

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

CLUSTER: WORKFORCE AND ECONOMIC DEVELOPMENT

NEXT SCHEDULED CPPR: 2021-2022

PROGRAM: AUTO BODY

LAST YEAR CPPR COMPLETED: 2017- 2018

CURRENT DATE: 1/22/2019

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:

A.S., Auto Body Technician C.A., Auto Body Technician, and I-CAR Industry Certificates

GENERAL PROGRAM UPDATE

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

None, Albeit, The Auto Body program is now going to be listed as ABOD rather than under the ATCH heading come Fall 2019.

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.

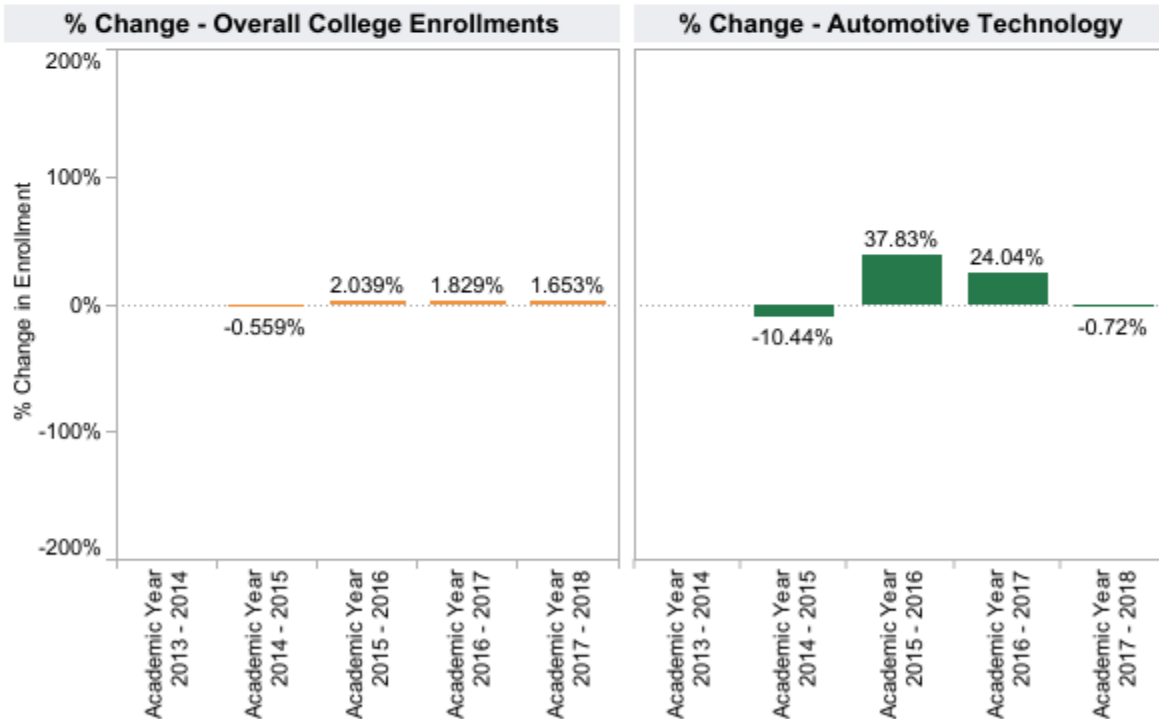
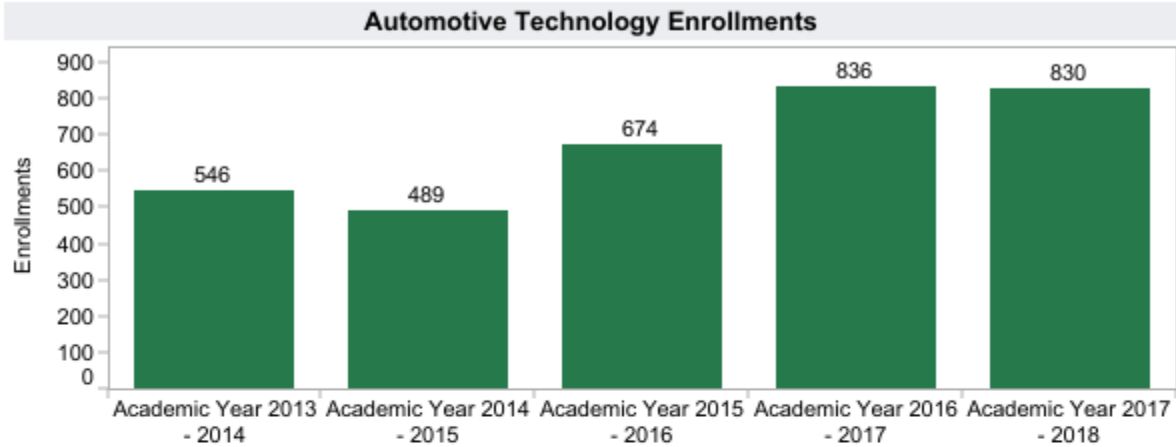
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[General Enrollment \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data - Enrollment

Department: Automotive Technology	Course: All	Dual Enrollment: All	Prison: All
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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.

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Current year enrollments have generally remained strong. 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. The automotive program enrollment is above campus percentage numbers. This is possibly due to credit/non-credit students. The program is working to increase enrollment by attending local schools and participating in many community events. The program has also worked hard to help numbers by the migration of Grizzly classes into the program from previously semesters where the course was originally listed as a WEXP classes. There have also been efforts to increase numbers by working with the curriculum committee and the bringing the credit/no-credit classes into the program. Dual enrollment may be challenging to the program and perhaps not currently feasible due to the fact that no local high schools offer collision repair studies. However, dialogue may find a resolution to accommodate this idea for the future. 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 enrichment in their knowledge. Many changes have developed and have been introduced into the industry. Without proper knowledge of these systems, repair considerations/mandates create huge liabilities, not only for the consumer but also anyone in the repair process. Following the proper repair procedures are the responsibilities of the shop, repair technicians and 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 technologists could be in danger. The danger not only leads to legal liability for the repairs, but also regarding the safety of others. 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.

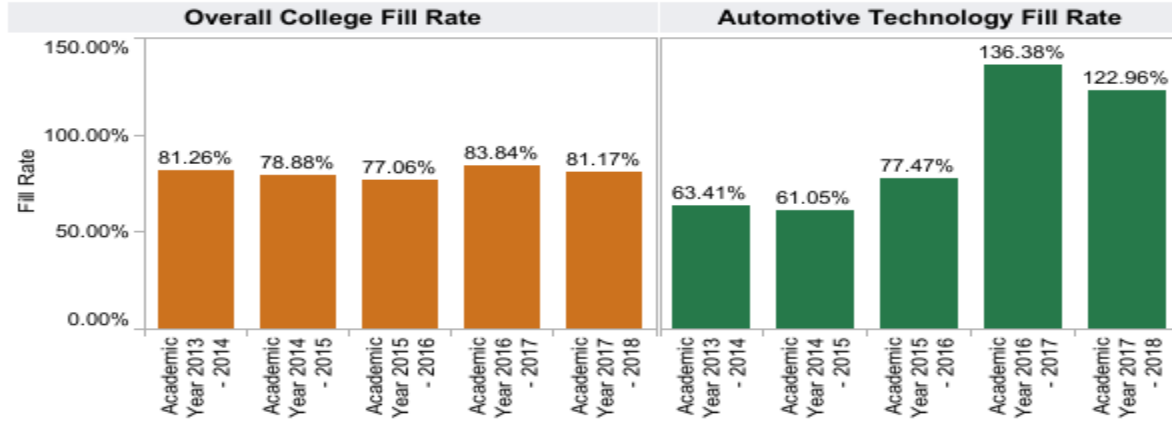
General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

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SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Automotive 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 2016-2017 are at 136.4% compared to 83.4% for the rest of the campus. And for the 2017-2018 year, fill rates for the program are at 123% compared to 81.7% for the rest of the campus. This is an inspiring trend for the college and the program, clearly showing that it is performing well above the rest of the college. Although the program has shown a very slight incremental decrease in the previous year, these decreases are still smaller than that of the rest of the institution. From the charts, the college has had a decrease of .97% decrease to that of .90% program decrease when comparing the 2016-2017 years to 2017-2018 years. These are very encouraging statistics for the program and shows the program is going in the right direction.

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[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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

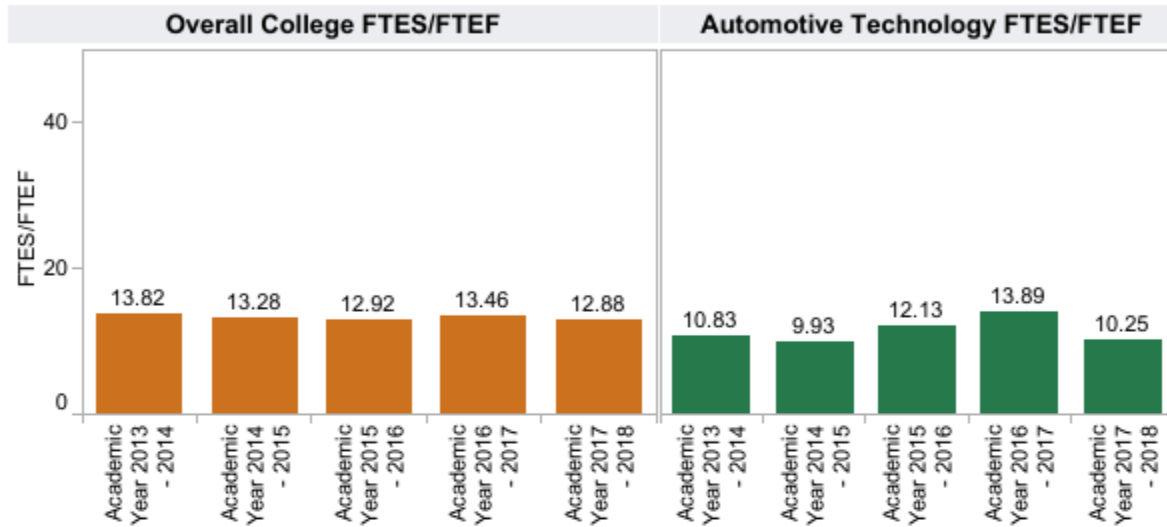
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Automotive 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)

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The goal of the institution is to reach an efficiency of 15 FTES/FTEF, with an ultimate goal of 17.5 FTES/FTEF.

Directly quoted from an e-mail sent to us on Wednesday, December 5, 2018 1:54 PM – “All divisions are expected to achieve an 88% fill rate or an FTES/FTEF greater than 17.5.”

Currently the Spring 2019 semester is over capacity with 103% fill rate and still only has a 13.81 efficiency.

The 17.5 or even 15 targets are great for the college as a whole; however, 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 this 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 these sorts of targets are mentioned, it is our CTE programs that are grouped in and compared to a course that can pack in many into a lecture only classroom/hall to achieve these 17 efficiency targets. It is not a sustainable nor realistic comparison. Also, 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.

This is not used as a rationale when comparing non-CTE programs that will not be receiving the same apportionment into the dialogue of the efficiency. To reiterate, this is not a consideration when talking of the FTES/FTEF efficiency targets. It is not all an oranges to oranges targets/comparison. Rather other considerations should be studied and determined when discussing these goals of 15 or 17% efficiencies.

We in the CTE areas are truly trying to do the best we can for efficiencies and recruiting students to help the institution and our programs. However, when these sorts of stressors are put on our CTE programs when compared to others on the campus, it disheartens, and the perspective is put on that CTE programs as less than sufficient. Essentially, there must be other reasoning with the CTE areas. The importance CTE is on the national radar in the highest levels of government. It addresses toward the very importance of this type of education and the necessity of training in our educational systems for the very existence in our society. It is recognized that the national workforce is in short supply in these sorts of fields/professions. It is only thru these types of educational experiences, that many of the workers in the collision industry have found a start. Thru this type of exposure, solidarity, and thru these types of experiences in our institutions may these sort of workforce shortfalls be addressed. CTE is worthwhile for all of our future.

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

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

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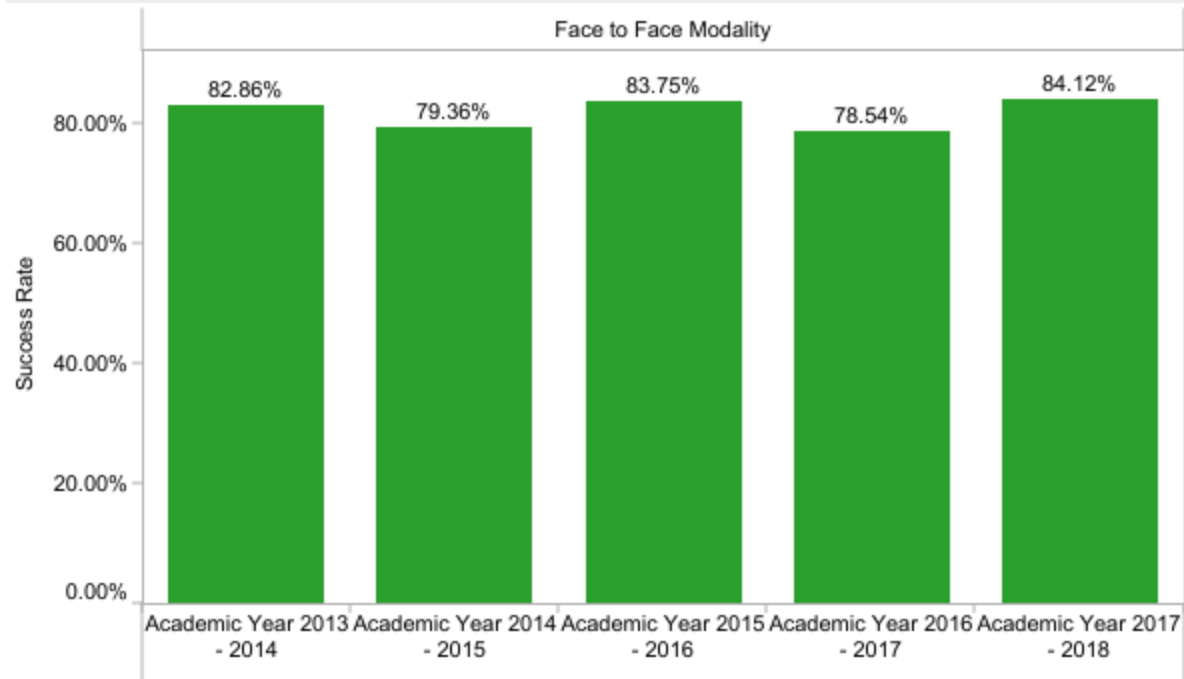
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

Course:
All

Legend:
■ Face to Face Modality

Successful Course Completion by Modality -Automotive Technology



Successful Course Completion by Modality Table - Automotive Technology

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	82.86%	79.36%	83.75%	78.54%	84.12%
	Total Department Enrollments	601.0	528.0	646.0	834.0	830.0

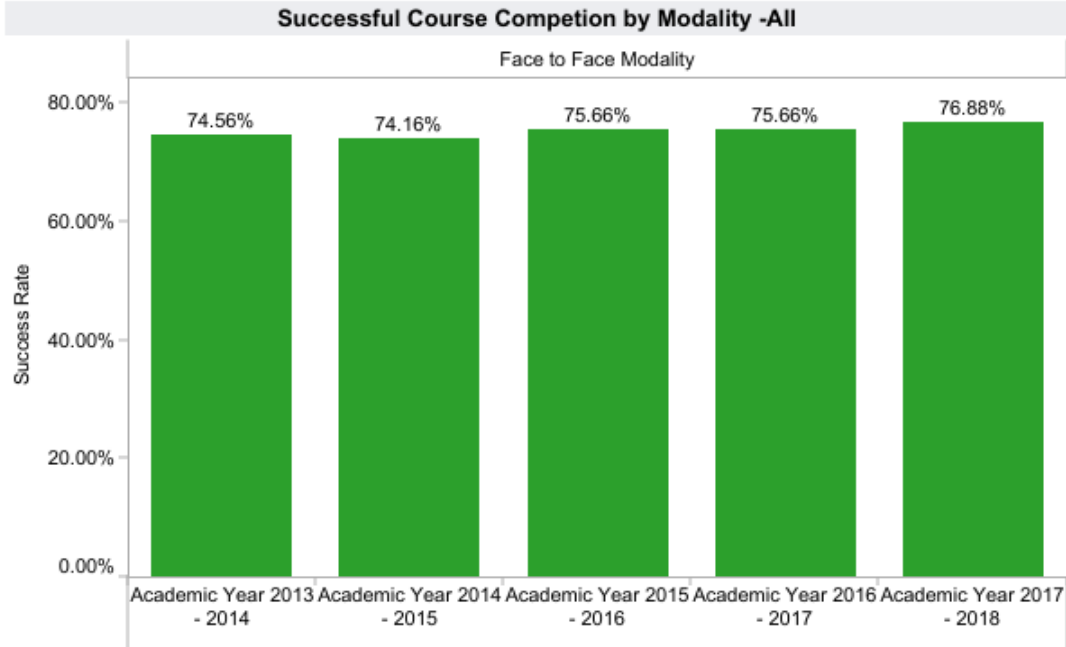
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - All

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	74.56%	74.16%	75.66%	75.66%	76.88%
	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	Department Success Rate	69.84%	69.40%	69.39%	70.44%	71.37%
	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

Program successful course completion for the 2017-2018 year show that it is at 84.12%, verses that of 76.88% for the college. This is a 7.24% higher completion rate of the program verses that of the rest of the institution. Although it is not very much above that of the college it is above and shows the viability and dedication of the program. Student success however it may be, is the programs ultimate goal.

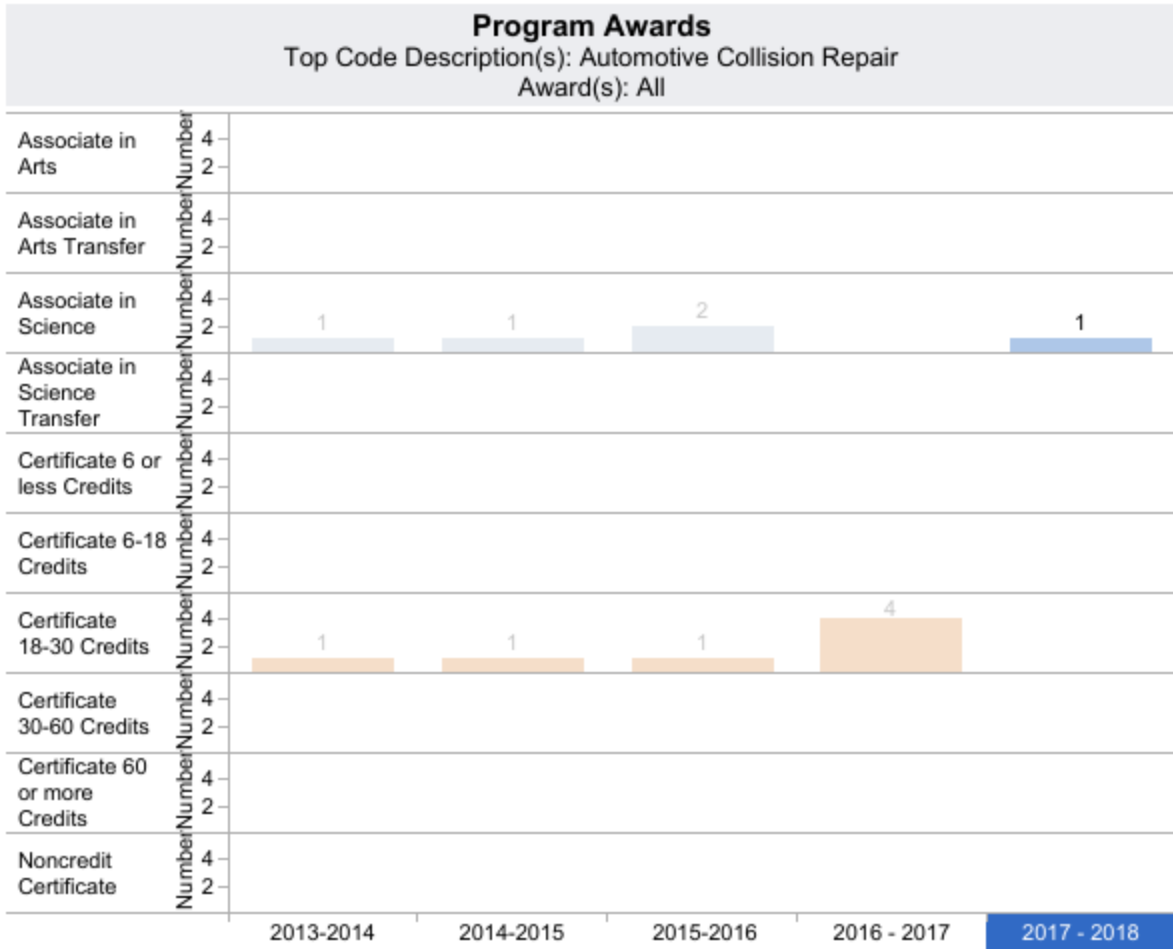
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Collision Repair **Award Type:** All



Program Awards Table		2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Award T..	Award					
Associate in Science	Auto Body Technician (AS)	1	1	2		1
	Total	1	1	2		1
Certificate 18-30 Cr..	Auto Body Technician (CA)	1	1	1	4	
	Total	1	1	1	4	
Grand Total		2	2	3	4	1

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

This is a challenge in our area; however, many students are getting a focus on the importance of industry certificates and also furthering their resumes and imagining the importance of a degree rather than just entering into the workforce without the degree. Counselors coming into our area of study

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help many students realize the process to achieve certificates and degrees to help these numbers. Strives are also taken on a continual basis in the classroom to relay the importance of completion of a degree. Studies toward Industry certificates is also stressed. If a student starts working toward these certificates it generally leads to further success in many other areas.

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

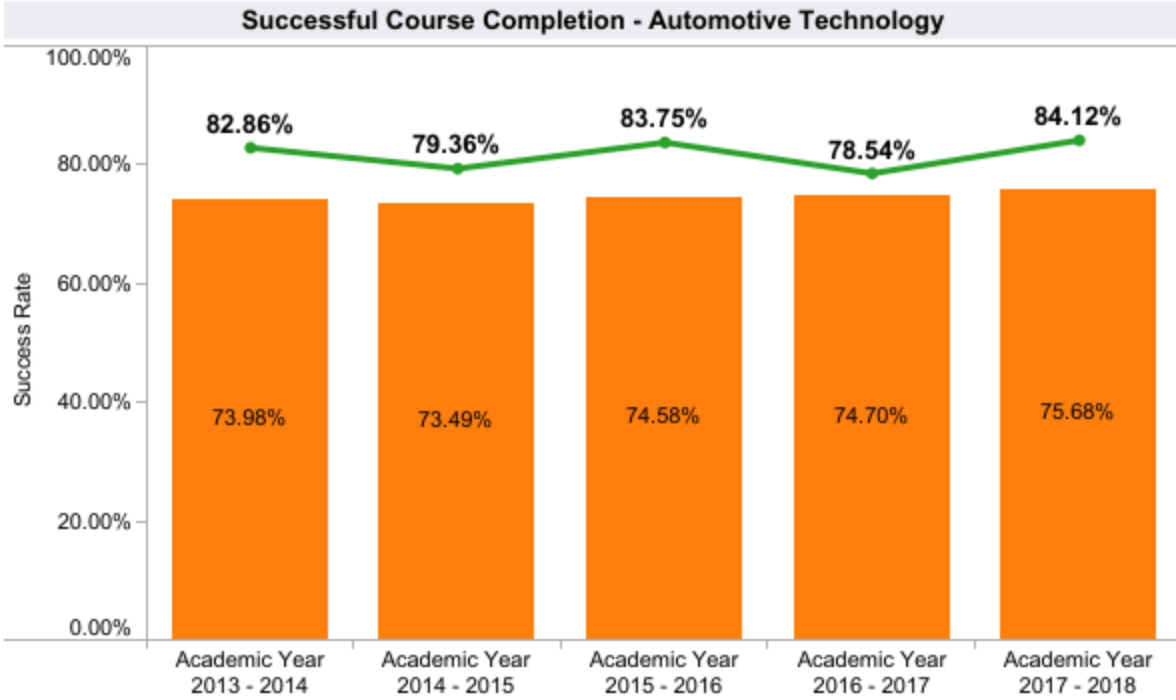
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

COURSE
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate



Automotive Technology Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	82.86%	79.36%	83.75%	78.54%	84.12%
Total Enrollments	601	528	646	834	830

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

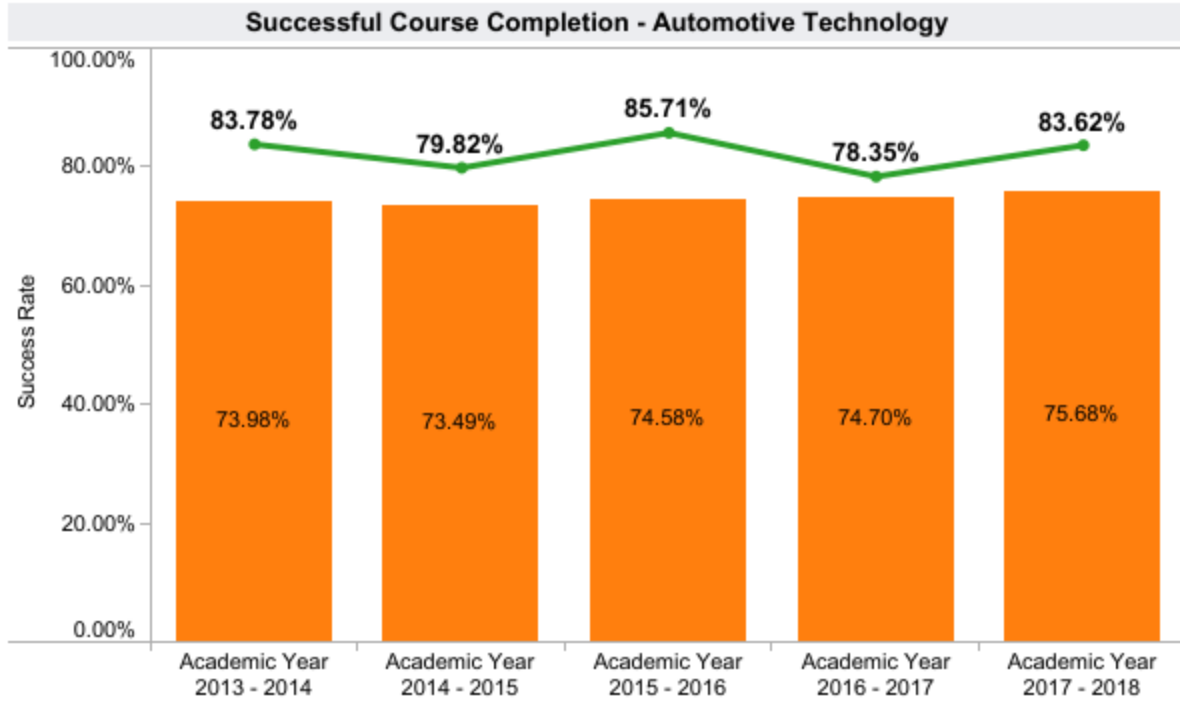
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

COURSE
Multiple values

Measure Names
■ Department Success Rate
■ Overall College Success Rate



Automotive Technology Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	83.78%	79.82%	85.71%	78.35%	83.62%
Total Enrollments	111	114	98	97	121

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

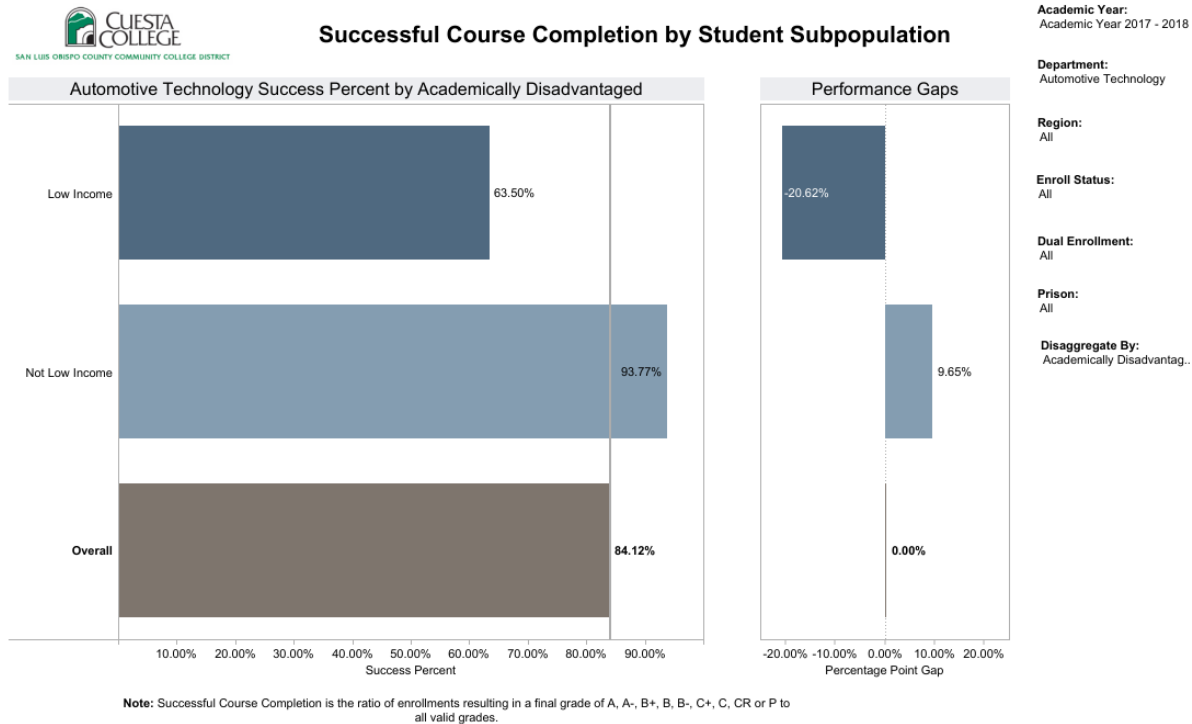
I do not believe the program has underrepresented demographic areas. There are many under privileged and diverse ethnicities represented within the program.

The program takes noteworthy efforts and utilize many strategies for the student success in the

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program. One effort is encouraging students the offering of industry certificate and having job placement within the industry. Many students studying within the program have obtained skills and certificates that have led to success in industry. Promoting students to Cuesta AS degrees, CA Certificates, and also industry I-CAR certificates is of the utmost importance for our students.

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.



I do not believe the program has underrepresented demographic areas. As a matter of fact, the program probably has a higher percentage of this type of data than that of the rest of the college. There are many under privileged and diverse ethnicities represented within the program. This type of program is especially well suited for this type of statistic.

Many low income or diverse ethnicities can excel and obtain high paying careers in this field of study of this program. It takes determination, effort and focus of the individual to make this success occur. All we can do is encourage and teach skill sets needed to our students giving the ability to be self-sufficient and earn a decent living.

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. Students have the ability to be awarded and earn Industry I CAR certificates. There is a method for accounting data and resources utilized. Cuesta College students have the ability to sign up with I-CAR, receive an ID number, and this then enables them to be part of the PDP (professional development Program.) These programs are designed for

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schools. This enables them to complete many modules that are opened to them under pledged agreement with the school. In conjunction to many regular Industry training module that are to be presented in class students can seek knowledge and obtain module certifications. After completing all personal modules and classroom presentations students are then able to take an end of program exam. Upon successful completion of end of program exam(s) students obtain Pro-level One certifications in both Refinishing and Non-structural. These certifications are highly prized by industry. Lead instructors can monitor completed modules and completion of certifications.

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.*

A few program changes have been introduced to students with additional emphasis being placed on OEM recommendations, aluminum repair, various welding procedures and techniques, and hot air nitrogen welding. Students have also been introduced to the latest repair mandates from manufactures on new construction materials found in vehicles, calibration of new safety systems, and the importance of following OEM mandates on repair methodologies. This is especially important with the liability issues for consumers with many precedents occurring throughout the nation in litigation. Very expensive for facilities that are not following manufactures mandates. It is imperative that students are aware of this and follow said guideline. This is very important to not only to the student but also to customers, employers and occupants in vehicles. Only with education will students have an awareness to this vital information.

Many of these are possible due to the grants written to foundation and CREF (the collision repair educational foundation.)

Aluminum repair station was procured due to a \$5000.00 Grant given to Cuesta College at the end of 2018. Additionally, the Cuesta College Foundation was generous enough to award the program industry leading repair method equipment with a nitrogen hot air welder. This is used on plastics- primary on bumper cover repairs, but can be utilized on other components also.

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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.*

- A. New or modified plans for achieving program-learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

The program plans to utilize some of the new industry training procedures/programs being brought to the industry in the second quarter of 2019. This will keep students current with the training required within the industry. These new programs and training procedure may bring modified lesson plans to the students for achieving program-learning outcomes. Emphasis will be directed towards the implementation of looking up mandated OEM repair procedures.

Calibration of newer automated systems and calibration considerations/ requirements. i.e. Blind spot detection, lane departure, adaptive cruise control, automatic collision avoidance braking and others. Many OEM systems are using different recalibration systems and students ought to be aware of these varying procedures.

Industry mandates pre and post scans. This is to achieve an electronic "health check" of these systems.

Steering angle sensors need recalibration, accelerometers and yaw sensors are also in need of scanning for safety and restraint systems checks. Thru all-data collision subscription and pay OEM sites proper repair documents and steps will be available for student knowledge/ training.

Anticipated changes in curriculum, scheduling or delivery modality can be adapted. Implementation of new industry training programs and possibly on-line modality to local high schools for dual enrollment connections may prove fruitful?

Facilities changes dustless sanders may help environmental concerns. Updated lighting may prove more efficient. Heating/ventilation systems remains a challenge. More placement of 220-volt receptacles would give better usage of 220-volt tools.

Staffing projections: It would be beneficial to find staff to handle the "Grizzly" classes so working on Saturdays do not lead to exhaustion and time away from the family.

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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.

The Program has not have to had a Sustainability Plan.

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	Yes
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Yes
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	No

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.