

# 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): AUTO BODY TECHNOLOGY/COLLISION REPAIR

CLUSTER: 4

AREA OF STUDY: AUTO BODY TECHNOLOGY/COLLISION REPAIR

LAST YEAR CPPR COMPLETED: 2023-2024 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 2/23/2025

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**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

Auto Body Technician – Associate in Science

Auto Body Technician – Certificate of Achievement

## General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

*This is my second semester teaching part-time. Two Classes were canceled this semester due to not having a full-time instructor. Instead of hiring full-time, an attempt to hire more part-time instructors. No one applied. I believe this is due to the fact that a degree is not required to work in the industry. In my ten years in the industry, I have not met another technician who had a degree of any kind. The program needs a full-time instructor.*

## 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,

<sup>1</sup> San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

A. **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

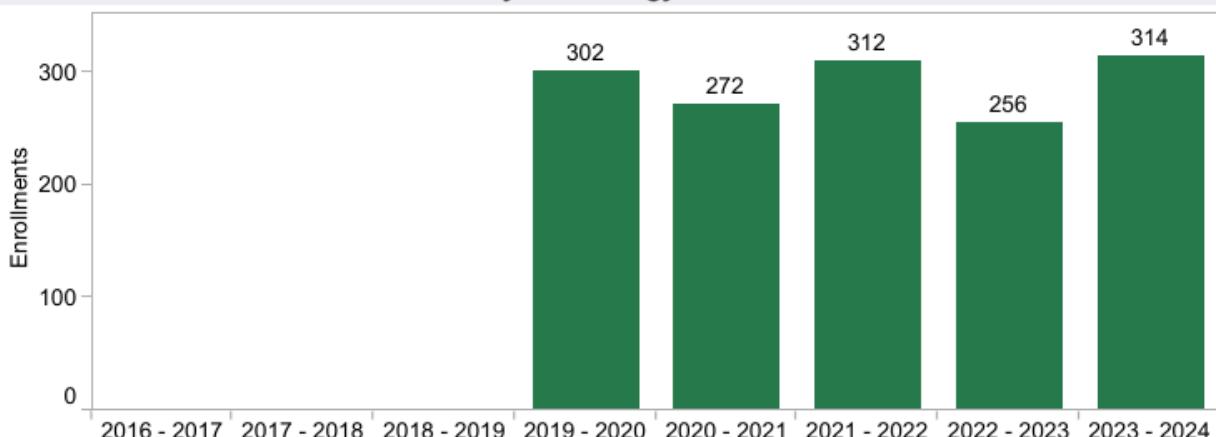
**Prison:**  
All

**Region:**  
All

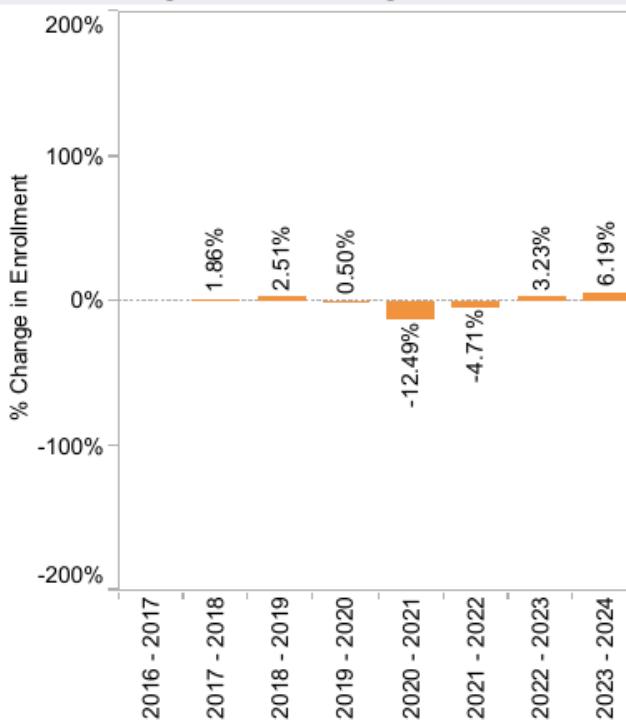
**TERM**

All

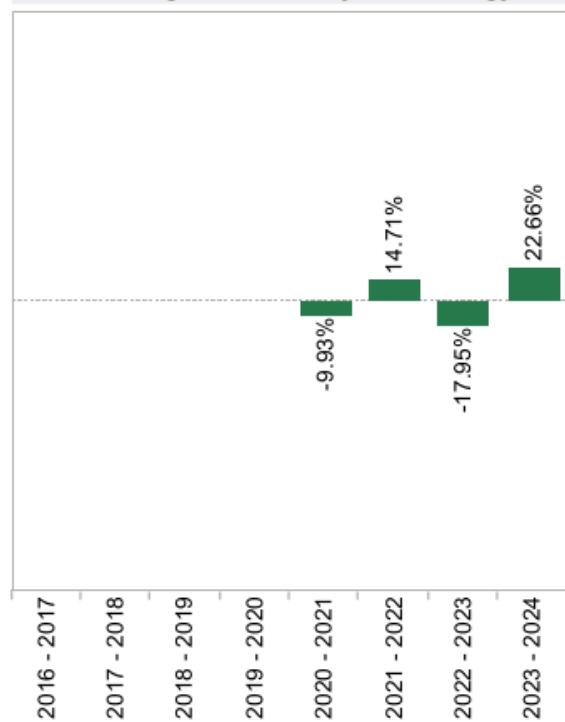
### Auto Body Technology Enrollments



### % 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.

*The differences between Cuesta enrollment and Auto Body Technology enrollment is the overall enrollment of Cuesta has steadily increased with two consecutive years of lower enrollment, and is steadily building back up. Auto Body Technology has two years of lower enrollment separated by one year of higher enrollment. The overall trend for Cuesta and Auto Body Tech is increased enrollment. A factor for the ATCH program is the positive effect that dual enrollment has on enrollment numbers. Unfortunately, dual enrollment is not possible for the ABOD program as none of the high schools have an auto body program. Another important reason the ABOD program is vital to place students in an industry that is in dire need of technicians.*

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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

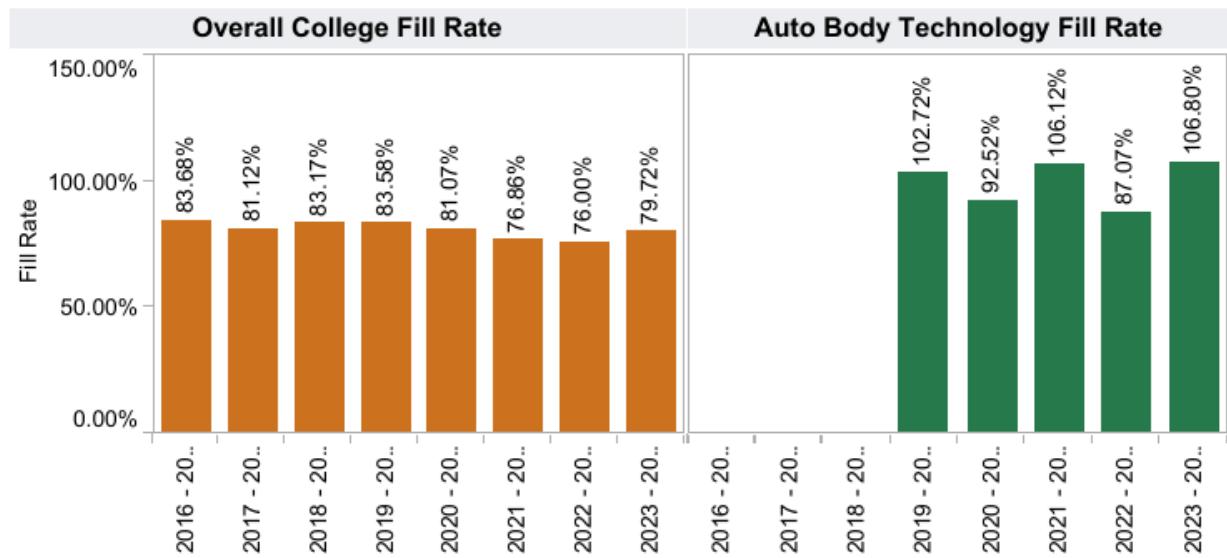
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Auto Body Technology

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**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 college had a fill rate of 79.72% for 2023-2024 year compared to 106.8% fill rate of the ABOD program. A 27.08% greater fill rate for the ABOD program than that of the college. The college had the highest fill rate of 83.68% in 2016-2017, the lowest fill rate for ABOD was 87.07% in 2021-2022. The ABOD program consistently has a higher fill rate than that of the college. This is an excellent indication the program is in demand.*

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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

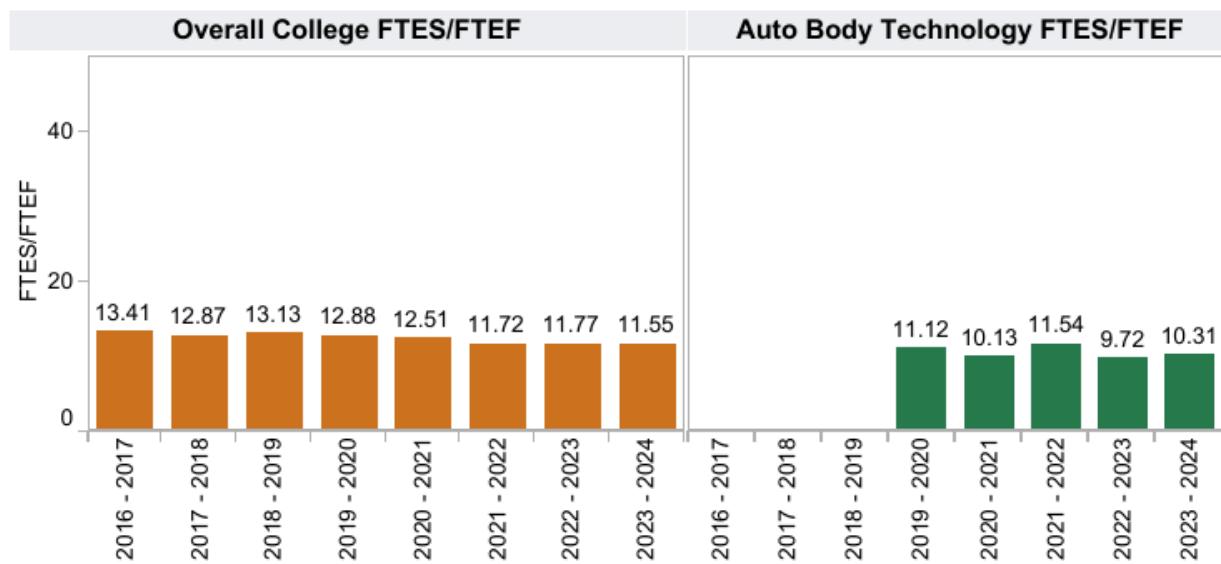
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**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)

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

Department:  
Auto Body Technology

Course:  
All

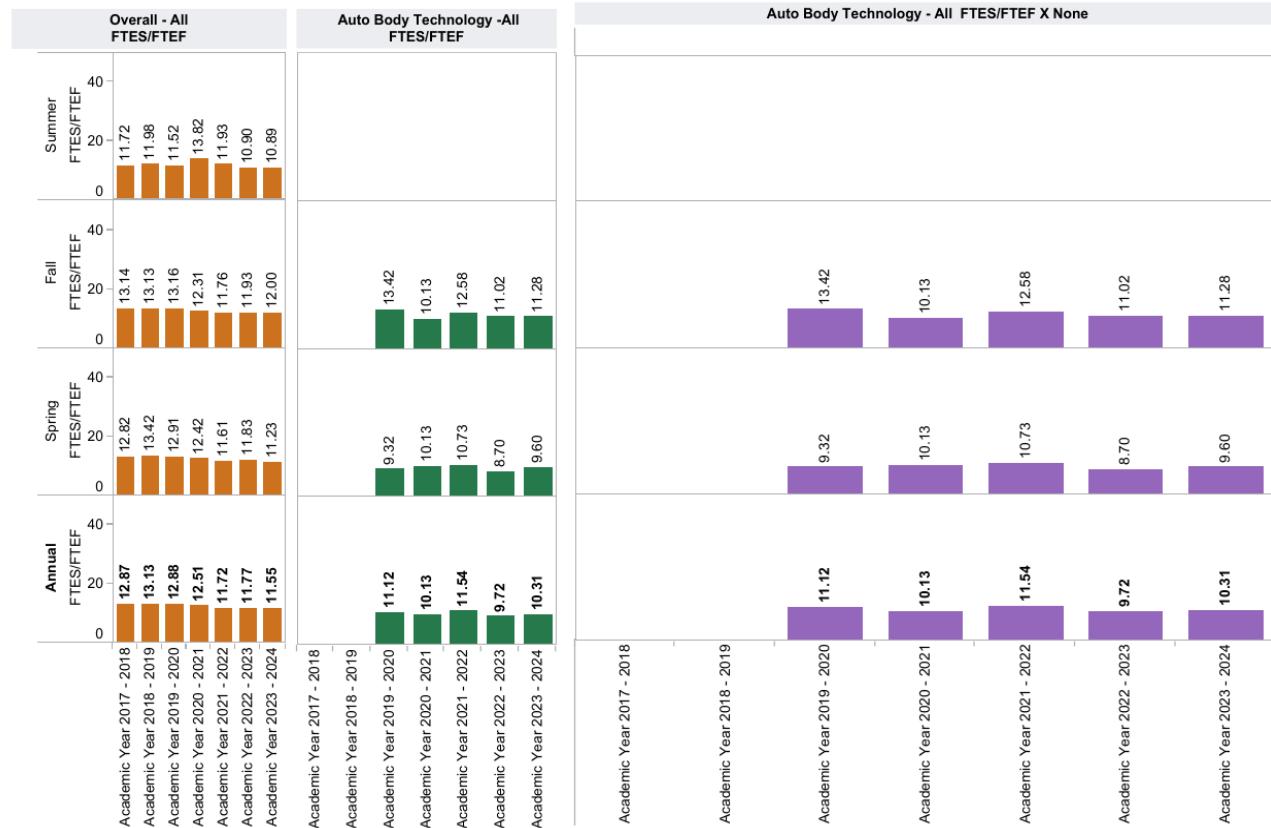
Region:  
All

Disaggregate by:  
None

Dual Enrollment:  
All

Prison:  
All

Legend:  

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SX04 Total-Hours/17.5)XE03 FACULTY-ASSIGNMENT-FTE)

The FTES/FTEF ratio is relatively close and in line with that of the college for the last few years. Comparing 2022-2023 to 2023-2024 ABOD is up 0.59 points, and the college is down 0.22 points. From the disaggregated data chart the ABOD program has very close numbers for fall 2023; 11.28 for ABOD and 12.00 for the school. Both the college and ABOB have lower ratios for the spring semester. On average, ABOD and the college have lower enrollments and fill rates in the the spring semester. ABOD has a good ratio for a CTE class where student caps must be lower than large lecture classes due to facility limitations and safety.

#### D. Student Success—Course Completion by Modality (Insert Data Chart)

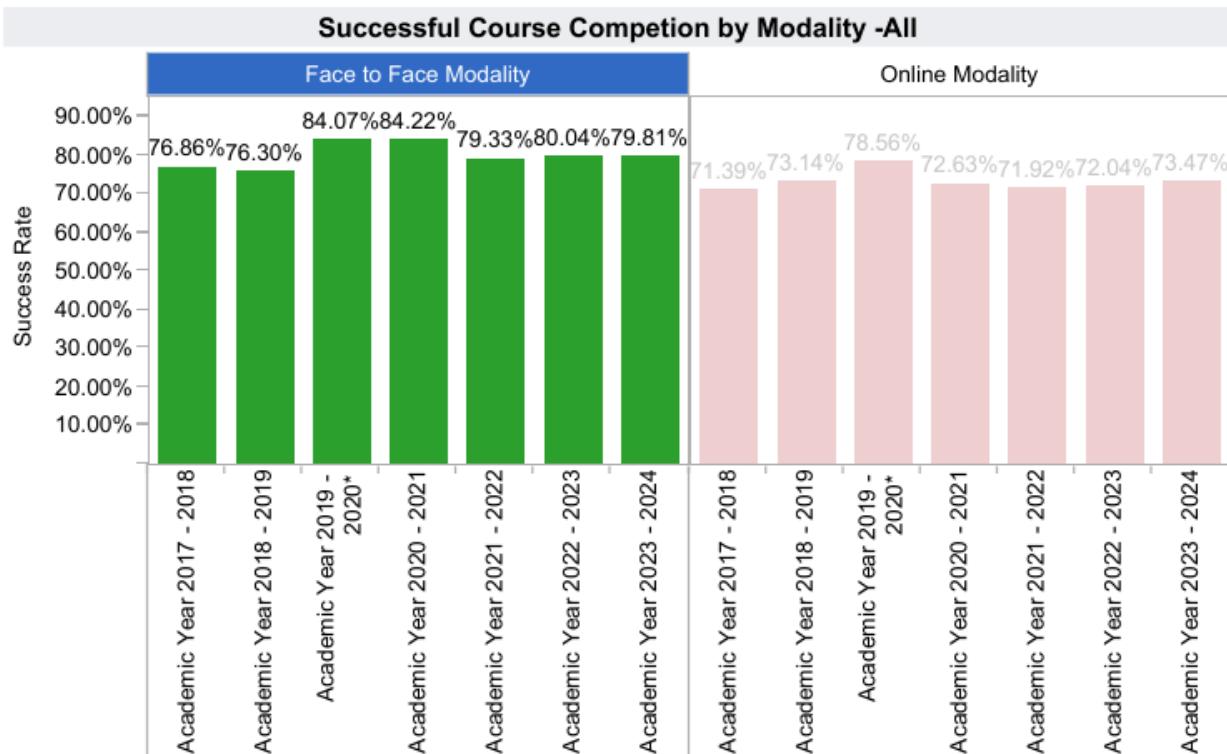
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

Course:  
All

Legend:  
█ Face to Face Modality  
█ Online Modality



### Successful Course Competition by Modality Table - All

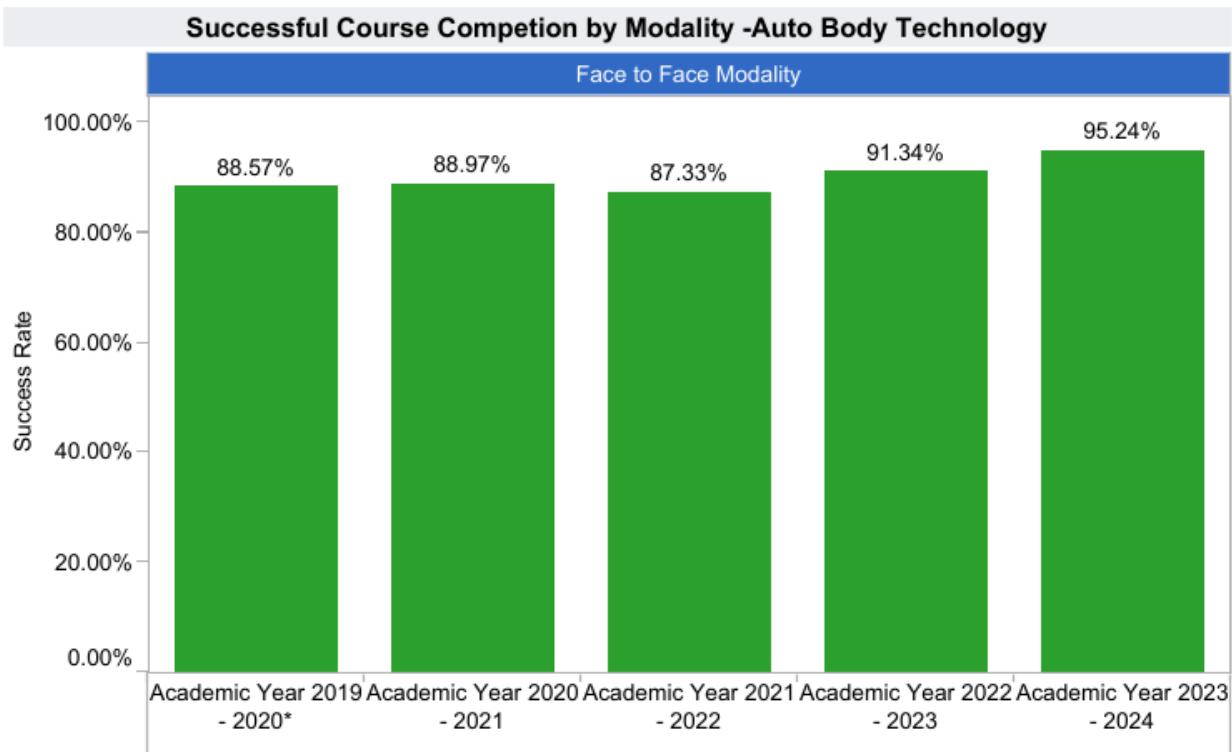
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Auto Body Technology

Course:  
All

Legend:  
Face to Face Modality



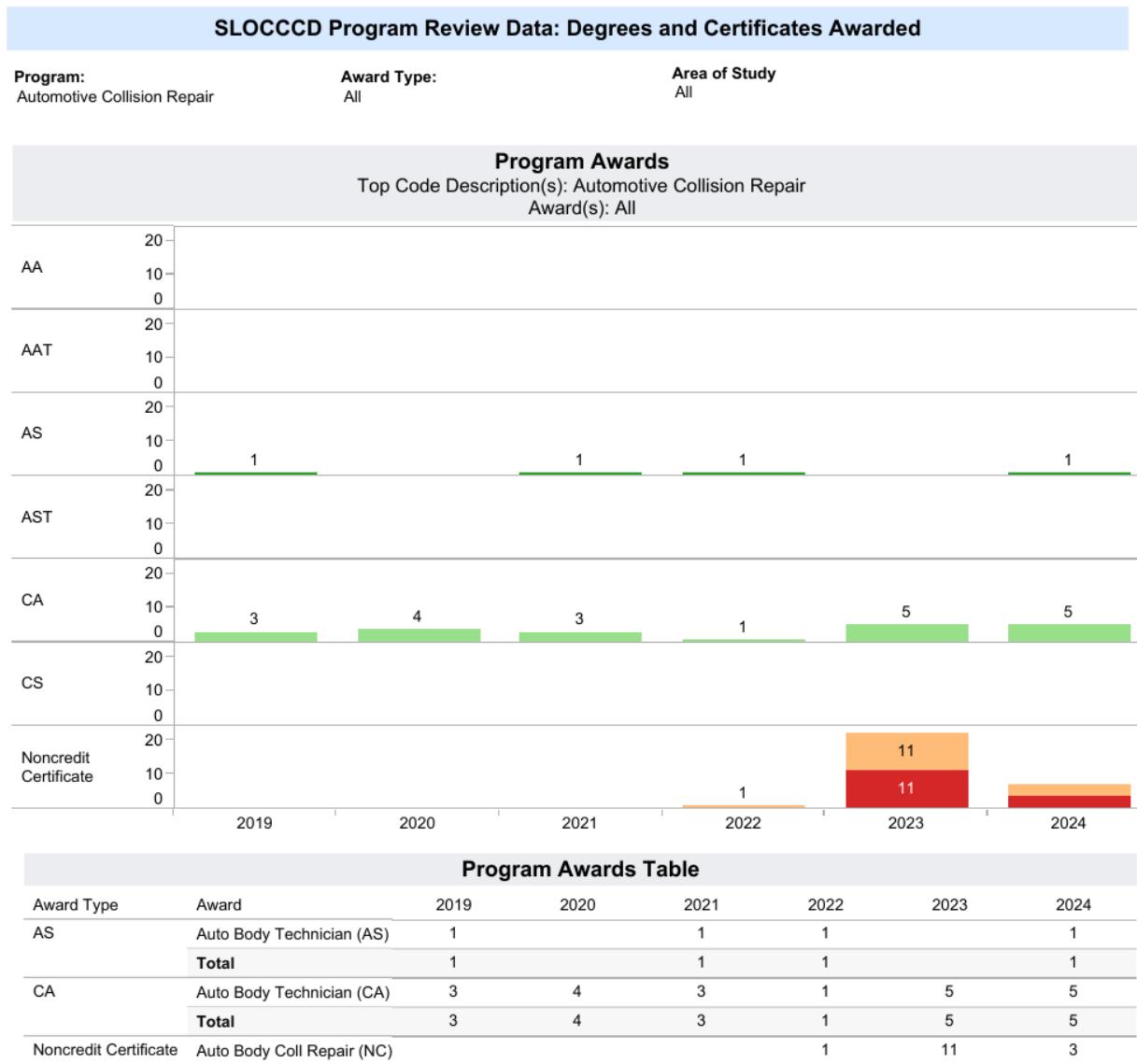
### Successful Course Competition by Modality Table - Auto Body Technology

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department Success Rate	88.57%	88.97%	87.33%	91.34%	95.24%
	Total Department Enrollments	148.0	136.0	155.0	128.0	152.0

*ABOD has a higher rate of successful completion than the college across the board*

**E. Degrees and Certificates Awarded (Insert Data Chart)**

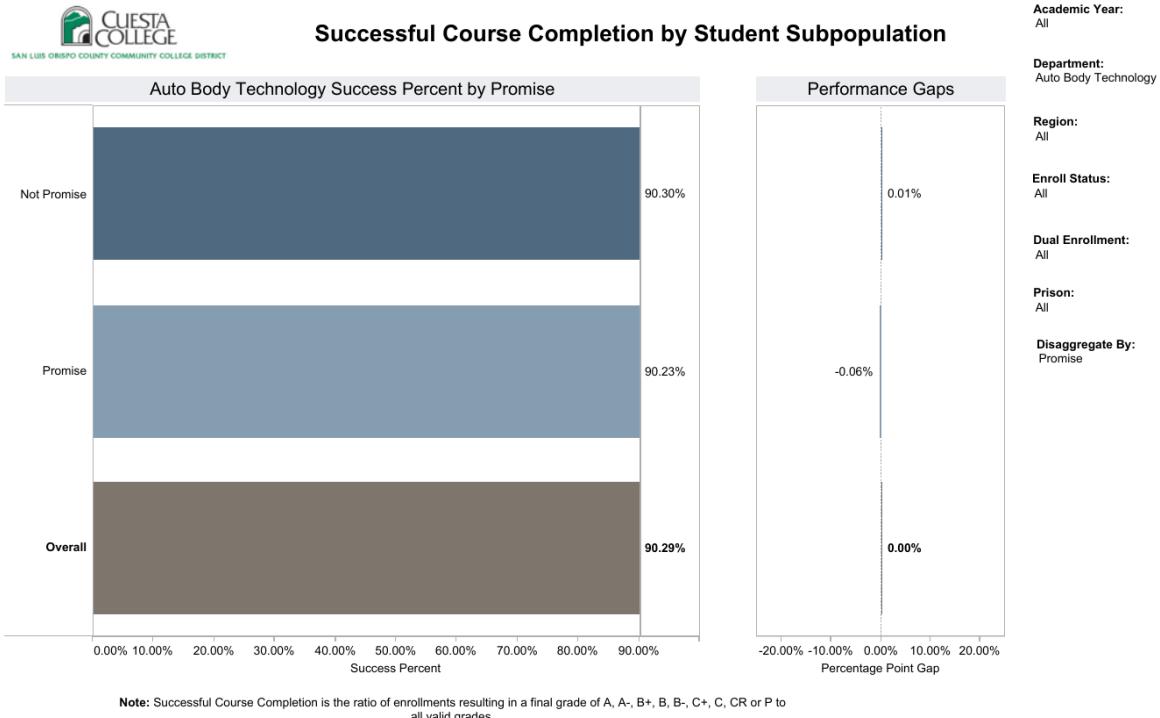
Insert the data chart and explain observed differences between the program and the college.



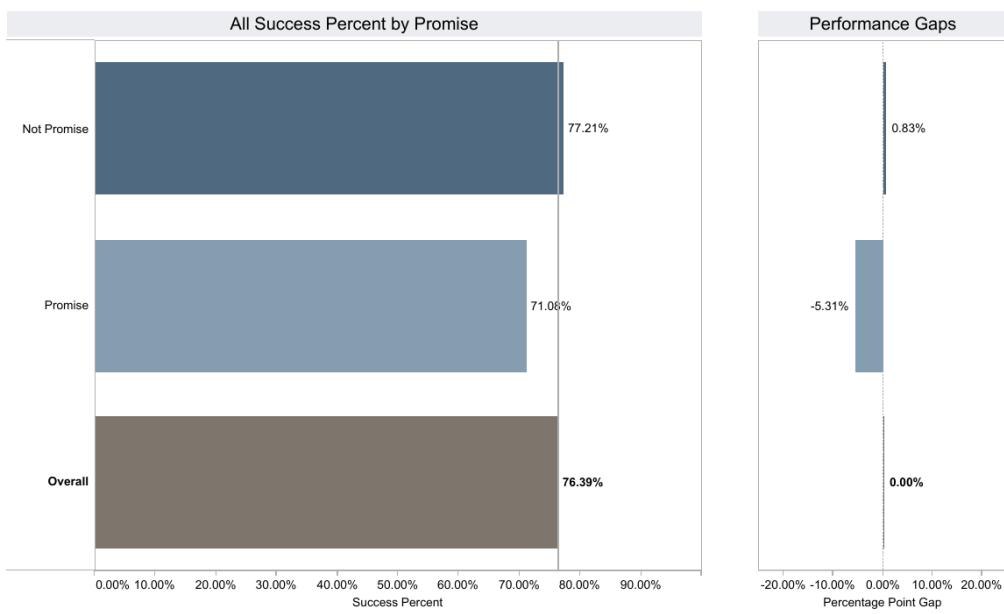
*Only four AS degrees have been awarded in the last six years. This shows how much value the collision repair industry puts on an AS degree. The low number of AS degrees being awarded is also the reason it is very difficult to hire qualified instructors.*

## F. General Student Success – Course Completion (Insert Aggregated Data Chart)

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



### 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-, C+, C, CR or P to all valid grades.

..

*The ABOD program has a success rate for not promise of 90.3%, 90.23% for promise students, and 90.29% success rate overall. Cuesta has a success rate for not promise 77.21%, 71.08% for promise, and 76.39% success rate overall. The success rate for promise is 0.07% lower than not promise students; compared to the colleges 6.13% difference between promise and not promise. ABOD has a much higher success rate compared to the college.*

G. 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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

*This is my first year teaching and I have not had any discussions regarding the presented data. This is the first time I have seen the data.*

## PROGRAMS AND CURRICULUM REVIEW PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

[Click here to enter text.](#)

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

### SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

## 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.

## 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.*

## **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 and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. 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.