

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020- 2021 PROGRAM: AUTO BODY/COLLISION REPAIR

CLUSTER: WORKFORCE AND ECONOMIC DEVELOPMENT LAST YEAR CPPR COMPLETED: 2017- 2018

NEXT SCHEDULED CPPR: 2021-2022

CURRENT DATE: 2/20/2021

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Associate Auto Body Technician (AS) in Science , Certificate Auto Body Technician (CA)

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE*

Other than recently in the last year the program separated out of ATCH to form ABOD.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:
Auto Body Technology

Course:
All

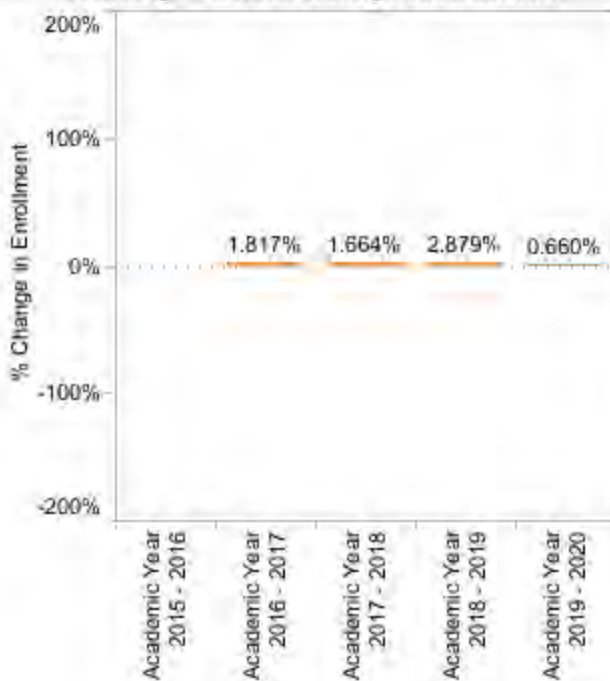
Dual Enrollment:
All

Prison:
All

Auto Body Technology Enrollments



% Change - Overall College Enrollments



% Change - Auto Body Technology



Enrollment. Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

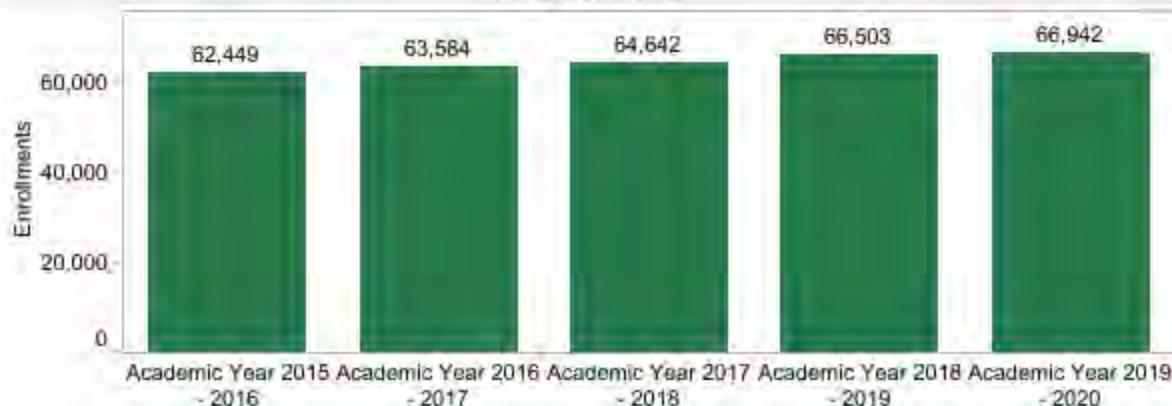
Department:
All

Course:
All

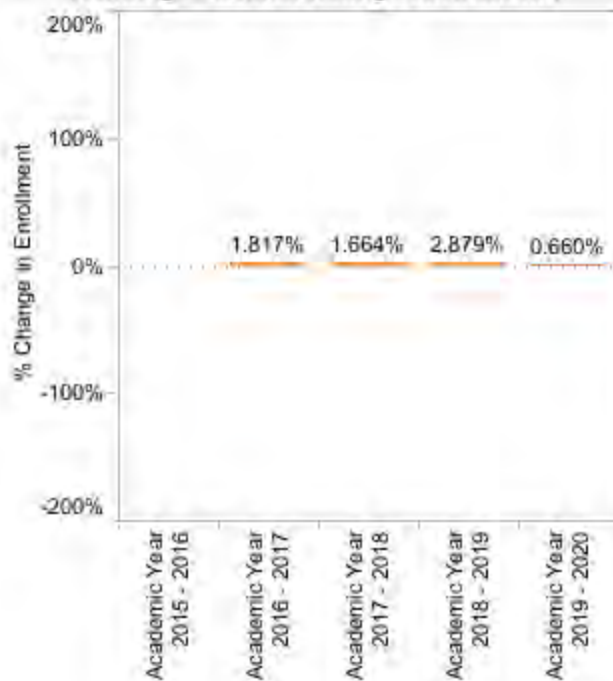
Dual Enrollment:
All

Prison:
All

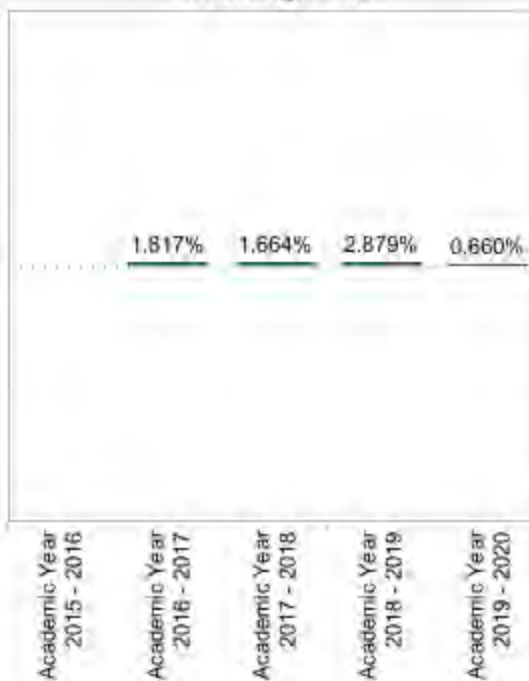
All Enrollments



% Change - Overall College Enrollments



% Change - All



Enrollment. Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

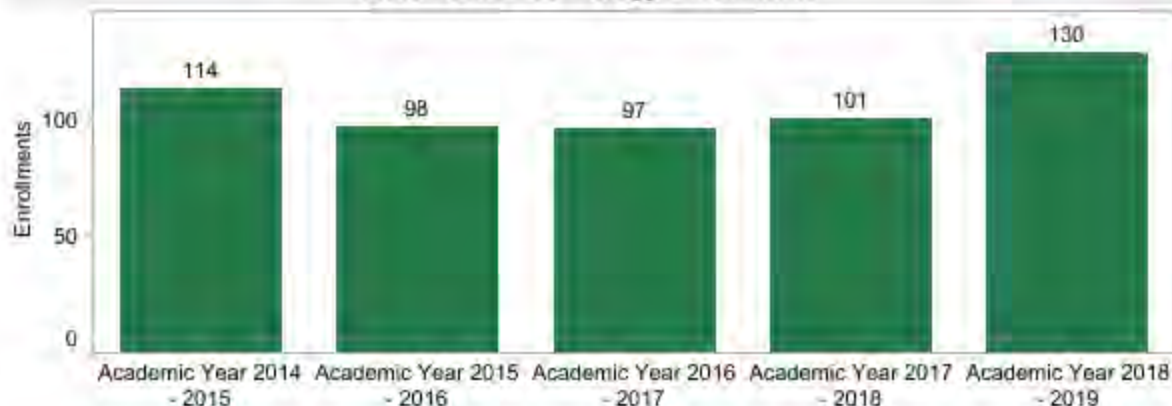
Department:
Automotive Technology

Course:
Multiple values

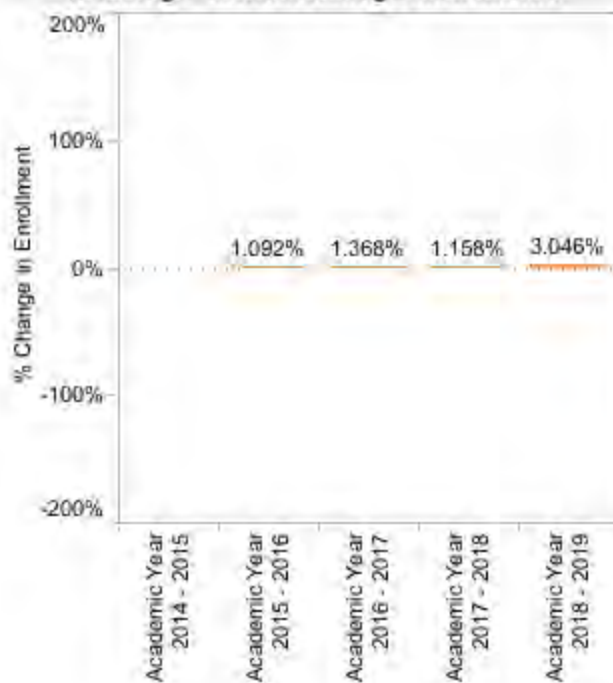
Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC:Prison

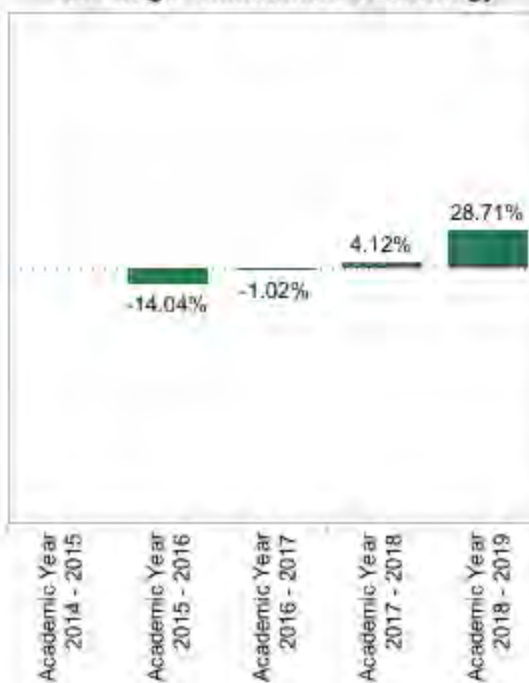
Automotive Technology Enrollments



% Change - Overall College Enrollments



% Change - Automotive Technology



Enrollment. Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

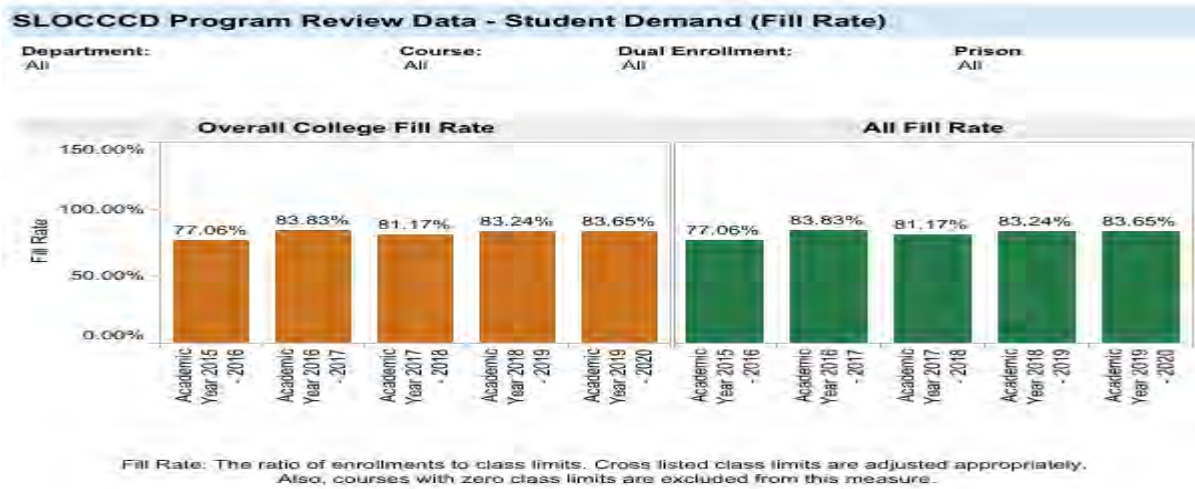
Current year enrollments have largely remained strong. Enrollment have increase from 130 in the 2018-2019 to 148 for year 2019-2020. This shows and increase of 18 or about 14% increase in students. This number is very strong compared to only a .066% increase of the college! This is very reassuring amidst this deadly pandemic. In the past year the Auto Body program has branched out of the ATCH (Auto Program) and is recognized now as ABOD (Auto Body and Collision repair.)

From the data in year 2018-2019 the ABOD program had seen an 28.71% increase from the previous year. This shows that the ABOD programs enrollment is greatly accelerating at a higher rate than that of the rest of the campus. The ABOD Programs 28.71% compared to a campus wide 3.046%. Enrollment rates of the program are at a considerably accelerated rate compared to other enrollment rates on campus. The addition of credit/no credit has helped greatly. Many students are selecting the Auto Body degree and certificate pathways for their education. This is a step in the right direction as many students are showing interest in the technical knowledge of the collision repair industry. Additionally, the automotive program enrollment is above campus percentage numbers. This is possibly due that students maybe seeking practical knowledge towards tangible skill sets that directly led to employment. Additionally, some students may not be seeking degrees but rather are seeking education and skill sets. These skill sets help with employment and personal enrichment. Some students have also come from the industry to seek further enrichment in their knowledge.

This trend may be furthermore factored by the many changes have developed and have been introduced into the industry. Without the proper knowledge of these changing systems, repair considerations, and various O.E.M. repair mandates have proven in creating huge liabilities within the industry. These are not only for the consumer but also anyone affiliated within the repair process. Following the proper repair procedures are the responsibilities of the shop, repair technicians and the insurance industry. With the advent of new construction materials, varying vehicle collision load path designs, and safety systems, correct repair procedures are more critical than in years past. These considerations/liabilities are not only for the safety of the consumer (drivers and passengers) but also for the repairer. Precedents have been made in court cases where insufficient non-OEM recommended repairs were performed. These cases have led to multimillion-dollar settlements in which repair facilities and technicians have been held liable. Without education many repair facilities and technicians could be put in danger of liability concerns. The danger not only leads to legal liability of the repairs for the business, but also the technicians involved. Improper procedures due to newer designs and materials also jeopardizes the safety of occupants of the vehicle. Education is the only way to stay abreast of new developments that affect everyone's safety. The program strives to keep its students up to date on the latest information for safety for all.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



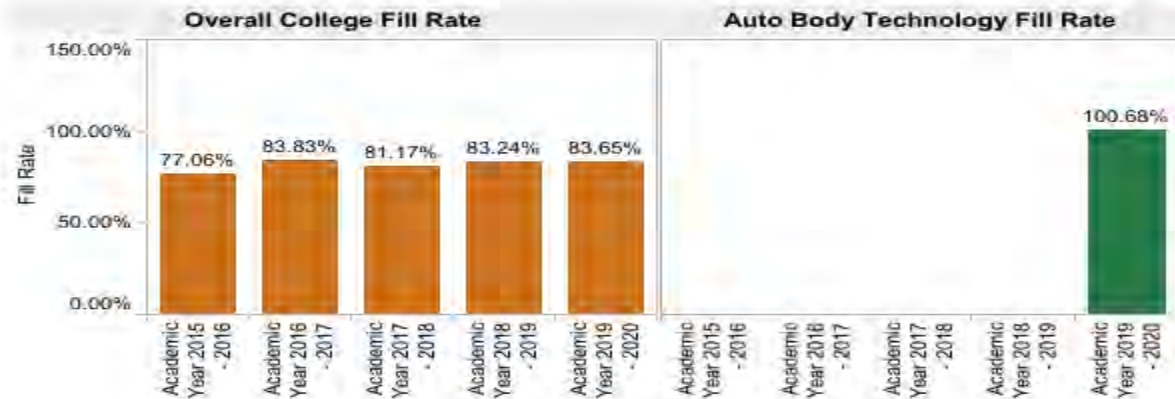
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Auto Body Technology

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rates for the program are greatly above other campus numbers. Program fill rates for the program in 2019-2020 are at 100.68% compared to 83.65% for the rest of the campus. And for the 2018-2019 year, fill rates for the program were at 104.08% compared to 83.24% for the rest of the campus. Also, in year 2017-2018 year, fill rates for the program are at 96.03% compared to 81.7% for the rest of the campus. This is an inspiring trend for the college and the program, clearly showing that The ABOD program is performing well above the rest of the college. From the charts, the college has had a small increase of .41% increase of fill rates to that of slightly lower 3% increase fill rate of the ABOD program. This is mainly due to Covid 19 concerns and in person learning being limited. In this field/trade hands on is a necessity to learn and refine tangible skills. These are very encouraging statistics for the program and shows the program is continuing in going in a steady direction.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

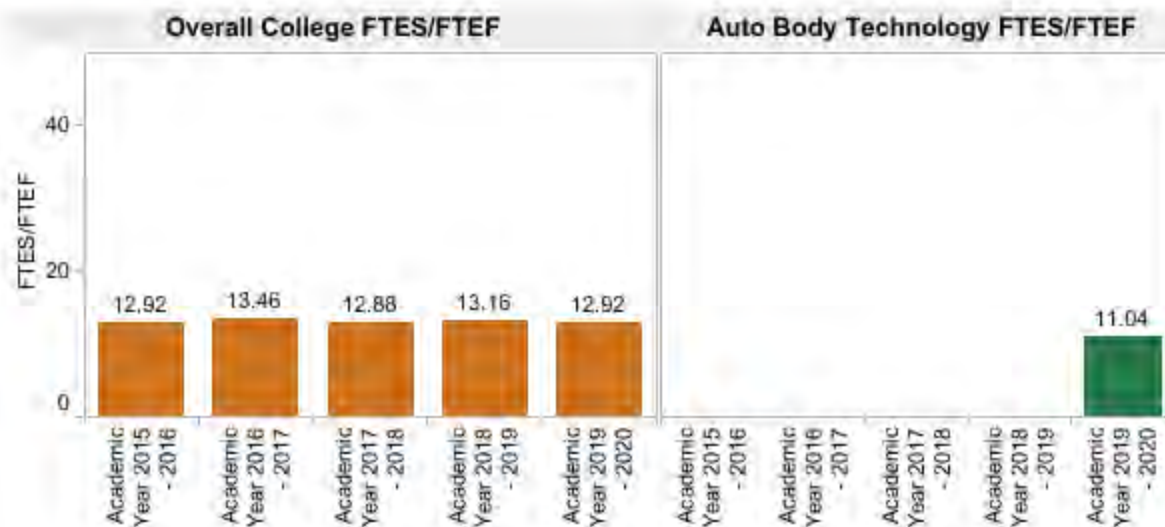
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Auto Body Technology

Course:
All

Dual Enrollment:
All

Prison:
All

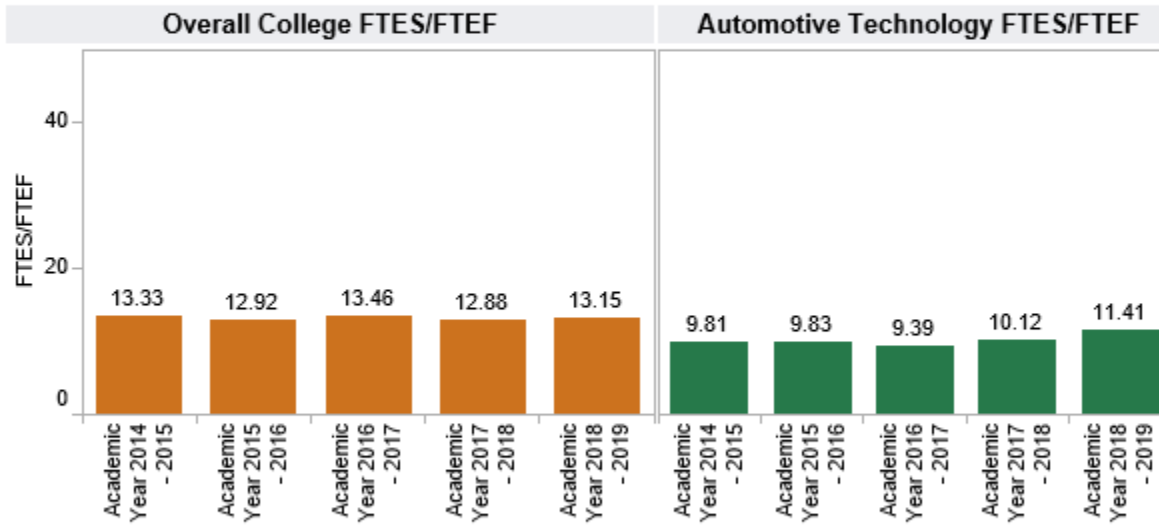


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Last year's graphs

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
 Course:
 Dual Enrollment:
 Prison:



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
 (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The Colleges FTES/FTEF for the 2019-2020 Academic year stands at 12.92 While the ABOD program stands a tad lower at 11.04. Last years FTES/FTEF ratio was 11.41. This show a steady FTES/FTEF ratio with only a drop of .37% It is slightly higher than the ATCH program of 11.37 in relation to ABOD program of 11.41. The two programs are fairly close with their FTES/FTEF ratio.

FTES/FTEF numbers are very challenging with CTE programs who run a laboratory portion of their classes and have limited physical space. Some components that are concerning are as follows:

First, safety of our students and staff. It is asking for disaster and possible injuries to fit in this many students' working with tools in a lab environment and expect one instructor to supervise this many without running the risk of liabilities/injuries. Secondly, space and resources. There is not the physical space nor equipment for these many students, let alone the previous old course cap of 18. I feel that we as instructors in the CTE programs are strained beyond with these many students, not to mention the duties of maintenance of equipment and time setting-up & breakdown of lab lesson plans and resources. These all take time and energy. Instructors in our area(s) of discipline are doing a tremendous job and spend an abundant amount of time and energy in maintaining an important, viable learning experience for our students. When FTES/FTEF targets are mentioned, it is our CTE programs that are grouped in and compared to a course that can pack in many students into a lecture only classroom/hall to achieve a higher efficiency target. It

is not a sustainable nor realistic comparison. Also, another CTE consideration that is not factored in is under the new funding status from the state. The CTE programs are going to receive additional apportionment from the state to the institution from their CTE areas. Comparisons of the FTES/FTEF for CTE with other parts of the college may consider this as a factor when evaluating this metric?

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

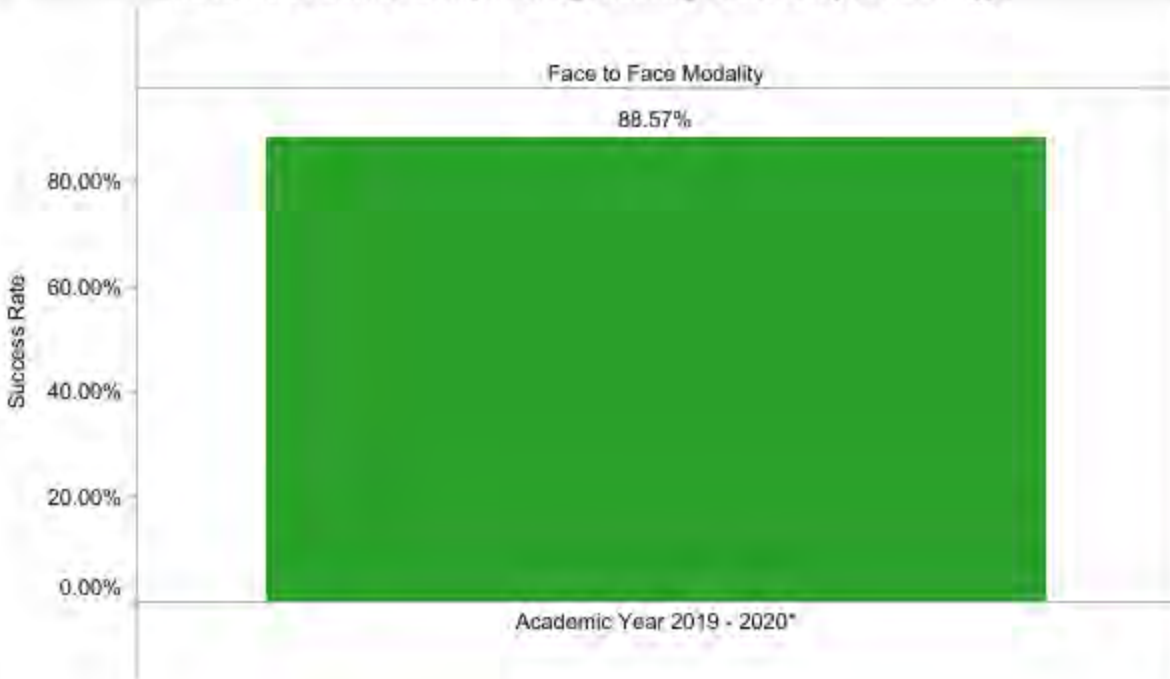
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Auto Body Technology

Course:
All

Legend:
■ Face to Face Modality

Successful Course Completion by Modality -Auto Body Technology



Successful Course Completion by Modality Table - Auto Body Technology

| | | Academic Year 2019 - 2020* |
|-----------------------|------------------------------|----------------------------|
| Face to Face Modality | Department Success Rate | 88.57% |
| | Total Department Enrollments | 148.0 |

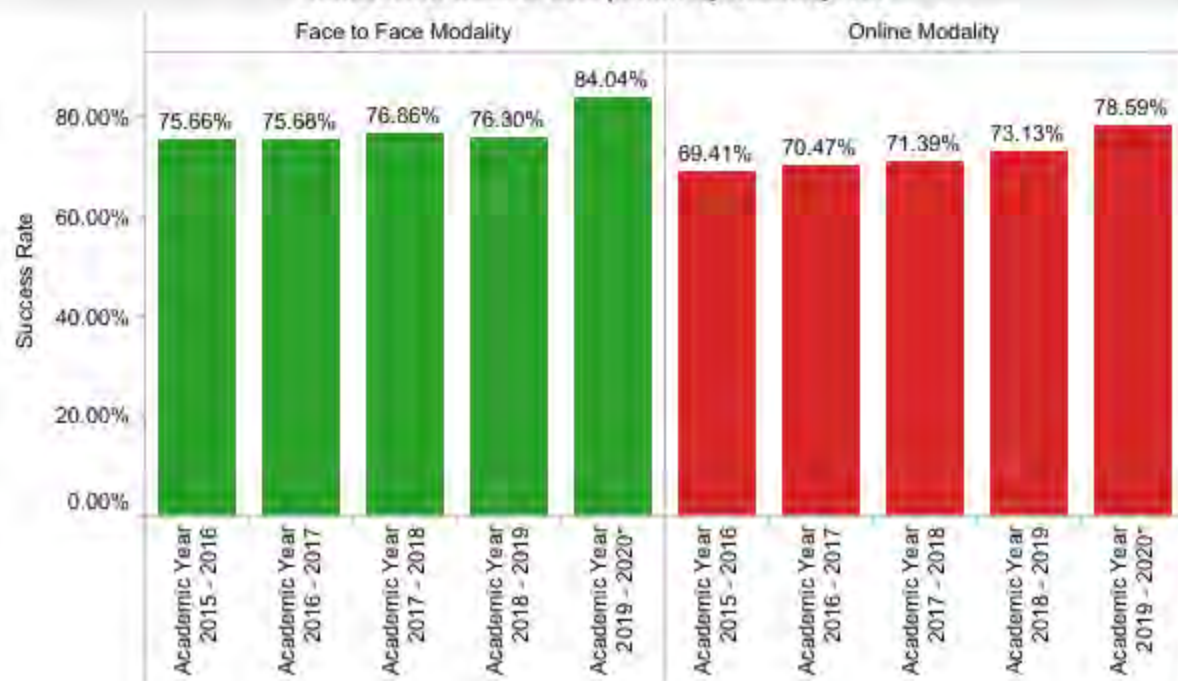
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -All



Successful Course Completion by Modality Table - All

| | | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|-----------------------|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Face to Face Modality | Department Success Rate | 75.66% | 75.68% | 76.86% | 76.30% | 84.04% |
| | Total Department Enrollments | 52,399 | 53,120 | 53,586 | 52,830 | 51,883 |
| Online Modality | Department Success Rate | 69.41% | 70.47% | 71.39% | 73.13% | 78.59% |
| | Total Department Enrollments | 9,950 | 10,438 | 12,311 | 14,888 | 16,965 |

Successful course completion rate shows an 88.57% for the program compared to an 84.04% of that of face to face modality of the rest of the college for year 2019-2000. Even more the successful course completion rate shows of 88.57% for the Auto Body program is notable when compared to 78.59% success of the on-line modality. Albeit close to the collages average this shows the program is at a higher rate of 4.5% completion to that of the college for the face to face modality. A great statistic/point to have. Also, Successful course completion rate showed an 87.5% for the ABOD program in year 2018-2019. This compares to an 83.72% for the ATCH program in 2018-2019 and a 76.32% for that of the College as a whole for 2018-2019. The ABOD program also showed an increase in successful course completions from the previous year of 83.62% in the 2017-2018 year to an increase of 87.5% for year 2018-2019. This is showing more students are studying, practicing valued skill sets, and staying engaged to furtherance their future merit. Even amidst the Covid-19 pandemic. Our face to face instructors should be proud that we are willing to risk our health/lives to bring education to our students.

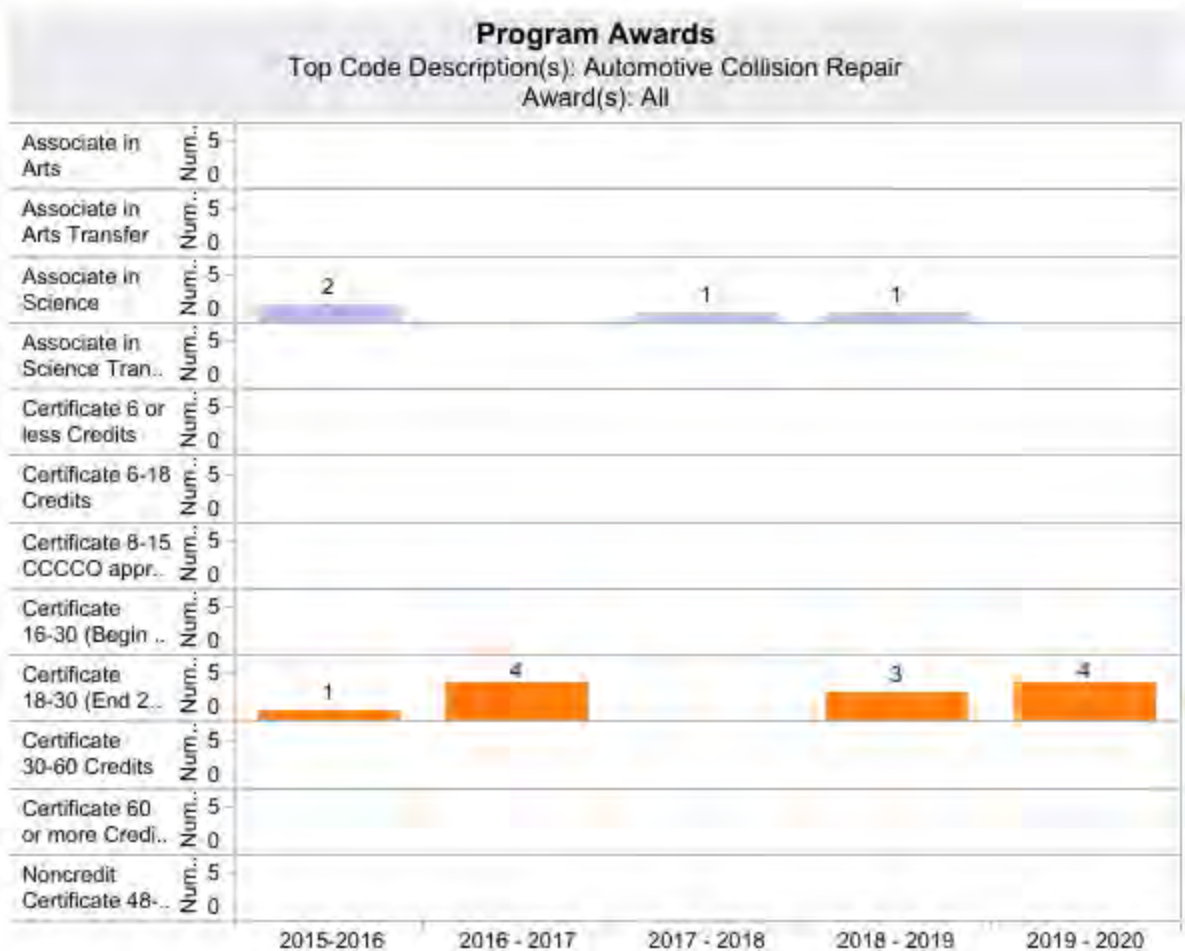
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Automotive Collision Repair

Award Type:
All



Program Awards Table

| Award T.. | Award | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------------|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Associate in Science | Auto Body Technician (AS) | 2 | 0 | 1 | 1 | 0 |
| | Total | 2 | 0 | 1 | 1 | 0 |
| Certificate 18-30 (E.. | Auto Body Technician (CA) | 1 | 4 | 0 | 3 | 4 |
| | Total | 1 | 4 | 0 | 3 | 4 |
| Grand Total | | 3 | 4 | 1 | 4 | 4 |

Program Awards: The number of degrees and certificates awarded by program type

Regrettably, but not really in some sense, many of the students going through this field of study are not really seeking degrees. But are wanting to learn a trade that they can go out and find employment with select skill sets that would not otherwise be possible. This is a stark difference for other areas of the college. On other areas of the campus various students may be looking for transfer possibilities towards a four- year university. And other students maybe simple doing general education courses or even just seeking exploration with career possibilities.

Many students in the program are developing tangible skill sets that they are taking directly in to the field of industry and obtaining employments. The ABOD program is opening many opportunities that they (students) can take anywhere in the nation and beyond. That is a good thing and creates positive abilities/ outcomes for our students. It is showing that skills are being developed and learned. Unfortunately, many do not continue on their degree path. Even though many are finding a career and supporting their family and themselves.

Many students that are or have been in the program are developing tangible skill sets that they are taking directly in to the industry and finding engagements. That is a good thing and a wonderful outcome. It is showing that skills are being developed and learned. Unfortunately, many do not continue on their degree path. Although many are finding a career and supporting themselves and their family. Some of the programs former student are now proud business owners and are supporting their families and many other families other than themselves by the skills learned while attending the ABOD program at Cuesta College.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

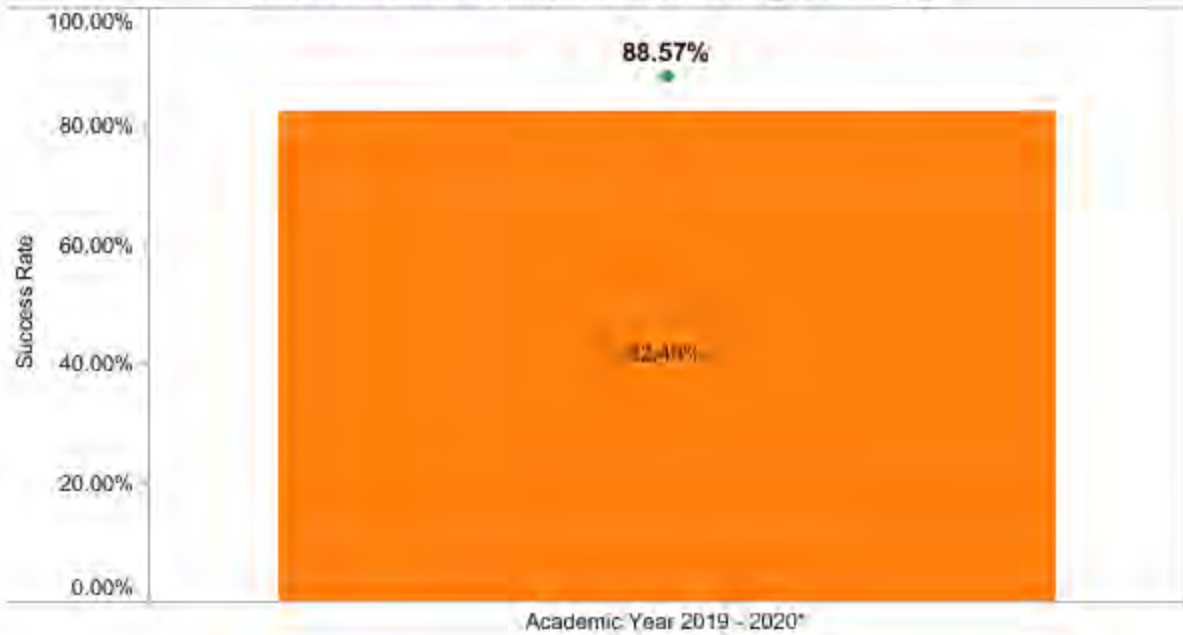
Select Department:
Auto Body Technology

TERM_ID
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All

Successful Course Completion - Auto Body Technology



Auto Body Technology Success Rate Table

| | Academic Year 2019 - 2020* |
|----------------------|----------------------------|
| Department Success.. | 88.57% |
| Total Enrollments | 148 |

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

TERM_ID
All

Measure Names

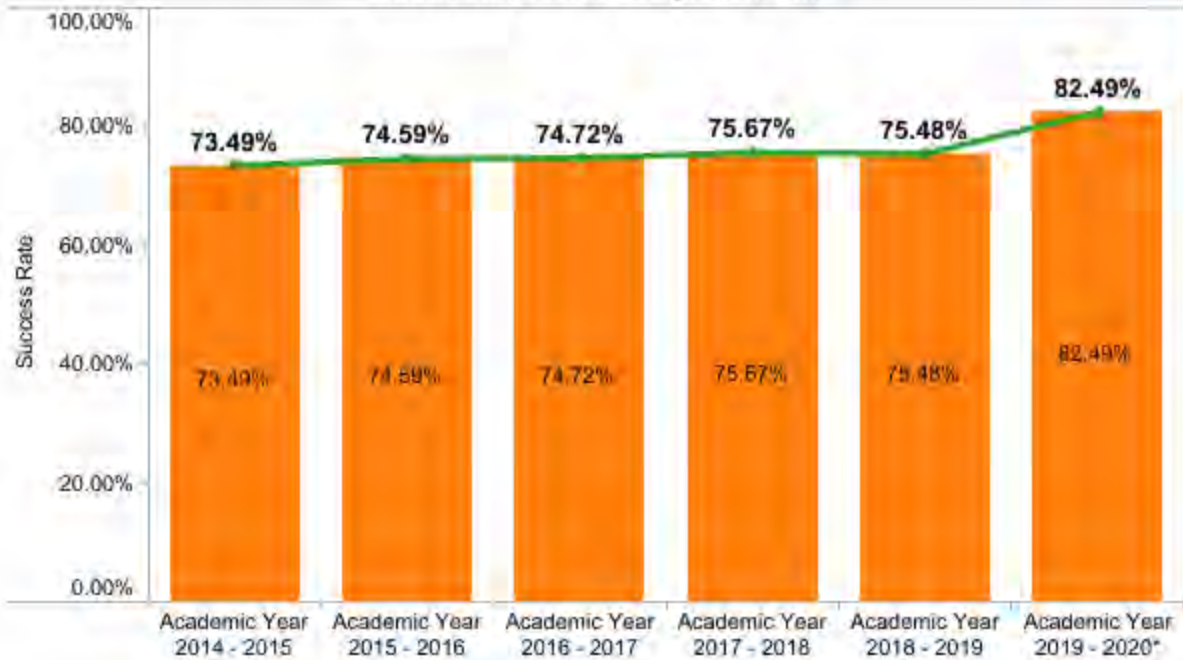
Department Success Rate

Overall College Success Rate

COURSE

All

Successful Course Completion - All



All Success Rate Table

| | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* |
|----------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|
| Department Success.. | 74.59% | 74.72% | 75.67% | 75.48% | 82.49% |
| Total Enrollments | 62,349 | 63,558 | 65,897 | 67,718 | 68,848 |

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

From the data the collision program ABOD has an 88.57 % success rate compared to the 82.49% rate of the college. It is even higher than that of the ATCH programs success rate of 83.72% compared to the ABOD success rate of 88.57%.

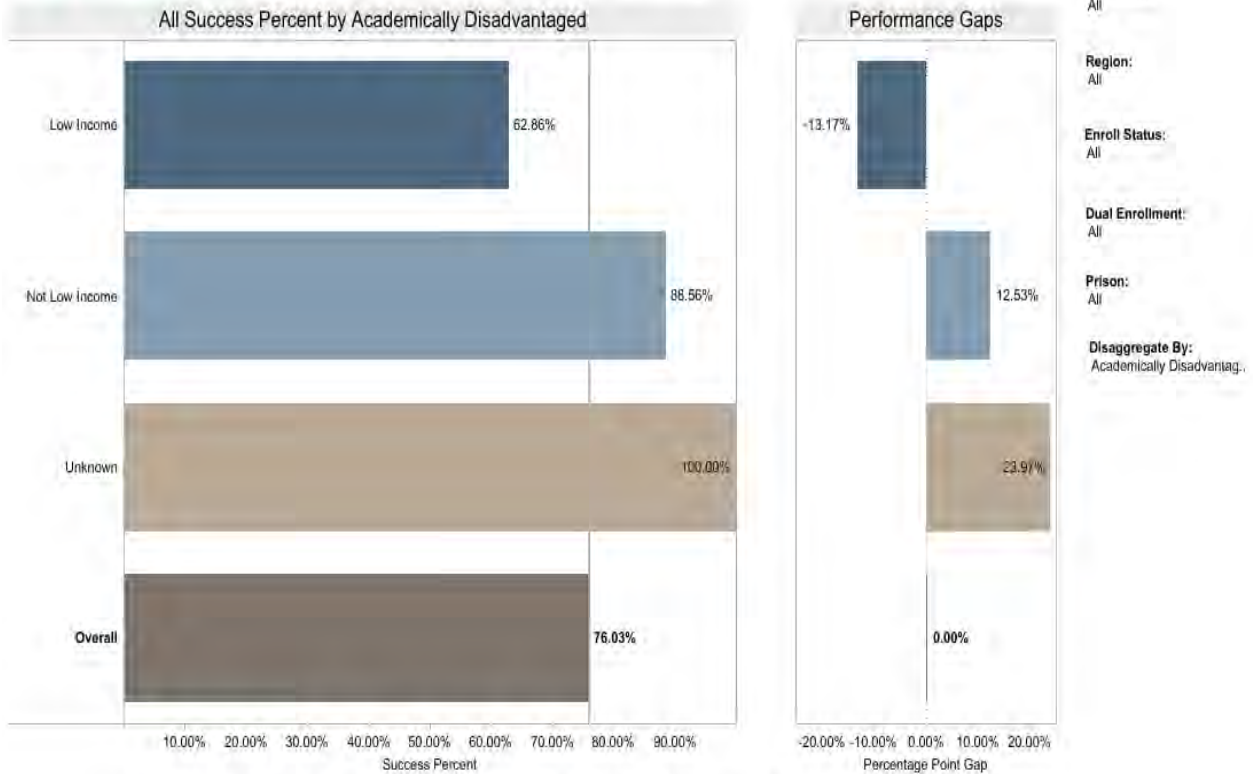
This is showing that students' persistence and are engaged to learning at a higher level than that of the college. Many are going out in the field and obtaining employment in the field of study.

The program provides the development tangible skill sets that can be taken directly in to the field of industry and obtain employment possibilities. That is a respectable outcome. It is showing that skills want to be developed and learned. Unfortunately, many do not continue on their degree path. Although many are finding a career and have learned skill sets necessary/required to support themselves and their families.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

2019-2020 year below

Successful Course Completion by Student Subpopulation

Academic Year:
 Academic Year 2019 - 2020

Department:
 All

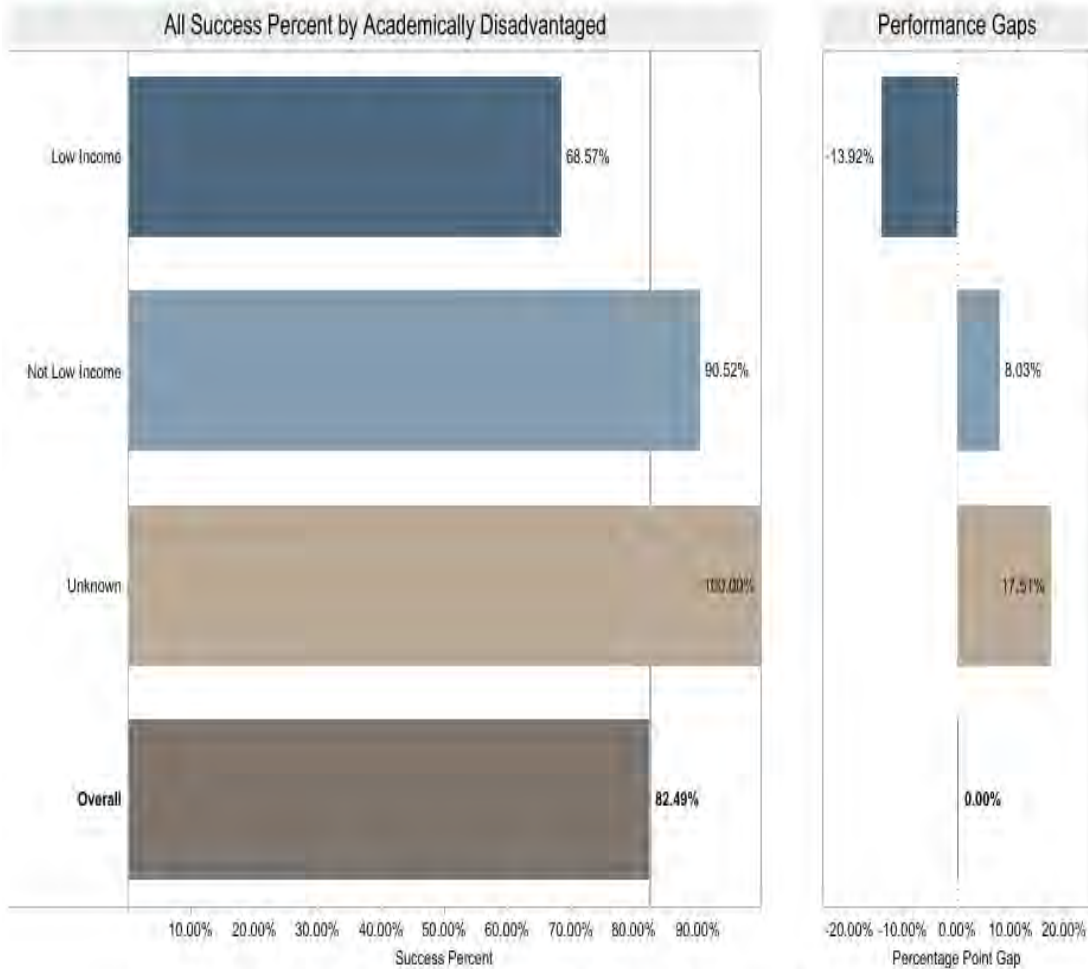
Region:
 All

Enroll Status:
 All

Dual Enrollment:
 All

Prison:
 All

Disaggregate By:
 Academically Disadvantag.



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Programs 2019-2020 Data chart below



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Auto Body Technology

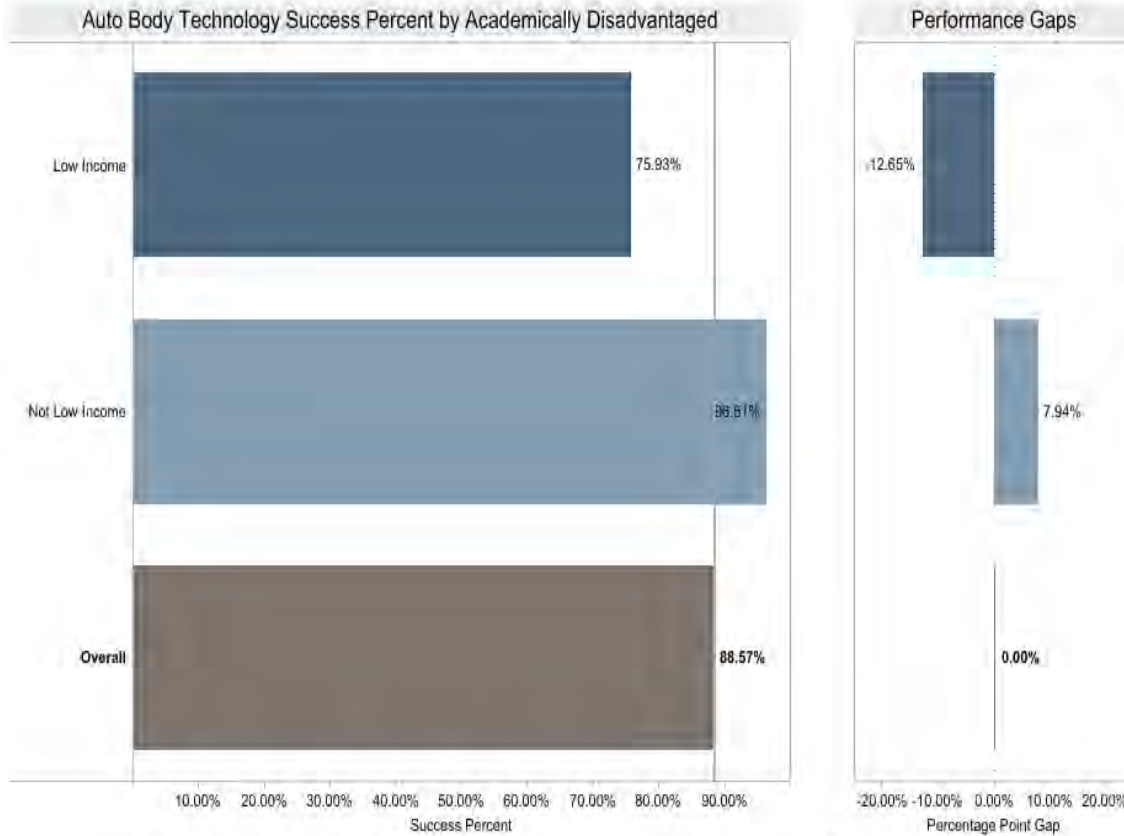
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag.



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Data shows success percentage by academically disadvantaged of the college to the Auto Body program is as follows:

Low income -13.92% of the college compared to -12.65% of the Auto Body Program show encouraging data for the program that we are providing education to a greater percentage of lower income students. This field of study enables students the abilities to move out of lower paying jobs and seek a higher paying career opportunity.

Low income

Variable: **Not Low Income**
 Success Percent: **96.51%**
 Count of Enrollments: **90**
 Performance gap

Variable: **Low Income**
Performance Gap: **-12.65%**

Not Low Income

Variable: **Not Low Income**
Success Percent: **96.51%**
Count of Enrollments: **90**
Performance gap **Not Low Income**
Variable:
Performance Gap: **7.94%**

Overall

Variable: **All**
Success Percent: **88.57%**
Count of Enrollments: **148**

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Another bit of encouraging news that we are doing the right thing is:

After recently being contacted (last week) by from former Cuesta Auto Body Kellen Isaac, he informed me that he has now become an owner of his own business - Motion Motor Sports in Kingsburg CA. He started working in the Collision Repair Industry locally while and after being in Auto Body classes at Cuesta College. He worked locally in a Collision repair facility for a few years and has now started his own successful business. He is supporting his family of four by doing Auto Body repair and custom metal forming/fabrication. Kellen was a great student learning his skills by payed attention to detail while an Auto Body student at Cuesta College. The education learned at Cuesta and his characteristics shows fruitful evidence by his successful career in the Collison Repair industry. Way to go Kellen!

Gustavo Hernandez is another successful Cuesta College student that has started his own business G&H Auto Body of Paso Robles. He currently employees eight full time employees. And has a busy business supporting many families of his employees also including his family and

children. This is warming and heart felt that we (the college and program) are making a difference in people's lives.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

None other than changing the program out of ATCH to ABOD.

The program has changed it acronym from ATCH to ABOD this last year.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

None. Some dustless systems have help improve working conditions for students (health and cleanliness. This is something we would like to continues to promote and increase available systems. This field needs to be in person in order to gain employable tangible skill sets required in industry.

New or modified plans for achieving program-learning outcomes

- A. Anticipated changes in curriculum, scheduling or delivery modality
- B. Levels, delivery or types of services
- C. Facilities changes
- D. Staffing projections
- E. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

| Area of Decline or Challenge | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply) | Has the Improvement Target Been Met? |
|-------------------------------------|--|---|--------------------------------------|
| Enrollment | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Demand (Fill Rate) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Efficiency (FTES/FTEF) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Completion | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Student Success – Course Modality | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |
| Degrees and Certificates Awarded | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | Select one |

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.