

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Custom Cars and Concepts (new)	210	CCC 210 06/29/2020- Custom Auto Body Technician I
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Transportation Technologies	Gary Sobbry
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate the ability to install and modify multiple presentations of specialty car aftermarket parts.

- Assessment Plan
 - Assessment Tool: final student project (car)
 - Assessment Date: Spring/Summer 2015
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: The final project will be assessed using the NATEF checklist.

- Standard of success to be used for this assessment: An overall class average of 3.5 (of 5) or higher on the checklist
- Who will score and analyze the data: Departmental chair and instructors will blind-score the student project (car) and analyze the checklist data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	3

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students from the Winter 2018 semester were assessed. This class is cross-listed with four other classes each semester it is offered. Unfortunately, we could only collect data from one section that was taught. Moving forward as a department we have discussed the issue, and we are currently working on a solution. We need all faculty teaching these courses to understand data collection for assessment is a mandatory piece of the teaching process.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections of CCC 210 are taught face-to-face on main campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Throughout the semester, students are given tasks to perform. Once they have completed the task, the instructor reviews the student's work and assigns a score using a scale of 1 - 5, with 1 being the lowest score possible and 5 resulting in the student's best work. Achievement records are scored and kept to show how students completed each task. There are 15 items in total. Four of the items on the student achievement checklist applied to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

3 of 3 (100%) students met or exceeded the standard of success (3.5 or higher out of 5 or 70%) for each item on the student achievement record. The results showed that all students met the department's standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Working on these "live" projects seems to help the students focus and grow. We were blessed with a really good group of students this semester who stayed focused on the tasks at hand. Students seemed to understand and practice good safety standards while working on projects.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We lost a student during the semester (got a new job). It was disappointing to lose this student, but it was in their best interest to take the job. We still had data from the daily student achievement checklists, and the data was used for this assessment. That was the only downside we had this semester.

Outcome 2: Determine and perform the correct procedures and techniques required for interior modification.

- Assessment Plan
 - Assessment Tool: final student project (car)
 - Assessment Date: Spring/Summer 2015
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: The final project will be assessed using the NATEF checklist.
 - Standard of success to be used for this assessment: An overall class average of 3.5 (of 5) or higher on the checklist
 - Who will score and analyze the data: Departmental chair and instructors will blind-score the student project (car) and analyze the checklist data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

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All sections of CCC 210 are taught face-to face-on main campus.

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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Ergonomics is one of the major considerations in interior modification. Placement of the seating in relation to all the controls is critical. With a complete interior customization, everything must be reconsidered. From the placement of the pedals and steering wheel to the location of the climate controls and mirrors. Careful planning must be done before decisions are made in the placement of final mounting for these major components. This group of students worked well together in this area and met the goal of the outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

During final assembly of the modified interior, damage can occur to delicate surfaces that are visible to the customer. Students at this stage sometimes lack the attention to detail and finesse it takes to work around these types of surfaces. Often times the parts will need to be removed and reinstalled during the final stages of assembly, which can lead to damage. These damaged parts then hold up progress while repairs are made. Using the appropriate tools and techniques can reduce the amount of problems during this process. More demonstrations and practice on other vehicles will be done on future projects. We lost a student during the semester (got a new job). It was disappointing to lose them, but it was in their best interest to take the job. That was another downside we had this semester.

Outcome 3: Demonstrate the ability to design, manufacture and install custom speaker enclosures.

- Assessment Plan
 - Assessment Tool: final student project (car)
 - Assessment Date: Spring/Summer 2015
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: The final project will be assessed using the NATEF checklist.

- Standard of success to be used for this assessment: An overall class average of 3.5 (of 5) or higher on the checklist
- Who will score and analyze the data: Departmental chair and instructors will blind-score the student project (car) and analyze the checklist data.

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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All sections of CCC 210 are taught face-to-face on main campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Throughout the semester, students are given tasks to perform. Once they have completed the task, the instructor reviews the student;s work and assigns a score using a scale of 1 - 5, with 1 being the lowest score possible and 5 resulting in the student's best work. Achievement records are scored and kept to show how students completed each task. There are 15 items in total. Four of the items on the student achievement checklist applied to this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
3 of 3 (100%) students met or exceeded the standard of success (3.5 or higher out of 5 or 70%) for each item on the student achievement record. The results showed that all students met the department's standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The size, shape, and design of a custom speaker enclosure can greatly affect the final sound quality of the stereo system. Location of speakers in relation to each other and the occupants will have a great impact on final sound quality. Careful planning and mockup must be done before final design decisions are made. Matching the correct enclosure with the type of speaker being used is also very important and must be researched before design and manufacturing can be done. The students were successful in these areas with this project.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As mentioned in a previous outcome, electrical wiring associated with this step is typically a challenge for the students. Decisions made at this stage of the process can have a negative effect on final sound quality of the stereo system. This can lead to backtracking and disassembly while troubleshooting is done to find a problem with the installation. More emphasis on wiring techniques and correct equipment used in specific scenarios should be covered further in future classes.
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Outcome 4: Demonstrate the ability to achieve show car quality sheet metal fit and finish.

- Assessment Plan
 - Assessment Tool: final student project (car)
 - Assessment Date: Winter 2015
 - Course section(s)/other population: all sections
 - Number students to be assessed: all students
 - How the assessment will be scored: The final project will be assessed using the NATEF checklist.
 - Standard of success to be used for this assessment: An overall class average of 3.5 (of 5) or higher on the checklist

- Who will score and analyze the data: Departmental chair and instructors will blind-score the student project (car) and analyze the checklist data.

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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

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6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

3 of 3 (100%) students met or exceeded the standard of success (3.5 or higher out of 5 or 70%) for each item on the student achievement record. The results showed that all students met the department's standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students' ability to identify differences in sheet metal panel gaps during fitment was an area of strength. Older vehicles have poor sheet metal fit and finish which requires much more modification of parts to achieve the desired appearance. Cutting and welding of edges along with the use of sprayable material is used to achieve precise gapping. Following the correct sequence in lining up all sheet metal on the vehicle was also an area of strength with this group of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Final fit of body panels is done after the parts are painted. This poses a problem with inexperienced students. Painted parts are easily damaged during final assembly and alignment, which can set back progress and deadlines. This is an area students typically need improvement. Emphasizing the importance of taking special care at this step is important. The use of tape on the edges of parts is sometimes enough to prevent some of these mistakes. Suggestions such as this are helpful but having the students go through the process and making mistakes they learn from is often times the best way to improve on an outcome such as this one.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This is the first assessment report for this course as it has never been assessed before.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is critical for students' success. Once students complete this class they most likely will be going into the industry and will use the information provided as a valuable employee. This particular class was unusual in that all students met all standards of success.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results from this assessment are valuable to the department. As a department we meet and exchange ideas constantly. With this changing industry, the program needs to closely follow industry trends and adapt as needed. Some ideas are immediately implemented into the program and other information we add when needed.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	We are reviewing all of the outcomes and the tools used to assess them to ensure that they are still valid and will provide meaningful results.	Even though the students met the standards of success on every outcome we want to review the outcomes and tools of this cross-listed course.	2021
Other: Data collection	We discussed a data collection issue with the instructor involved in teaching this course. We are working on solutions to embed the assessment tools that would net more data to assess the course.	We would like more data to assess the course.	2021

5. Is there anything that you would like to mention that was not already captured?

Not at this time.

III. Attached Files

[CCC 210 Data](#)

Faculty/Preparer: Gary Sobry **Date:** 06/29/2020
Department Chair: Justin Morningstar **Date:** 08/20/2020
Dean: Jimmie Baber **Date:** 08/26/2020

Assessment Committee Chair: Shawn Deron

Date: 09/21/2020