Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Custom Cars and Concepts (new)	215	CCC 215 07/22/2021- Custom Fabrication and Chassis Design I
College	Division	Department
Advanced Technologies and Public Service Careers	Advanced Technologies and Public Service Careers	Transportation Technologies
Faculty Preparer		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: Determine and perform the correct procedures and techniques required for selection and installation of wheel/tire offset combinations.

- 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 in all sections

- 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: The standard of success will be 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 final student project and analyze 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)
2020		

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

# of students enrolled	# of students assessed
4	4

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 in all sections were assessed (one section total).

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 215 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 0 – 5. Achievement records are scored and kept to show how students completed this. 5 - Excellent 4 - Above Industry Average 3 - Meets Industry Average

2 - Below Industry Average 1 - Poor 0 - Did not attempt

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
4 of 4 (100%) students met or exceeded the standard of success, 3.5 of 5 (70%) or higher, for the achievement standard of success. The results showed that all students met or exceeded the department's standard of success for this outcome with an overall average of 4.75 or 95%.

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

Having to work on "live" projects really helped the students focus and grow. We were blessed with a really good group of students who stayed focused at the tasks at hand.

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.

This process changes with each vehicle we build. There are many factors in choosing the correct wheel package. The system we have in place seems to work well.

Outcome 2: Raise and lower the suspension.

- 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 in all sections
    - 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: The standard of success will be 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 final student project and analyze 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)
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2. Provide assessment sample size data in the table below.

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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 in all sections were assessed (one section total).

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 215 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 0 – 5. Achievement records are scored and kept to show how students completed this. 5 - Excellent 4 - Above Industry Average 3 - Meets Industry Average 2 - Below Industry Average 1 - Poor

0 - Did not attempt

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
4 of 4 (100%) students met or exceeded the standard of success, 3.5 of 5 (70%) or higher, for the achievement standard of success. The results showed that all students met or exceeded the department's standard of success for this outcome with an overall average of 4.5 or 90%.

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

Students get to install and modify an aftermarket suspension kit onto one of our project cars. I like the challenge of this outcome/process because the students must look into hundreds of options to choose the best system of our current build. It forces them to do research, look at customer reviews, deal with time & budget guidelines and many other aspects of the build.

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.

This process changes with each vehicle we build. There are many factors in choosing a certain suspension package. The system we have in place seems to work well and no changes are needed at this time.

Outcome 3: Operate appropriate equipment required to fabricate various custom car 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 in all sections
    - 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: The standard of success will be 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 final student project and analyze data.

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

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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 0 – 5. Achievement records are scored and kept to show how students completed this. 5 - Excellent 4 - Above Industry Average 3 - Meets Industry Average 2 - Below Industry Average 1 - Poor 0 - Did not attempt

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
4 of 4 (100%) students met or exceeded the standard of success, 3.5 of 5 (70%) or higher, for the achievement standard of success. The results showed that all students met or exceeded the department's standard of success for this outcome with an overall average of 4.5 or 90%.

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

Fabricating custom parts for the project vehicle can be a very tedious process. Many times, the part must be scrapped and started again, which requires a lot of patience. An area that could use improvement would be in hammer forming. The use of a hammer and bag shapes the sheet metal gradually into rounded shapes. A common mistake is to stretch the metal too much in any given area, which is hard to recover from. The metal becomes work hardened and brittle. It is at this stage that the part can crack, in which case it must be started again. This is a skill that takes much practice. It takes time to get a feel for how much to move the metal in any given direction and recognize when to stop. More time will be spent in the future practicing and reviewing the things to watch for while shaping the metal.

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.

This course is critical for students' success. Once students complete these classes they most likely will be going into 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.

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.

There were no previous assessments or recommended changes.

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 these classes they most likely will be going into industry and will use the information provided as a valuable employee. This particular class was unusual in that all students meet 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
Assessment Tool	Strengthen assessment tool for greater accuracy.	Changing the scale on the assessment tool would allow for greater accuracy of student performance.	2022

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

6.

III. Attached Files

CCC 215 Fall 2020 Data

Faculty/Preparer:	Gary Sobbry	**Date:** 07/22/2021
Department Chair:	Rocky Roberts	**Date:** 07/26/2021
Dean:	Jimmie Baber	**Date:** 07/28/2021
Assessment Committee Chair:	Jessica Hale	**Date:** 09/07/2023