Discipline	Course Number	Title
Auto Body Repair (new)	112	ABR 112 08/10/2023-Introduction to Automotive Refinishing
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		11/18/2019

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

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

   Yes

   Winter 2019

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

   Students met or exceeded the department standard.

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

   We changed the success rate from 80% of students scoring 85% or higher to 75% of students scoring 75% or higher, as this seemed to be a more realistic goal for student performance in this course.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize principles and demonstrate techniques of automotive refinishing.

- Assessment Plan

    o Assessment Tool: Student projects

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

- o   How the assessment will be scored: Departmentally-developed rubric

- o   Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o   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)
2022	2023	

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

# of students enrolled	# of students assessed
22	20

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 are being assessed (two sections total). Two students signed up for the class but never attended.

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 ABR 112 are taught 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 refinishing 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. 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
The standard of success states that 75% of the students will score 75% or higher. However, 75% is not a possible score on the rubric used. Instead, for this assessment, used the following standard of success: 75% of students will score a 3 out of 5 or higher on each completed project. We will use this standard moving forward. 18 of 20 (90%) students met the standard of success for this outcome.

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

Students performed best when given visual aids to explain hands-on applications. Material repeated with visual, oral and hands-on applications to make sure students receive multiple ways of understanding the subject. I feel having these department-made "Student Checklists" and "Explanation of labs" documents really help the students understand the overall process better (also called "Student Achievement" document in this report).

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.

Students did meet the standard of success. We do know this is not their favorite part of the class but we do feel this is an important topic to discuss, measure, evaluate and for them to learn. Our plans are simple, keep putting out a great product and keep the students engaged in learning.

Outcome 2: Analyze vehicle paint condition and determine refinishing procedures.

- Assessment Plan
    - o Assessment Tool: Student projects
    - o Assessment Date: Fall 2020
    - o Course section(s)/other population: All

- o   Number students to be assessed: All

- o   How the assessment will be scored: Departmentally-developed rubric

- o   Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o   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)
2022	2023	

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

# of students enrolled	# of students assessed
22	20

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 are being assessed (two sections total). Two students signed up for the class but never attended.

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 ABR 112 are taught 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 refinishing 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. 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

The standard of success states that 75% of the students will score 75% or higher. However, 75% is not a possible score on the rubric used. Instead, for this assessment, used the following standard of success: 75% of students will score a 3 out of 5 or higher on each completed project. We will use this standard moving forward.

18 of 20 (90%) students met the standard of success for this outcome.

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

The students were able to meet this requirement. I feel they do best in the lab environment when they have staff available to answer questions, provide demos, and have access to their provided ABR documents.

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.

While the students met the department's standard, this is a difficult area to understand. I feel adding more videos and/or outside the classroom reading assignments will help their understanding and improve the course. We do a good job of starting them on this journey but this process takes years and years of real-world experience to master.

Outcome 3: Recognize and perform necessary repairs in accordance with safety standards as instructed.

- Assessment Plan
    - Assessment Tool: Student projects
    - Assessment Date: Fall 2020

- o Course section(s)/other population: All

- o Number students to be assessed: All

- o How the assessment will be scored: Departmentally-developed rubric

- o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	20

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 are being assessed (two sections total). Two students signed up for the class but never attended.

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 ABR 112 are taught 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 refinishing 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. 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: <u>Yes</u>
The standard of success states that 75% of the students will score 75% or higher. However, 75% is not a possible score on the rubric used. Instead, for this assessment, used the following standard of success: 75% of students will score a 3 out of 5 or higher on each completed project. We will use this standard moving forward. 18 of 20 (90%) students met the standard of success for this outcome.

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

I believe we do a great job in this area. Students need to be taught very early the different skillsets they will need to keep them healthy and safe. While the students met the department's standard, this is an area we can always improve on. We need better maintenance system of our current fresh air systems. We are looking into adding the HEPA respirators into the class so all students have access to these from the first day on.

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.

I feel they do a good job on in the area of safety. We do have to watch them and constantly remind them, which is pretty normal for beginners. Refinishing is a very repetitive process. Some students are quick to learn certain processes, while others need multiple attempts to achieve the same results. In some modules the scoring sheets could benefit from more attempts of the same processes.

Outcome 4: Identify refinishing materials and apply them on automobiles according to industry standards.

- Assessment Plan

  - Assessment Tool: Student projects

  - Assessment Date: Fall 2020

  - Course section(s)/other population: All

  - Number students to be assessed: All

  - How the assessment will be scored: Departmentally-developed rubric

  - Standard of success to be used for this assessment: 75% of the students will score 75% 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	20

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 are being assessed (two sections total). Two students signed up for the class but never attended.

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 ABR 112 are taught 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 refinishing 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. 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: <u>Yes</u>
The standard of success states that 75% of the students will score 75% or higher. However, 75% is not a possible score on the rubric used. Instead, for this assessment, used the following standard of success: 75% of students will score a 3 out of 5 or higher on each completed project. We will use this standard moving forward. 18 of 20 (90%) students met the standard of success for this outcome.

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

The area the students did the best was paint application. Areas to improve on are the surface preparation and in post paint detailing. This is a very tedious process and takes many more hours to perfect than we have to offer in the program.

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.

The area that needs the most time to improve on is polishing and post polishing clean up (detailing). This is a very critical process in the industry and is often rushed and not carried out to its full potential.

Outcome 1: Recognize principles and demonstrate techniques of automotive refinishing.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	0

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.

The exam was not used for assessment. The student projects are a much better indicator of student learning and provide more valuable data related to student strengths and weaknesses.

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 exam was not used for assessment.

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

The exam was not used for assessment.

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: No
The exam was not used for assessment.

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

Students performed best when given visual aids to explain hands-on applications. Material repeated with visual, oral and hands-on applications to make sure students receive multiple ways of understanding the subject. I feel having these department-made "Student Checklists" and "Explanation of labs" documents really help the students understand the overall process better (also called "Student Achievement" document in this report).

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.

Students did meet the standard of success. We do know this is not their favorite part of the class but we do feel this is an important topic to discuss, measure, evaluate and for them to learn. Our plans are simple, keep putting out a great product and keep the students engaged in learning.

Outcome 2: Analyze vehicle paint condition and determine refinishing procedures.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	0

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.

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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.

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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.

The exam was not used for assessment.

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: No

The exam was not used for assessment.

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

The students were able to meet this requirement. I feel they do best in the lab environment when they have staff available to answer questions, provide demos, and have access to their provided ABR documents.

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.

> While the students met the department's standard, this is a difficult area to understand. I feel adding more videos and/or outside the classroom reading assignments will help their understanding and improve the course. We do a good job of starting them on this journey but this process takes years and years of real-world experience to master.

Outcome 3: Recognize and perform necessary repairs in accordance with safety standards as instructed.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	0

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.

> The exam was not used for assessment. The student projects are a much better indicator of student learning and provide more valuable data related to student strengths and weaknesses.

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 exam was not used for assessment.

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

The exam was not used for assessment.

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: No
The exam was not used for assessment.

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

I believe we do a great job in this area. Students need to be taught very early the different skillsets they will need to keep them healthy and safe. While the students met the department's standard, this is an area we can always improve on. We need better maintenance system of our current fresh air systems. We are looking into adding the HEPA respirators into the class so all students have access to these from the first day on.

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.

I feel they do a good job on in the area of safety. We do have to watch them and constantly remind them, which is pretty normal for beginners. Refinishing is a very repetitive process. Some students are quick to learn certain processes, while others need multiple attempts to achieve the same results. In some modules the scoring sheets could benefit from more attempts of the same processes.

Outcome 4: Identify refinishing materials and apply them on automobiles according to industry standards.

- Assessment Plan

  o Assessment Tool: Departmental exam

  o Assessment Date: Fall 2020

  o Course section(s)/other population: All sections

  o Number students to be assessed: All students

- o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o 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)
2022	2023	

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

# of students enrolled	# of students assessed
22	0

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.

The exam was not used for assessment. The student projects are a much better indicator of student learning and provide more valuable data related to student strengths and weaknesses.

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 exam was not used for assessment.

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

The exam was not used for assessment.

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: No
The exam was not used for assessment.

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

The area the students did the best was paint application. Areas to improve on are the surface preparation and in post paint detailing. This is a very tedious process and takes many more hours to perfect than we have to offer in the program.

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.

The area that needs the most time to improve on is polishing and post polishing clean up (detailing). This is a very critical process in the industry and is often rushed and not carried out to its full potential.

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.

The area that needs the most time to improve on is polishing and post polishing clean up (detailing). This is a very critical process in the industry and is often rushed and not carried out to its full potential.

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?

I feel this course helps students find out if the automotive refinishing industry is something they are good at and/or something they want to proceed with in the future. Students are exposed to real life situations that automotive refinish technicians deal with every day. I think ABR 112 "turns the light on" to the next generation of technicians we are producing here at WCC. I also feel the way we are assessing our students can always be improved and/or updated. The department has changed a lot in the past few years and we need to stay on top of these changes. To be honest, nothing really surprised me.

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. 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. I feel as group we watch and understand these changes really well.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Dropping the verbs recognize, determine, and identify from the outcomes.	Better aligning the outcomes with the assessment tools we're planning to use.	2024
Assessment Tool	Remove written exam as an assessment tool.	Hands-on student projects are more effective in assessing student learning for this course.	2023
Objectives	Change course objectives	Update the objectives to align with industry standards	2023
Other: standard of success	Update the standard of success to "75% of students will score a 3 or higher on each completed project."	A score of 3 meets the industry average performance; we'd like students to meet this standard for each project.	2023

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

We should update our mixing system. We should also bring back a solvent mix station. Moving to a water borne system was a mistake.

III. Attached Files

abr 112 data

Faculty/Preparer: Gary Sobbry   **Date:** 08/15/2023
Department Chair: Rocky Roberts **Date:** 08/16/2023
Dean: Jimmie Baber   **Date:** 08/28/2023
Assessment Committee Chair: Jessica Hale   **Date:** 02/26/2024

Discipline	Course Number	Title
Auto Body Repair (new)	112	ABR 112 08/06/2019-Introduction to Automotive Refinishing
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?

Yes

Fall 2016

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

All outcomes met the standard. No major updates needed.

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

All outcomes met the standard. No major updates needed.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize principles and demonstrate techniques of automotive refinishing.

- Assessment Plan

    o Assessment Tool: Student projects

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

- o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

- o 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)

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

# of students enrolled	# of students assessed
	11

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.

Enrollment data for this section is not available because of the conversion of departments. All students in all sections from Winter 2019 were assessed (1 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 ABR 112 are taught 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 refinishing 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. Achievement records are scored and kept to show how students completed this.

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

11 of 11 (100%) students met the standard of success for the 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.

> Tool 1: Student projects
>
> Students performed best when given visual aids to explain hands-on applications. Material was repeated with visual, oral and hands-on applications to make sure students receive multiple ways of understanding the subject. I feel having these department-made "Student Checklists" and "Explanation of labs" documents really help the students understand the overall process better (also called "Student Achievement" document in this report).
>
> Tool 2: Departmental exam - Did not use to assess.

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.

> Tool 1: Student projects
>
> I feel that current students and former students should have access to these documents at all times. I feel putting these documents up on our website and/or Blackboard would help most students. I also feel that all of the "Student Achievement" reports need to be looked at and/or updated every few years.
>
> Tool 2: Departmental exam - Did not use to assess.

Outcome 2: Analyze vehicle paint condition and determine refinishing procedures.

- Assessment Plan
  - o Assessment Tool: Student projects
  - o Assessment Date: Fall 2020
  - o Course section(s)/other population: All
  - o Number students to be assessed: All
  - o How the assessment will be scored: Departmentally-developed rubric
  - o Standard of success to be used for this assessment: 70% of the students will score 80% or higher
  - o 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)

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

# of students enrolled	# of students assessed
	11

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 from Winter 2019 were assessed (1 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 ABR 112 are taught 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 refinishing 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. Achievement records are scored and kept to show how students completed this.

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

11 of 11 (100%) students met the standard of success for the 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.

Tool 1: Student projects

All students were able to meet this requirement. I feel they do best in the lab environment when they have staff available to answer questions, provide demos, and have access to their provided ABR documents.

Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects

While the students met the department's standard, this is a difficult area to understand. I feel adding videos and/or outside-the-classroom reading assignments need to be added to the course. Again, I feel this class needs to be updated and added to Blackboard. Note: we are in the process of rewriting this course.

Tool 2: Departmental exam - Did not use to assess.

Outcome 3: Recognize and perform necessary repairs in accordance with safety standards as instructed.

- Assessment Plan
    - o Assessment Tool: Student projects
    - o Assessment Date: Fall 2020
    - o Course section(s)/other population: All
    - o Number students to be assessed: All
    - o How the assessment will be scored: Departmentally-developed rubric
    - o Standard of success to be used for this assessment: 70% of the students will score 80% or higher
    - o 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)

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

# of students enrolled	# of students assessed

	11

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 from Winter 2019 were assessed (1 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 ABR 112 are taught 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 refinishing 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. Achievement records are scored and kept to show how students completed this.

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

11 of 11 (100%) students met the standard of success for the 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.

Tool 1: Student projects

While the students met the department's standard, this is an area we can always improve on. We need better maintenance system of our current fresh air systems. We are looking into adding the HEPA respirators into the class so all students have access to these from the first day on.

Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects

Refinishing is a very repetitive process. Some students are quick to learn certain processes, while other need multiple attempts to achieve the same results. In some modules, the scoring sheets could benefit from more attempts of the same processes.

Tool 2: Departmental exam - Did not use to assess.

Outcome 4: Identify refinishing materials and apply them on automobiles according to industry standards.

- Assessment Plan

    o Assessment Tool: Student projects

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

    o 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)

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

# of students enrolled	# of students assessed
	11

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 from Winter 2019 were assessed (1 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 ABR 112 are taught 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 refinishing 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. Achievement records are scored and kept to show how students completed this.

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

11 of 11 (100%) students met the standard of success for the 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.

Tool 1: Student projects

The area where the students did the best was paint application. Areas to improve on are the surface preparation and in post-paint detailing. This is a very tedious process and takes many more hours to perfect than we have to offer in the program.

Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects

The area that needs the most time to improve on is polishing and post-polishing clean up (detailing). This is a very critical process in the industry and is often rushed and not carried out to its full potential.

Tool 2: Departmental exam - Did not use to assess.

Outcome 1: Recognize principles and demonstrate techniques of automotive refinishing.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

    o 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)

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

# of students enrolled	# of students assessed
	11

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.

We did not use this tool to assess this outcome.

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.

We did not use this tool to assess this outcome.

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

We did not use this tool to assess 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
We did not use this tool to assess this outcome.

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

Tool 1: Student projects
Students performed best when given visual aids to explain hands-on applications. Material was repeated with visual, oral and hands-on applications to make sure students receive multiple ways of understanding the subject. I feel having these department-made "Student Checklists" and "Explanation of labs" documents really help the students understand the overall process better (also called "Student Achievement" document in this report). Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects
I feel that current students and former students should have access to these documents at all times. I feel putting these documents up on our website and/or Blackboard would help most students. I also feel that all of the "Student Achievement" reports need to be looked at and/or updated every few years. Tool 2: Departmental exam - Did not use to assess.

Outcome 2: Analyze vehicle paint condition and determine refinishing procedures.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All

- o Number students to be assessed: All

- o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

- o 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)

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

# of students enrolled	# of students assessed
	11

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.

We did not use this tool to assess this outcome.

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.

We did not use this tool to assess this outcome.

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

We did not use this tool to assess 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

We did not use this tool to assess this outcome.

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

Tool 1: Student projects

All students were able to meet this requirement. I feel they do best in the lab environment when they have staff available to answer questions, provide demos, and have access to their provided ABR documents.

Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects

While the students met the department's standard, this is a difficult area to understand. I feel adding videos and/or outside-the-classroom reading assignments need to be added to the course. Again, I feel this class needs to be updated and added to Blackboard. Note: we are in the process of rewriting this course.

Tool 2: Departmental exam - Did not use to assess.

Outcome 3: Recognize and perform necessary repairs in accordance with safety standards as instructed.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

    o 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)

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

# of students enrolled	# of students assessed
	11

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.

We did not use this tool to assess this outcome.

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.

We did not use this tool to assess this outcome.

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

We did not use this tool to assess 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
We did not use this tool to assess this outcome.

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

Tool 1: Student projects

While the students met the department's standard, this is an area we can always improve on. We need better maintenance system of our current fresh air systems. We are looking into adding the HEPA respirators into the class so all students have access to these from the first day on.

Tool 2: Departmental exam - Did not use to assess.

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.

Tool 1: Student projects

Refinishing is a very repetitive process. Some students are quick to learn certain processes, while other need multiple attempts to achieve the same results. In some modules, the scoring sheets could benefit from more attempts of the same processes.

Tool 2: Departmental exam - Did not use to assess.

Outcome 4: Identify refinishing materials and apply them on automobiles according to industry standards.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of the students will score 80% or higher

    o 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)

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

# of students enrolled	# of students assessed
	11

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.

We did not use this tool to assess this outcome.

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.

> We did not use this tool to assess this outcome.

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

> We did not use this tool to assess 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>
>
> We did not use this tool to assess this outcome.

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

> Tool 1: Student projects
>
> The area where the students did the best was paint application. Areas to improve on are the surface preparation and in post-paint detailing. This is a very tedious process and takes many more hours to perfect than we have to offer in the program.
>
> Tool 2: Departmental exam - Did not use to assess.

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.

> Tool 1: Student projects
>
> The area that needs the most time to improve on is polishing and post-polishing clean up (detailing). This is a very critical process in the industry and is often rushed and not carried out to its full potential.
>
> Tool 2: Departmental exam - Did not use to assess.

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 intended 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 student's success. Once students complete this class they will most likely 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. I would suggest that our department adjust our standard of success rate to 75% of students will achieve 75% or better. While our current goal of 80% will score 85% or better is lofty, it may not be a realistic goal.

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
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Make student checklists/explanation of lab documents available to all students. Add videos and/or reading assignments.	This will help students understand the process and recognize the expectations for their work.	2020
Other: Emphasis on skills	We will add addition time dedicated to polishing and post-polishing clean up.	Students were weaker at these skills.	2020

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

Adding Waterborne products would help us prepare students for changes in the indusry.

III. Attached Files

[ABR 112 Data 2019](#)

Faculty/Preparer:	Gary Sobbry	**Date:** 08/06/2019
Department Chair:	Justin Morningstar	**Date:** 08/07/2019
Dean:	Brandon Tucker	**Date:** 09/12/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 11/15/2019

Discipline	Course Number	Title
Auto Body Repair	112	ABR 112 06/29/2017-Introduction to Automotive Refinishing
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Automotive Body	Gary Sobbry
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Identify and demonstrate principles of automotive refinishing.

- Assessment Plan

    o Assessment Tool: Chapter test including multiply choice, TF, and fill in the blank and Achievement Record

    o Assessment Date: Winter 2008

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who will score and analyze the 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)
2016		

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

# of students enrolled	# of students assessed
28	22

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 who completed the class 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.

All sections of ABR 112 are taught on main campus.

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

Student projects were reviewed and given a score of 1 - 3. Students who did not attempt the project were not included in the assessment data. Projects 1, 2, 4, 6, 8, 11, 12, 14, 16, 18 and 19 were used to assess this outcome. We then calculated the average score for each project, an overall average score and a student average score.

In addition, the midterm exam was used to assess student learning. Currently, the midterm exam is scored on a pass/fail basis. All students who completed the exam scored a passing score. Exams were returned to individual students so detailed information about each question isn't available. However, the faculty preparer used the exam to identify areas where students had difficulty.

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: No

The average score for the projects for outcome #1 was 2.7 or 90%. The average score for each of the projects ranged from 85% to 97%. Considering the data from this perspective, students met the standard of success. However, when we calculated the student average for this outcome, the averages ranged from 63% to 100%. Fourteen (63.6%) students scored an average of 85% or higher.

All students who took the midterm exam earned a passing score. When reviewing the questions it was determined that students had more difficulty with some areas than others. Exam questions were identified as difficult, problematic and not difficult. Two (2) of 20 questions were considered difficult (10%) while 3 of 20 questions (15%) were considered problematic.

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

> Students performed best on projects 1 and 19. Project 1 was their first prime activity and project 19 was custom colors. Overall, students tended to do either very well on the majority of the projects or did average on the majority of the projects. Only one students scored a 1 on project #14, application of single stage red paint on a fender.
>
> Students performed very well on 75% of the outcome #1 related questions. Outcome #1 questions were on the basic principles of automotive refinishing. It is important that students have a good grasp on these concepts in order to be successful in the course.

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.

> Students did less well on project 16 which involved metallic paint.
>
> Students had more difficulty with the advanced questions for outcome #1. They were questions about custom or restoration industries.

Outcome 2: Analyze vehicle paint condition and determine refinishing procedures.

- Assessment Plan

  - Assessment Tool: Chapter test including multiply choice, TF, and fill in the blank.

  - Assessment Date: Winter 2008

  - Course section(s)/other population: all

  - Number students to be assessed: all

  - How the assessment will be scored:

  - Standard of success to be used for this assessment:

  - Who will score and analyze the 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)
2016		

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

# of students enrolled	# of students assessed
28	22

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 who completed the class 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.

All sections of ABR 112 are taught on main campus.

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

Student projects were reviewed and given a score of 1 - 3. Students who did not attempt the project were not included in the assessment data. Projects 6, 8, 9, 11, 14, 16, 17, 18 and 19 were used to assess this outcome. We then calculated the average score for each project, an overall average score and a student average score.

In addition, the midterm exam was used to assess student learning. Currently, the midterm exam is scored on a pass/fail basis. All students who completed the exam scored a passing score. Exams were returned to individual students so detailed information about each question isn't available. However, the faculty preparer used the exam to identify areas where students had difficulty.

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: No

The average score for the projects for outcome #2 was 2.68 or 89%. The average score for each of the projects ranged from 85% to 97%. Considering the data from this perspective, students met the standard of success. However, when we calculated the student average for this outcome, the averages ranged from 63% to 97%. Fourteen (63.6%) students scored an average of 85% or higher.

All students who took the midterm exam earned a passing score. When reviewing the questions it was determined that students had more difficulty with some areas

than others. Exam questions were identified as difficult, problematic and not difficult. Four (4) of 16 questions were considered difficult (25%) while 1 of 17 questions (7%) were considered problematic.

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

Students scored an average of 85% or higher on all projects. Their best performance was on project 19 which was the application of custom colors. Overall, students tended to do either very well on the majority of the projects or did average on the majority of the projects. Only one student scored a 1 on project #14 (application of single stage red paint on a fender).

Students performed very well on 68% of the questions related to outcome #2. Outcome #2 questions were about paint conditions and refinish procedures.

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.

Students performed well on all projects.

Students had more difficulty with the advanced questions for outcome #2. They were questions about custom or restoration industries.

Outcome 3: Perform necessary repairs in accordance w/safety standards as instructed.

- Assessment Plan

    o Assessment Tool: Student Achievement Record

    o Assessment Date: Winter 2008

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who will score and analyze the 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)
2016		

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

# of students enrolled	# of students assessed
28	22

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 who completed the class 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.

All sections of ABR 112 are taught on main campus.

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

Student projects were reviewed and given a score of 1 - 3. Students who did not attempt the project were not included in the assessment data. Projects 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 16, 17, 18 and 19 were used to assess this outcome. We then calculated the average score for each project, an overall average score and a student average score.

In addition, the midterm exam was used to assess student learning. Currently, the midterm exam is scored on a pass/fail basis. All students who completed the exam scored a passing score. Exams were returned to individual students so detailed information about each question isn't available. However, the faculty preparer used the exam to identify areas where students had difficulty.

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: No

The average score for the projects for outcome #3 was 2.68 or 89%. The average score for each of the projects ranged from 85% to 97%. Considering the data from this perspective, students met the standard of success. However, when we calculated the student average for this outcome, the averages ranged from 63% to 100%. Fourteen (63.6%) students scored an average of 85% or higher.

All students who took the midterm exam earned a passing score. When reviewing the questions it was determined that students had more difficulty with some areas

than others. Exam questions were identified as difficult, problematic and not difficult. While no questions were considered difficult, 3 of 6 questions (50%) were considered problematic.

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

Students scored an average of 85% or higher on all projects. Their best performance was on project #1 (first prime application) and project #19 (application of custom colors). Overall, students tended to either do very well on the majority of the projects or did average on the majority of the projects.

Students performed very well on 50% of the questions related to outcome #3. Outcome #3 questions were on the basic principles of automotive refinishing.

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.

Students had the most difficulty with project #10 (fender prime or cut-in). While the average of the scores on project #10 was 2.55 or 85%, there were several individuals who had difficulty with this task.

Students had more difficulty with the advanced questions for outcome #3. They were questions about custom or restoration industries.

Outcome 4: Demonstrate the ability to apply refinishing materials on automobiles according to industry standards.

- Assessment Plan

    o Assessment Tool: Student Achievement Record, Final exam using department rubric.

    o Assessment Date: Winter 2008

    o Course section(s)/other population: all

    o Number students to be assessed: all

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who will score and analyze the 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)
2016		

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

# of students enrolled	# of students assessed
28	22

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 who completed the class 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.

All sections of ABR 112 are taught on main campus.

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

Student projects were reviewed and given a score of 1 - 3. Students who did not attempt the project were not included in the assessment data. Projects 1, 2, 6, 8, 10, 11, 14, 16, 18 and 19 were used to assess this outcome. We then calculated the average score for each project, an overall average score and a student average score.

In addition, the midterm exam was used to assess student learning. Currently, the midterm exam is scored on a pass/fail basis. All students who completed the exam scored a passing score. Exams were returned to individual students so detailed information about each question isn't available. However, the faculty preparer used the exam to identify areas where students had difficulty.

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: No

The average score for the projects for outcome #1 was 2.76 or 92%. The average score for each of the projects ranged from 87% to 98%. Considering the data from this perspective, students met the standard of success. However, when we

calculated the student average for this outcome, the averages ranged from 74% to 100%. Sixteen (72.7%) students scored an average of 85% or higher.

All students who took the midterm exam earned a passing score. When reviewing the questions it was determined that students had more difficulty with some areas than others. Exam questions were identified as difficult, problematic and not difficult. While no questions were considered difficult, 1 of 9 questions (11%) was considered problematic.

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

Students scored an average of 92% on all projects. Their best performance was on project #1 (first prime application) and project #19 (application of custom colors). Overall, students tended to do well on the majority of the projects or did average on the majority of the projects. For project #1, 21 or 22 students scored a 3 or higher.

Students performed very well on 89% of the questions related to outcome #4. Outcome #4 questions were on the application of paint and materials.

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.

Students did well on all projects for outcome #4.

The one question where they had difficulty was on "purge time" which is a more advanced concept in automotive refinishing.

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 feel this course helps students find out if the automotive refinishing industry is something they are good at and/or something they want to proceed with in the future. Students are exposed to real life situations that automotive refinishing technicians deal with every day. I think ABR 112 "turns the light on" to the next generation of technicians we are producing here at WCC. I feel the way we are assessing our students can be updated. The program has changed and we need to update our master syllabus.

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

The results of this assessment are valuable to the department. As a department, we need to 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 will be added when needed.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The rubric for this assessment tool needs to be revised. We will consider using a scale of 1 - 5. Exam questions will be analyzed and changes made as necessary.	Using a scale of 1 - 3 limits students' scores and makes it difficult for them to achieve 85%.	2018
Other: Standard of success	When the original master syllabi were created, a very high standard of success was established. This standard is higher than the majority of WCC courses and needs to be revised.	Because, this is the introductory course for automotive refinishing, the percent of students who will meet the standard of success should be reduced in recognition that some students will complete this course and realize that they don't want to remain in this subgroup (painting) of this industry.	2018

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

5.

III. Attached Files

[ABR 112 assessment data](#)
[Midterm exam analysis](#)

Faculty/Preparer:	Gary Sobbry	**Date:** 03/21/2018
Department Chair:	Timothy VanSchoick	**Date:** 03/26/2018
Dean:	Brandon Tucker	**Date:** 04/05/2018
Assessment Committee Chair:	Michelle Garey	**Date:** 04/25/2018