month and if the data was out when we were supposed to have it, we wouldn't have had to do the Annual Review Report in February, when we were most busy. The outcome was not enough time to analyze and review in as much depth as we would have liked.</p> <p>The DIMC program class size has continued to be at full capacity rate. The diesel mechanics field continues to grow and students are showing more interest in this trade. There is a waitlist to get into the program even when program is taking in new students, which is every two years. See results from instructional annual report of program data line 10.</p> <p>There is significant growth on the Big Island creating a need for industrial mechanics. The current trend is that there is a need for skilled mechanics, although, the Diesel Program graduates are entry-level, there is more opportunity than in the recent past for apprenticeship positions in industrial work places such as the Macadamia Nut Factory, HELCO, Bacon Universal, and Hawthorne Caterpillar. The instructor will continue to track the student's work places and current employment so that we have an accurate account of some of the program's data that is negatively affected such as the Demand Indicator, and the Perkins Core Indicator 4P1.</p> <p>It is the instructor's goal to acquire up to date equipment and green technologies so that we maintain a reputation for graduating capable students. The equipment in the shop is not completely up to industry standards as is the consensus with the Advisory Council. It is also the consensus of the Advisory Council that we should research green technologies and incorporate them into our curriculum. It is our goal to produce graduates are familiar with and embrace these new technologies that have an impact on the island we live as well as producing graduates with the knowledge that this industry is constantly changing. Our graduates need to be flexible in their careers and ready for the on-going changes ahead of them. Successful graduates will be enthusiastic about the on-going pursuit of knowledge required of them in their line of work.</p>
Discuss other strengths and challenges of the program that are	Job placement is adequate in that the students that want to find employment upon graduation do. The instructor has been asked by industry for graduates that would make good candidates for entry-level positions more than in the past. This shows that the need for diesel mechanics is growing in our

<p>relevant to understanding the program's data.</p>	<p>community. New and replacement positions for the State has increased over the last 3 years. See results from instructional annual report of program data line 1.</p> <p>There are challenges with equipment that is out dated, and broken. The program is constantly reviewing new technologies and ways to run the sop efficiently with the most instructional time and lab time possible.</p> <p>In a shop environment, there are always challenges to organization. In acquiring the industrial steel racks for all the large instructional aids that were previously stacked against walls, such as alternators and starters and rear-ends, the program has gained space in the shop and become more efficient. Now with a majority of the large instructional aids on racks and not taking up floor space, it takes less time for the instructional aids to be brought down to the classroom or lab for instructional purposes. The large industrial racks are arranged so that forklift has room to get to every shelf. The space that the racks freed up in the shop allows students to work more efficiently. Parts can be spread out on tables that previously had equipment on them. The lay-out of the racks was directly proportionate to their effectiveness. The lecturer and the instructor took time in designing the floor plan so they would give the program the best advantage.</p>
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<p>Analyze the program's IRO data for the year under review.</p>	
<p>Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)</p>	
<p>Describe, discuss, and provide context for the data.</p>	<p>N/A</p>
<p>Discuss changes made as a result of the IRO data.</p>	<p>N/A</p>

<p>Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:</p>	
<p>Changes to the program's curriculum due to course additions, deletions, modifications</p>	<p>There has not been any set-backs to having the courses blocked, but there have been advantages. Advantages include a consolidation of paper work that allows the instructor more time for instruction. It also allows the curriculum to be uploaded to the Laulima school website more easily.</p>

(CRC, Fast Track, GE-designations), and re-s	<p>The instructor now uses the Laulima website for the syllabi and the power points that are used in class. In using Laulima, the students always have access to the materials that will be presented in class.</p> <p>Pre-reqs in 2016-math and English changes were that the students were given and encouraged to take QM120T Math and Eng 106 for the trades.</p> <p>The CLOs for DIMC 50 Heavy Duty Brakes, Steering & Suspension as well as DIMC 55 Hydraulic and Hydrostatic Systems were re-aligned to the PLOs.</p> <p>The instructor has re-aligned all of the CLOs to the PLOs of every course but has not submitted them for approval. This modification will take place within the next year. The alignment will take place shortly after the new ILOs are released and the PLOs are aligned to the new ILOs so that everything is submitted at one time.</p>
New certificates/degrees	N/A
Personnel and position additions and/or losses.	<p>Hiring of an APT in August of 2015 to support both the DIMC and the MWIM programs.</p> <p>Also, a lecturer was hired to teach a few of the modules in DIMC 55 Hydraulic and Hydrostatic Systems.</p>
Other major/meaningful activities, including responses to previous CERC feedback.	<p>The Diesel Mechanics Program is involved with the model homes project. The program clears the lot for the new home, excavating the land in order for the project to begin. <i>See attached pictures.</i></p> <p>The Diesel Mechanics Instructor attended the Northwest Diesel Instructor Conference at Portland Community College April 21-22, 2016. This conference is a two day training that gives instructors a chance to gain insight into the future of the technologies we teach and share experiences with other educators.</p> <p>The Diesel Mechanics Program is constantly upgrading equipment and exploring ways in which students can learn as much as possible before graduating. There is discussion of new technologies that are “green.” Uncle Joe, the lecturer for the DIMC 55 Hydraulics and Hydrostatics course, assisted the instructor in refurbishing a stainless steel barrel. A stand was fabricated from scrap metal that students sanded and painted, and with minimal monies spent, the hoses and valves were attached. Students polished the barrel, and now we have a way to filter used oil so that it can be re-used, saving the program money on oil and teaching green technologies.</p>

Describe, analyze, and celebrate the program’s successes and accomplishments. (For example, more students were retained/graduated OR the program successfully integrated new strategies/technologies.)

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?

Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).

The program has close professional relationships with persons working in the industry such as Hawthorne Caterpillar and Conan’s that are available to come and talk to the students about their trade and the expectations they have of our graduates if hired. These professionals are always invited to the end of the semester and the Christmas parties, where the program can keep in communication if they haven’t visited recently.

The instructor coordinated times with counselors to schedule scholarship and resume workshops.

The hiring of an APT for Diesel was supportive to students and was available to students to discuss graduation requirements or other registration related topics as well as general educational support. The APT was also a help in creating a line of communication for the students to the appropriate persons when questions arose that couldn’t be immediately answered. The hiring of the APT for the programs DIMC and MWIM allows instructors more time to focus on teaching and alleviates some of the paperwork and other duties required of instructors.

The hiring of a part-time lecturer that is an expert in hydraulics/hydrostatics to teach the DIMC 55 Hydraulic and Hydrostatic Systems course allowed for more innovative teaching strategies and the use of the Hydraulic Simulator that has not been previously used. This equipment was borrowed from the MWIM Shop during this course. *See attached picture.*

In order to produce very effective graduates, the diesel shop is always trying to go “green” and educate students on appropriate and mindful uses of various chemicals, solvents and lubricants that are used in the shop. This year, the instructor was able to refurbish a donated aluminum fuel container with the help of the students and the part-time lecturer to make an oil reclaimer. *See attached pictures.*

The Diesel Program attended HCC day with the display of a running diesel engine and brochures. The diesel students, the instructor and the Casual Hire were all willing to answer

	<p>questions to prospective students that were visiting the campus. <i>See attached pictures.</i></p> <p>The Diesel Mechanics Program assisted the Model Homes Project with the clearing of the land, one of the first steps in beginning the project. <i>See attached pictures.</i></p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.

<p>Identify and discuss the program's challenges/obstacles.</p>	<p>Enrollment of non-traditional students.</p> <p>Our demand indicator shows the program to be unhealthy. This is a challenge as long as the CPI code only accounts for students that work locally and in larger business. We are confident that we meet this indicator but the challenge lies in either changing the code or to continue to justify that we meet this indicator.</p> <p>We are working on upgrading to more green technologies. Revisions of curriculum will be necessary if new green instructional tools are acquired.</p> <p>We are always staying abreast of the latest technologies. Newer equipment is always needed as technology changes. The cost of operating the program and has increased significantly over the years due to inflation, but our budget has not increased. It is always a challenge to budget so that we have enough resources.</p>
<p>Discuss changes and actions taken to address those challenges, and any results of those actions.</p>	<p>We continue to promote recruitment of non-traditional students in our program by going to job fairs and talking to non-traditional students.</p> <p>Green technology equipment is either being researched, asked for, or fabricated when possible.</p> <p>We will continue to research new technologies that will support the students' success.</p>

	The program is communicating this resource/budget hardship.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	<p>We will continue to look for opportunities to recruit non-traditional students to our program as well as ways to support them once enrolled in the program. This is an ongoing challenge that will most likely need to be continually addressed throughout the life of the program. Purchasing a “green” parts washer would support green technologies learning and growth.</p> <p>The program is communicating this resource/budget hardship.</p> <p>An electronic diesel engine would benefit student learning.</p> <p>The budget for the program needs to be looked at and revised according to the amount of inflation over the past 20-25 years.</p>

PROGRAM ACTION PLAN

Discuss the program’s prior year's (AY14-15) action plan and results.	
Describe the program’s action plan from the prior review period and discuss how it was implemented in AY15-16.	The action plan for the 2014-15 review period was to fill the APT position. This was done in summer 2015.
Discuss the results of the action plan and the program’s success in achieving its goals.	
Discuss any challenges the program had in implementing that action plan or achieving its goals.	

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on _____(date)_____.

Reviewed website and will submit change request to webmaster.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

<p>Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1: Oil reclaimer will be tested and put to use in the diesel shop. The instructor will create guideline with the proper steps to use the oil reclaimer and an explanation of the positive outcomes of reclaiming oil will be incorporated into the curriculum.</p>	<p>Benchmarks/Timelines: Oil reclaimer will be in full use by Spring 2018</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>In order to produce very effective graduates, the diesel shop is always trying to go "green" and educate students on appropriate and mindful uses of various chemicals, solvents and lubricants that are used in the shop. This year the instructor was able to refurbish a used aluminum fuel tank with the help of the students and the part-time lecturer to make an oil reclaimer. The action plan is to test the oil reclaimer and put it to use by Spring 2018. This tool will help develop students' ideas on importance and benefits of green technologies.</p>	
<p>Action Goal 2: To edit and re-write the rubrics for the performance assessments so that they are streamlined and easy to understand and the expectations and outcomes are clear and consistent.</p>	<p>Benchmarks/Timelines: Edited rubrics/ Spring 2018</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>If the rubrics are clear, and the expectations are clear, there is no confusion when discussing with the Advisory Council what the needs are for industry and if our students meet those needs. Clear and consistent rubrics will enable the instructor to see flaws in assessments more easily</p>	

and will enable the instructor to change curriculum more easily. If the curriculum is changed or added to, changes to the rubrics should reflect those changes and be easily made because a standard will be established.

Action Goal 3:	Benchmarks/Timelines:

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program’s current operating resources.
 We are doing great?
 Or what so we have to buy out of our own money?
 What are the limited resources?

The operating budget has not increased since the original formula was developed and implanted in the late 90s. All of our resource costs have increased with inflation over the years but we still have to manage with the same budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	

Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	
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<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program’s faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.--attach our advisory council minutes**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
DIMC 40 Introduction to Power Trains	Fall 2015	Assessed CLOs #1,2,3 1. Apply theory and principles for proper diagnosis, repair, and maintenance for power train components.	CLO#1 aligned to PLO #1,3 CLO#2 aligned to PLO #1,4

		<p>2. Demonstrate the ability to operate specialized power-train equipment.</p> <p>3. Work collaboratively with others as well as independently.</p>	CLO#3 aligned to PLO #1,5
DIMC 50 Heavy-Duty Brakes, Steering and Suspension	Spring 2016	<p>Assessed CLOs #1,2,3,4</p> <p>1. Function safely in a heavy equipment/truck environment.</p> <p>2. Demonstrate ability to communicate effectively to gather and convey information as it applies to H-D brakes and steering systems.</p> <p>3. Apply theory and principles for proper diagnosis, repair, and maintenance of H-D brakes and steering systems and their components.</p> <p>4. Demonstrate ability to operate specialized H-D brakes, steering and suspension equipment.</p>	<p>CLO#1 aligned to PLO #1,</p> <p>CLO#2 aligned to PLO #2</p> <p>CLO#3 aligned to PLO #3</p> <p>CLO#4 aligned to PLO #4</p>
DIMC 55 Hydraulic and Hydrostatic Systems	Spring 2016	<p>Assessed CLOS3 1,2,3</p> <p>1. Demonstrate ability to communicate effectively to gather and convey information as it applies to hydraulics and hydrostatic system topics.</p> <p>2. Apply theory and principles for proper diagnosis, repair, and maintenance to hydraulic and hydrostatic systems and their components.</p> <p>3. Demonstrate ability in operating specialized hydraulic and hydrostatic equipment.</p>	<p>CLO#1 aligned to PLO #2,5</p> <p>CLO#2 aligned to PLO #3</p> <p>CLO#3 aligned to PLO #1,4</p>
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment

			(aligned PLO# & text)
N/A			

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:

<p>a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);</p>	<p><u>DIMC 40</u> -ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components. CLO#1 -Performance test on ability to be able to disassemble and reassemble power trains. CLO#2 -Soft skills assessment for employability, safety and communication skills.CLO#3</p> <p><u>DIMC 50</u> -ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components. CLO#2,3 -Performance test on ability to operate specialized H-D brakes, steering and suspension equipment while communicating effectively and gathering information as it applies to H-D brakes and steering systems. CLO#4 -Soft skills assessment for employability, safety and communication skills.CLO#1</p> <p><u>DIMC 55</u> -ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components. CLO#2 -Performance test on ability to attach appropriate hoses and utilize the hydraulic cylinder on the Hydraulics Training Simulator. CLO#3 -Soft skills assessment for employability, safety and communication skills.CLO#1</p>
<p>a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program</p>	<p><u>DIMC 40, DIMC 50 & DIMC 55</u> -The instructor will grade the final written exam at the end of the semester. -The instructor will use a rubric to assess the performance test(s) and lab task sheets.</p>

<p>faculty, or the program’s advisory council members, etc.);</p>	<p>-The instructor will use a rubric to assess the soft-skills of the students at the end of the semester.</p>
<p>a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);</p>	<p><u>DIMC 40, DIMC 50 & DIMC 55</u></p> <p>-The final written exams include questions that cover the material covered throughout the semester. These exams were selected because they represents the ASE style exams the students will have to take when they begin working in the industry. The final exam is given to every student on the last day of instruction.</p> <p>-The performance test will require students to demonstrate the knowledge that they have gained throughout the entire semester (DIMC 40) or on a few specific tasks throughout semester (DIMC 50 & 55). They will use a “lab-task” containing a check list with blank spaces so that they can properly record the specifications just as they would if they working in the field. Some lab-tasks may include an illustration of work being done. All students will do the lab-task sheet in groups of four or five students. These performance tests were chosen because they reflect the type of writing that they will do in the field.</p> <p>-The soft skills assessments were chosen because of the importance of these skills. If the student are lacking in any one of these skills when they graduate, they will be unemployable. Every student is assessed on their soft skills at the end of the semester.</p>
<p>a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.</p>	<p><u>DIMC 40</u></p> <p>-The final written exam is scored with one point correct from each question. There are 80 questions, and the exam is worth 80pt. The highest score possible is 100%, lowest being zero %. Students must receive a 70% or higher, or 56 points in order to pass with a C letter grade.</p> <p>-The performance test is scored with a rubric. There are four skills to be scored. The scoring is 4 points for “skilled” and 2 points for “limited skill.” The total amount possible is 16 points. The student must score 12 points to pass this assessment.</p>

-The soft-skills assessment is scored with a rubric. There are five skills that are being scored. The students either fall under, “Meets Expectations” or “Does Not Meet Expectations.” The minimum entry level requirement for employment is “Meets Expectations” in every skill. If any student does not meet expectations in any of the five skills, they are considered to not meet expectations for entry level employment. A graduate of the program needs to be able to be prepared, communicate, have a good attitude, pay attention to task, do quality of work and understand the importance of safety in order to be employable.

DIMC 50

-The final written exam is scored with one point correct from each question. There are 80 questions, and the exam is worth 80pt. The highest score possible is 100%, lowest being zero %. Students must receive a 70% or higher, or 56 points in order to pass with a C letter grade.

-There are two performance tests, both scored with a rubric and each containing four skills to be assessed. The scoring is 4 points for “skilled” and 2 points for “limited skill.” The total amount possible is 16 points. The student must score 12 points to pass this assessment.

-The soft-skills assessment is scored with a rubric. There are four skills that are being scored. The students either fall under, “Meets Expectations” or “Does Not Meet Expectations.” The minimum entry level requirement for employment is “Meets Expectations” in every skill. If any student does not meet expectations in any of the five skills, they are considered to not meet expectations for entry level employment. A graduate of the program needs to be able to be prepared, communicate, have a good attitude, pay attention to task, do quality of work and understand the importance of safety in order to be employable.

DIMC 55

-The final written exam is scored with one point correct from each question. There are 80 questions, and the exam is worth 80pt. The highest score possible is 100%, lowest being zero %. Students must

	<p>receive a 70% or higher, or 56 points in order to pass with a C letter grade.</p> <p>-The performance test is scored with a rubric. There are five skills to be scored. The scoring is 4 points for “meets expectations” and 2 points for “developing proficiency.” The total amount possible is 20 points. The student must score 14 points to pass this assessment.</p> <p>-The soft-skills assessment is scored with a rubric. There are five skills that are being scored. The students either fall under, “Proficient” or “Developing Proficiency” or “Not Proficient.” The minimum entry level requirement for employment is “Meets Expectations” in every skill. If any student does not meet expectations in any of the five skills, they are considered to not meet expectations for entry level employment. A graduate of the program needs to be able to be prepared, communicate, have a good attitude, pay attention to task, do quality of work and understand the importance of safety in order to be employable.</p>
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Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
 - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
 - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
DIMC 40	<p>- CLO#1 ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components- expectation: 75% of students will receive 75% or better.</p> <p>- CLO#2 Performance test on ability to be able to disassemble and reassemble a power-trains- expectation: 80% of students will meet expectations, “skilled.”</p> <p>- CLO#3 Soft skills assessment for employability, safety and communication skills – expectations: 75% of students will meet “Meets Expectations.”</p>

DIMC 50	<ul style="list-style-type: none"> - CLO#1 Soft skills assessment for employability, safety and communication skills – expectations: 75% of students will meet “Meets Expectations.” - CLO#2, 3 ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components- expectation: 75% of students will receive 75% or better. - CLO#4 Performance test on ability to operate specialized H-D brakes, steering and suspension equipment- expectation: 80% of students will meet expectations, “skilled.”
DIMC 55	<ul style="list-style-type: none"> - CLO#1 Soft skills assessment for employability, safety and communication skills – expectations: 75% of students will meet “Meets Expectations.” - CLO#2 ASE style final written exam with 80 questions on the theory and principles for diagnosis and repair and maintenance of power train components- expectation: 75% of students will receive 75% or better. - CLO#3 Performance test on ability to attach appropriate hoses and utilize the hydraulic cylinder on the Hydraulics Training Simulator - expectation: 80% of students will meet expectations, “skilled.”

Results of Course Assessments

For each course assessed in AY 2015-16:	
<p>provide a <u>description of the summative assessment results</u> in terms of students’ attainment of the CLOs and aligned PLOs.</p>	<ul style="list-style-type: none"> -For the final written exam, 75% of the students received 75% or better. -The performance test results were that 88% of the students met expectations. -The results of the soft-skills assessment showed that every student met expectations for every skill except for one student. This one student met expectations for four out of five skills. In making each skill worth one point, the overall points possible for 19 students with five different skills was 95points. Our students scored 94 out of 95 points for an overall average of 99% of students met expectations.

Other Comments

Include any additional information that will help clarify the program’s course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	N/A
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	N/A

Next Steps – Assessment Action Plan

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	<p>The instructor will continue using the Lulima website for syllabi and power points. Lulima has been useful in that the majority of the classroom curriculum is always available to students.</p> <p>The instructor is happy with the results of the lab-task sheets, the team work that the students demonstrated when working together, and results in that it was very obvious, even though working in groups, which students needed more time and/or</p>

	<p>help. It was also an opportunity for the more advanced students to demonstrate how they came up with their findings and by explaining their results and solidify what they are already knew. The rubrics were helpful for the instructor to see plainly the skills being assessed, but also for the students in that the expectations of the tasks and the point systems were clear. The instructor will continue to work with the assessment coordinator to ensure that the lab-task sheets and the rubrics are accurate and clear.</p>
<p>Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.</p>	N/A
<p>Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.</p>	<p>All the CLOs will be re-aligned to the PLOs and to the new ILOs.</p> <p>Lab task sheets and rubrics to score them will be continually edited and revised and streamlined so that the assessments are clear and easy to understand for the students, instructor and the Advisory Council. The re-aligned CLOs and PLOs and ILOS will be referenced when editing the rubrics to ensure that the rubrics are accurately scoring the desired students learning outcomes.</p>
<p>Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.</p>	N/A

Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____

Federal Funds = \$ _____

Other Funds = \$ _____
Tuition and Fees = \$ _____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____