

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Motorcycle Service Technology	130	MST 130 04/30/2014- Motorcycle Service Technology III
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Motorcycle Technology	Michael Shute
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will demonstrate time and quality proficiency in troubleshooting, servicing and repairing of wiring harnesses, charging, ignition and starting systems.

- Assessment Plan
 - Assessment Tool: Final and practical lab exams
 - Assessment Date: Winter 2009
 - 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: Average of 70% of the students placements on the exam will be at or above the intermediate level.
 - Who will score and analyze the data: Department member not teaching the course that term.

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)
	2013	2013

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

# of students enrolled	# of students assessed
28	27

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 final exam 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 students were selected. This course is only offered in a face-to-face format.

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

Students completed the written and practical final exam. The results were scored using an answer key and a departmentally-developed rubric.

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
18 of 27 (67%) of students scored 140 or more (of 200) points. This falls slightly below the standard of success of 70% of the students will score 70% or higher.

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

Students did well with the concept of reading wiring diagrams. Students were given a wiring harness and were able to identify plugs, terminals and junction points using only a schematic. Students were able to solve hypothetical issues using a wiring diagram and Ohms law.

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 multi-meter settings and selecting the proper setting without shutting down the meter.

Outcome 2: Students will demonstrate time and quality proficiency in diagnosing, servicing and repairing of fuel delivery systems.

- Assessment Plan

- Assessment Tool: Final and practical lab exams
- Assessment Date: Winter 2009
- 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: Average of 70% of the student placements on the practical exam will be at or above the intermediate level.
- Who will score and analyze the data: Department member not teaching the course that term.

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)
	2013	2013

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

# of students enrolled	# of students assessed
28	27

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

All students were selected. This course is only offered in a face-to-face format.

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

Students completed the written and practical final exam. The results were scored using an answer key and a departmentally-developed rubric.

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>No</u>
18 of 27 (67%) of students scored 140 or more (of 200) points. This falls slightly below the standard of success of 70% of the students will score 70% or higher.

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

Students excelled in designing and drawing basic fuel system circuits. They also did very well in troubleshooting using both Ohm's and Watt's laws.

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 again had difficulty in the practical use and setting of the meters.

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?

The course meets the needs of students even though they continued to have problems using the multi-meters.
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2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Departmental meeting

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	We will increase the amount of lab time spent working with multi-meters.	This was the only real weakness that was identified. Improvement in that area will make the course stronger.	2017

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

[MST 130 data](#)

Faculty/Preparer:	Michael Shute	Date: 04/30/2014
Department Chair:	Shawn Deron	Date: 04/30/2014
Dean:	Marilyn Donham	Date: 05/07/2014
Assessment Committee Chair:	Michelle Garey	Date: 05/22/2014