

DEPARTMENT CHAIR NARRATIVE OF ASSESSMENT REPORTS

The Higher Learning Commission directed our Institution to review our current assessment plan. Therefore, because of that direction, Career and Technical Education (CTE) Faculty have reviewed past assessment practices and also have been introduced to some new concepts. In the past the Pre and Post-test were the most used method of course assessment. With the Faculty Assessment Reporting Matrix (FARM) as the assessment tool. .

The method of assessment was left to their discretion. They were encouraged to focus on the student learning outcomes of the course they chose to assess. Aligning those with the Institutional learning out comes (Which are also being reviewed as part of the overall Institutional Assessment review.) as well as program outcomes. Most faculty members did list the student learning out comes; it is my opinion that this was a plus in their overall assessment and conclusions. Faculty did what was asked of them to complete the assessment (FARM) report, in my opinion the document needs to be updated or some guidance from assessment committee what is expected of faculty, maybe a ledger, matrix, or rubric.

Building Construction Technology: BCT 148 Interior Finish Theory & Shop II

Luke Baker BCT Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 12th 2015, the pretest consisted of five NCCER module test. The modules included the following:

- 1.
2. **Module 27201-07 Commercial Drawings**, six students completed the module test, the test consisted of 35 questions. Student's scores were 55% and lower.
3. **Module 27203-07 Thermal & Moisture**, six students completed the module pretest. Four students scored 50% to 65% the other two scored 45% and lower.
4. **Module 27206-07 Drywall Installation**, six students completed the module pretest. All the students scored below 40%.
5. **Module 27208-07 Doors and Hardware**, five students scored 40% to 50% and one scored 25%.
6. **Module 27211-07 Cabinet Installation**, all students scored below 40%.

Instructor gave post-test throughout the semester, the post-test consist of the same five modules used in pretest. NCCER Curriculum requires that all trainees/students pass written test with a minimum of 70%. During post-testing two students in each post-test module failed to meet the required 70% and were required to retest no sooner then 48 hours later. All students met the required 70% to complete the modules successfully.

Luke identified students as having different learning types, he identified students doing well in theory applications and written test didn't do as well in shop, and the students that did well in shop or labs didn't do as well in the book or theory part of the class. Some strategies he wants to incorporate includes more video or Youtube videos on subject matter being covered. Using more hands-on demonstrations in class to cover subject matter with more student interaction.

Welding: Theory II Weld 152

Carl Eller Welding Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 12th 2015, the pretest consisted of a written test consisting of ninety nine questions including multiple choice, true or false, and completion questions. The score results of the pretest were from 5% for the lowest to 40% as the highest score. The post-test was given on May 4, 2015, the post-test consist of the same pretest assessment tool. The results of the post-test were significantly different, there was a great improvement in the scores ranging from 40% to 90%. Possible strategies for improvement or instructional changes, would include more hands-on instruction to improve student interest and to motivate students. Have student mentors or tutors to help with students having difficulties with course work.

ELECT 105 Basic Electrical Construction Drawing

Wayne Sande Residential Electrical Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 12th 2015, the pretest consisted of a written test consisting of The results of the pretest ranged from 50% for the lowest to 70% as the highest score. The post-test was given on May 6, 2015, the post-test consist of the same pretest assessment tool. The results of the post-test were an improvement in ranging from 71% to 92 %. Possible strategies for improvement or instructional changes, would include more text book related to electrical field in construction drawings, work on proper size drawings and prints, have available all supplies, tools and equipment to make studies more appealing and realistic. Have the best possible technology available in the classroom and shop.

Weld 153 Welding Lab I

Curtis Poitra Welding Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 14th 2015, the pretest consisted of a hands-on knowledge/skill test consisting of students welding stringer beads on a 4"x6"x 3/8" plate, the test performed is to find the amount of knowledge and skills students know about welding. Twelve students took the pretest, results ranged from 5% to 50%, with an average of 26.4%. Three students dropped form the welding program during the semester. Nine students completed the post-test, results ranged from 50% to 100% with an average of 82.2 %. The post-test was given on May 6, 2015. The post-test consist of the same pretest assessment tool. The results of the post-test were an improvement of an average of 65.8%. Possible strategies for improvement or instructional changes, would include to design a more detailed rubric to assess the pre and post-test.

Oil Field Operations OFO 102

Jeff Azure Oil Field Operations Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest March 5, 2015, the pretest consisted of a written test consisting of the IVES Module test on Aerial Work Platform. Student test results ranged from 30% to 50%. After completing Ives training manual on Aerial Work Platform, the post-test was given on April 21, 2015. The post-test consist of the same pretest assessment tool. The results of the post-test were an improvement in ranging from 80% to 95%. Possible strategies for improvement or instructional changes, would include more text book work prior to going out in to the field, have available all shop area, supplies, tools and equipment to make studies more on the job applicable and realistic. Incorporate new books and teaching materials as needed, and the best possible technology available in the classroom and labs.

HVAC 213/AC Systemsserv & Trouble Shooting

Todd Poitra HVAC Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 14, 2015, the pretest consisted of a hands-on lab pretest which involves the student dismantling and reassembling a standard eighty percent gas furnace. They will not be timed or asked questions any questions during lab pretest. Pretest times for students were 35 min. 17 min, 16 min, 32 min, 20 min, for a total of 120 minutes and an average of 24 minutes per student. The post-test consist of the same pretest assessment tool except with a time limit to complete task, and also student being given oral questions requiring knowledge of subject matter to answer while dismantling and reassembling the furnace lab post-test. Post-test times for students were 12 min. 7 min, 8 min, 12 min, 5 min, for a total of 44 minutes and an average of 9 minutes per student. Student success is evident in the improved times they have achieved on post-test. This success was matched only by the fact that the students answered oral questions while performing an extremely difficult task. This is multitasking and critical thinking at its best. Instructor had no comments on possible strategies for improvement or instructional changes.

CDL 105 Novice CDL Training with Lab

Edwin Acousta CDL Instructor: Instructor gave pretest 2/24/2015 average test score was 21%. Instructor gave post-test consisting of same as pretest, students averaged a score of 84% with an increase of 63%

Strategies for improvement include enhancing further knowledge of vehicle components.

Richard Wilkie CDL Instructor: received no materials from him, he has since resigned, or not to return for next session of classes.

Building Construction Technology: BCT 135 Framing Shop II

Ron Parisien Building Construction Technology Instructor: Instructor choose to use the Pre and Post Test Assessment tool. Instructor gave pretest January 15th 2015. Eleven students completed the pretest consisted of two NCCER module test. The high score was 46.2% and the low score was 7.0% with an average of 24.96%. The test consisted of seventy questions, including matching, completion, multiple choice, and math calculations. The modules included the following:

1. **Module 27107-06 Roof Framing**
2. **Module 27109-06 Window and Exterior Doors**

Instructor gave post-test end of the semester May 1, 2015 the post-test consist of the same two modules used in pretest. NCCER Curriculum requires that all trainees/students pass written test with a minimum of 70%. Eight students completed the post-test, the high score was 95.2%. The low score was 70%, with an average score of 84.21%. All students met the required 70% to complete the modules successfully. Students average score increase was 54%. Individual score improvement ranged from a low of 44% to a high of 69%. All students showed improvement in all areas. Student improvement was lowest in math related areas of instruction, such as estimating materials and making math calculations. Strategies for improvement or instructional changes include the following: Better use of visual aids in class and shop area. Implement reading skills and math skill methods to improvement student's skills in these areas. Use tutors to help students to increase skills in these areas, use technology to improve students skills in

these areas, such as computers, YouTube videos, math videos, calculators designed for construction purposes, etc. Use e-connect books designed for construction, NCCER does have books we can buy, these books are more interactive using same test as we use in class. We need to have computers for our students so they can use the e-connect books.

In conclusion as department Co-Chair my opinion is as follows.

Strengths

- Most of the faculty that forwarded Assessment reports to me made a good effort to identify student learning outcomes and provided assessment tools that reflected the success of these outcomes. They were able to identify weakness in the course and implement strategies and changes for future success. I had faculty that used a variety of ways to assess student learning, all used pretest and post-test, some used written and others used hands-on lab instruments.

Weaknesses

- They used the Analysis area of the Reporting form as their narrative. An overall narrative of the assessment process would be very helpful in writing a final report.
- Need to identify the % improvement goal for their students and how that is identified
- Need to provide estimated cost of items that will improve instruction methods
- Need to have an instrument to identify what we are assessing
- Need to have an instrument to assess what learning outcomes we are looking for, such as a rubric for each outcome.

Chair Recommendations

- More training for faculty on different assessment methods that can be done as the course is being taught. At the end of the semester this data can be used as the assessment of that course. Therefore putting less stress on the Instructor having even more paper work at the end of the semester. Possibly the new Computer Programs currently being looked at will help with this.
- Provide training to Instructors to help them align their course outcomes to reflect the Learning outcomes of the Institution.
- Provide an in service for faculty on FARM reports, or the form of assessment we will be using. Also so faculty know why we are doing assessment, have Teri do a faculty session why we need these reports and why it is important that we do these reports and the importance of doing the reports.
- Provide training for faculty, probably more so for CTE faculty on how to design and to use rubrics to assess test and student learning. During meeting I got the impression that Les is very good at designing rubrics and how to use them.
- Need to have CTE faculty meeting before classes start to go over assessment and what will be required of them to complete for assessment for fall semester.
- Have dates or time lines for faculty course assessment for fall semester, so material will be completed on time or at least have a schedule for faculty to follow.
- Have meetings to find ways of designing or researching new methods of assessing CTE trades outcome results and outcomes.

- And one question, are adjunct faculty required to do assessment reports or is that an Academic Dean or CTE Director/Dean duty to know if adjunct are following our assessment goals and objectives.
- Maybe have three chairs for CTE as there is a large group of instructors in CTE with many different areas of instruction involved.

Ron Parisien Co-Chair CTE