

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Auto Services	130	ASV 130 11/21/2016- Automotive Maintenance
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Automotive Services	Allen Day
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize and apply general shop rules, procedures and safety standards.

- Assessment Plan
  - Assessment Tool: Common departmental exam and NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

Data for students in 5 of 14 sections was available. All students in those sections were assessed.

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered.

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

Students had to read a chapter on safety or watched a safety video. They were required to take a safety quiz. The instructor teaching the course entered scores into Blackboard.

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

For this outcome 95.08 percent of the students scored over 70%. When compared to the written outcome language, "70% of the students will score an overall average of 70% or higher" students met the standard of success. Formulas were used to determine the number of students with an outcome of over 70%, and then that number as compared to the sample size.

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

Students performed very well on this task. 95.08% of the students scored 100% on this task. Shop safety is extremely important and students are expected to score 100% on the quiz. Those students who did not score 100% did not complete the quiz.

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.

<p>Students are allowed to take quizzes more than once in order to earn the credit. This is something that the department will consider revising this practice in the future.</p>
---

Outcome 2: Identify and properly use various shop tools.

- Assessment Plan
  - Assessment Tool: Common departmental exam and NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

<p>Data for students in 5 of 14 sections was available. All students in those sections were assessed.</p>
---

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered.

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

Students complete the tool identification form, which is scored by an answer key. The percent of correct responses is determined and recorded in Blackboard.

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

For this outcome 96.77 percent of the students scored over 70%. This is compared to the written outcome language, "70% of the students will score an overall average of 70% or higher." Students met the standard of success.

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

96.77% of the students score 100% on the tool identification worksheet. Students will use this important skill throughout the semester.

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.

No weaknesses were identified.

### Outcome 3: Recognize and perform proper tire service skills.

- Assessment Plan
  - Assessment Tool: Common departmental exam; NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.

- Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
- Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

Data for students in 5 of 14 sections was available. All students in those sections were assessed.

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered.

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

Students were assigned a task to mount and balance a tire on a wheel. Their work is scored using the NATEF task list. Students' scores are recorded in Blackboard by the instructor.

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

For this outcome 90.16 percent of the students scored over 70%. This is compared to the written outcome language, “70% of the students will score an overall average of 70% or higher.”

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

91.14% of the students scored 70% or higher, with the majority of the students earning 100% on the checklist. Two students scored 70% and three students didn't complete the task. This shows a good understanding of tire service skills.

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.

No weaknesses were identified.

Outcome 4: Recognize and perform regular fluid and lubrication service skills.

- Assessment Plan
  - Assessment Tool: Common departmental exam and NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

Data for students in 5 of 14 sections was available. All students in those sections were assessed.

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered.

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

Students performed an oil change. The task was scored using the NATEF checklist. Student's scores were recorded in Blackboard by the course instructor.

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

For this outcome 96.67 percent of the students scored over 70%. This is compared to the written outcome language, "70% of the students will score an overall average of 70% or higher."

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

All students in the sample earned some or all of the available credit for this outcome. Only a few (3 of 61) did not earn full credit but did achieve the 70% threshold listed in the outcome definition. This outcome is correlated to a special interest topic in the course that most students wanted to participate in. The curriculum is well aligned to the tasks addressed in this outcome, and has a high success rate because the students are engaged.

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.

Success rates were very high. Students managed to earn high scores even when they performed poorly on other outcomes.

Outcome 5: Identify and perform basic exhaust repairs.

- Assessment Plan
  - Assessment Tool: Common departmental exam and NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
  - Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

Data for students in 5 of 14 sections was available. All students in those sections were assessed.

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered



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

Students cut the exhaust off the shop vehicle and re-attach it using proper tools and techniques. The task is scored using a NATEF checklist.

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

For this outcome 78.33 percent of the students scored over 70%. This is compared to the written outcome language, "70% of the students will score an overall average of 70% or higher."

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

78.33% of the students scored 70% or higher on this task list. Some (7 of 61) did not complete the task. This task in the course is one that most students may not want to participate in, but the skills associated with this outcome are important. The curriculum is well aligned to the tasks addressed in this outcome, but is near the threshold of not meeting the standard.

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.

One section of this course seems to impact the data. In one section, 40% of the students did not complete the task. This is in contrast to no more than two (2 of 15) students who failed to complete the task in any other section. If the one section is removed from the data, the success rate is over 90%, as is the case with the other 5 outcomes.

Outcome 6: Use and interpret vehicle identification numbers for the purpose of completing a repair order.

- Assessment Plan
  - Assessment Tool: Common departmental exam and NATEF checklist
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections

- Number students to be assessed: All students
- How the assessment will be scored: Common departmental exam will be scored using an answer sheet. NATEF checklist will be scored using the departmentally-developed rubric.
- Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher.
- Who will score and analyze the data: Departmental faculty

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)
2015	2016	2016

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

# of students enrolled	# of students assessed
136	61

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.

Data for students in 5 of 14 sections was available. All students in those sections were assessed.

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.

The sections of this course used for assessment were both morning and evening courses. No DL or MM courses were offered.

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

Student complete a repair order according the NATEF requirements. The order form is scored against the NATEF tasklist.

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

For this outcome 85.00 percent of the students scored over 70%. This is compared to the written outcome language, “70% of the students will score an overall average of 70% or higher.”

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

85% of the students scored 70% or higher on this activity. With the exception of one section, all but two students scored 100%. Students performed very well on this task.

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.

In one section, all students scored 50%. This is most likely an instructor error but was included in the results anyway. The data for this section was valid for all other outcomes and therefore, supported its inclusion.

## II. Course Summary and Action Plans Based on Assessment Results

1. 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?

I think that the high success rate for the outcomes for this course are a direct indication that this course is meeting the needs of the students. I was not surprised, but troubled that students that did not perform well on the outcomes early in the course are not successful in the course overall. This is an entry level course in the ASV certificate program, and as such, there are not many building blocks needed from previous class sections to complete early objectives. In general, my observation for most students is that if they make it to class and are able to participate, they usually perform well. I suggest that this means that the outcomes are reasonably well aligned with student success, and I would be concerned if students performed well on the outcomes and did poorly in the course overall.

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

I plan to leave this assessment report on the department's Google drive, so all ASV instructors can read it. I also plan to present the results of the assessment committee's review in a future department meeting.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Assure Faculty data is always available	I reviewed the data for 14 sections of ASV130. Only 5 of those sections had data that could be used for assessment. I plan to discuss at a department meeting that all faculty, full time, adjunct, and part time be required to follow the plans in place so that this valuable data is available for all sections.	I believe that for assessment to be the most valuable it should represent the student population as closely as possible. When nearly two thirds of the data is not available, I am forced to choose a subset of the data that may not be representative of the performance of the students as it pertains to each outcome. I am very concerned that the high percentages that were correlated to students performance were somehow more related to the instructors that were willing and able to record the needed data than the full actual performance of the curriculum as it related to the outcomes.	2017

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

5.
----

**III. Attached Files**

[ASV130 Section Data](#)

<b>Faculty/Preparer:</b>	Allen Day	<b>Date:</b> 03/21/2017
<b>Department Chair:</b>	Allen Day	<b>Date:</b> 03/21/2017
<b>Dean:</b>	Brandon Tucker	<b>Date:</b> 03/23/2017
<b>Assessment Committee Chair:</b>	Michelle Garey	<b>Date:</b> 09/19/2017