INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: WED **Program:** Auto Collision Repair/Auto Body
Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: 2014 **Current Date:** 1/20/2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

"The mission of the Automotive Collision Technology Department is to introduce the opportunities of developing the skills and knowledge for the possibilities of creating a very lucrative and sustainable presence in the field of collision repair. Subsequently, stimulating, inspiring, and training students in the rewarding and beneficial field of collision and refinishing repairs is fulfilling and worthwhile so students have the ability to learn skills in order to seek levels of knowledge and skill development to facilitate entry level positions in the automotive collision repair industry. Through classes and training our students are enabled to achieve their goals in our regional, state, and global communities. This is achieved by serving a diverse student population, including career-oriented students, lifelong learners, and those who choose our program to enrich their own knowledge and skill abilities. We focus on integrity, personal achievement, developing employability skills, service to our community, and strive for excellence in all we do.

B. Brief history of the program

History of the program The Cuesta College Automotive Technology Department has served students, the community, and the local automotive service industry with course offerings in specialized areas of concentration for the past 49 years. The San Luis Obispo County Community College District opened Cuesta Community College in 1964 with classes taught at night on the San Luis Obispo High School campus. By the spring of 1965 courses in Automotive Technology were introduced and taught in old Army garage facilities near the point O'Connor road meets the back gate to Camp San Luis. The program was a division of the School of Engineering, Mathematics, and Technology and offered seven different courses which were taught by one instructor, Mr. Joe X. Heal. Students completing all the automotive courses and

certain general education requirements could earn an Associate of Arts Degree in Automotive Technology. The course available in the early years were limited to Internal Combustion Engines, Powertrain, Engine Diagnosis and Reconditioning, Fuel and Electrical Systems A, Fuel and Electrical Systems B, Chassis and Brakes, and Special Problems.

Mr. Ed Pearce replaced Mr. Heal in the Fall of 1968 and the next school year, 1969-70, he added a new course to the curriculum called Automotive Electrical Equipment. In the summer of 1969, Mr. Pearce wrote and received a grant from the State Employment Department called the WIN (Work Incentive) Program. With the money from the WIN Program grant, Mr. Pearce was able to include welding in the automotive program with purchase MIG and TIG welding equipment. Years later the welding program became its own program with degree and certification offerings.

Mr. Stan Thompson was hired as an instructor in 1970 and he and Mr. Pearce shared the teaching load of automotive and metals classes. A course called Maintenance of Industrial and Marine Engines was added to the curriculum in 1970. Mr. Pearce obtained another grant called California Employment Training Act (CETA) Grant for the Fall 1971 semester and the school hired Mr. Bill Richmond to teach the new "Career Auto" classes. These classes were specifically designed to prepare student for careers in automotive service and repair. When the grant ended Mr. Richmond was retained as a full time instructor and his tenure at Cuesta College lasted 31 years of service.

In 1971 the school also hired an adjunct instructor Mr. Lee Stout to teach Automotive/Diesel courses in Basic Tractor Operation and Care and Fundamental of Agriculture Power Source Systems. Before the 1972-73 school year Mr. Pearce left the Automotive Technology Department to become the Director of Vocational Education so he could concentrate of grant writing for vocational programs for the college. Courses in Pollution Control, Imported Auto Mechanics, Auto Parts Counterman, and Auto Sheet Metal Repair (the beginning of Auto Body courses) were added to the program in the 1972-73 school year. Beginning in 1973 students could earn a Certificate of Proficiency in Automotive if they were able to complete 15 units in the Automotive Technology Program. Also in the 1973-74 school year, Specialized Auto Sheet Metal Repair (Auto Body) and Career Automotive Training (a 24 hour a week Work Program – 9 lecture and 15 lab) was also created. Added additionally that year was a course called Numerical Communication Standards and Related Technical Application which was basically automotive math course that taught students to take precise measurements using equipment's such as micrometers. They called the course by this name so it could be taught by an automotive instructor rather than a mathematics instructor.

Motorcycle Maintenance and Repair was added to the curriculum in 1974. Mr. Ken Chew was hired as a full-time automotive instructor in 1975. Four new courses were added to the program in 1978, Automotive Heating and Air Conditioning, Automotive Service Business, and Automotive Painting, and Heavy Duty Truck Systems. Mr. Otto Buss was hired as an adjunct instructor to teach the Heavy Duty Truck Systems course.

After the retirements of Stan Thompson and Ken Chew in the late 1990's, the automotive program was in peril of being discontinued. With the help of the Automotive Advisory Committee and Dean Ms. Toni Sommer, the Automotive Technology Program at Cuesta College was re-vamped and rejuvenated. Following the recommendations of the Cuesta College Automotive Technology Advisory Committee, major upgrading of the automotive program began in 1999 to bring the degree patterns (Associate of Science Degree in Automotive Technology and Associate of Science Degree in Advanced Engine Performance), facilities, and equipment up to current industry, environmental, and safety standards. This included the hiring of Mr. Bob Davidson for Auto Body and Mr. Gary Villa for Automotive Technology. Mr. Villa teaches electrical systems, drivability, engine performance/smog, and HVAC classes. In 2006, the automotive department hired John Stokes as another full-time faculty. Mr. Stokes teaches chassis and suspension, brakes, manual drivetrains and engine overhaul/repair classes. The following year 2007 the department added Ron McDonald as an adjunct instructor. With the retirement of Bob Davidson in the first part of 2008, the automotive collision program endorsed Ron McDonald as the full time instructor; furthermore in 2008, Henry Wintergerst was hired as an adjunct Instructor to teach the evening collision auto body classes. Additionally, in later portion of 2007, the department began the comprehensive self-study and analysis of its program, curriculum, and goals. This certification process is called the National Automotive Technicians Education Foundation (NATEF) certification. The process involves the study of 11 different topical areas, with oversight of the Advisory Committee, and faculty. The topics can be found here, (appendix A NATEF Standard Index.doc) In September of 2008, a 4 person review committee consisting of a NATEF Program Coordinator, (Andrew Cawelti - faculty from Oxnard City College) a local dealer representative (Tim Van Alstine, Service Manager -Rancho Grande Motors) independent repair facility (Ron Roach – Pete's Automotive in Morro Bay) and a third inspector (Mark Rosenthal – part-time instructor at Alan Hancock College) came to Cuesta College to review and inspect our program. After reviewing the self-study, watching classes, inspecting the facilities, equipment, and program, they recommended the program for certification. This very comprehensive self-study, validated by a team of automotive professionals, is available for review as needed. In October of 2008, the NATEF organization granted full accreciditation to Cuesta College as a Master Certified institution.

Items of note, however, is that the NATEF visiting team had three recommendations:

- Provide for a second classroom to be available to offer classes in a fashion so that it would have the least impact on instruction. Currently, some classes overlap and students and faculty have difficulty in scheduling to maximize learning.
- Provide for a full-time lab assistant (or at least part-time) to maintain and repair equipment, coordinate tool acquisition, and general shop maintenance.
- Provide for expanded dry and secure storage of equipment and shop items so that the program may continue to provide adequate resources.

To date, none of these strongly worded recommendations has been implemented.

The school board, administration, foundation (grants), and staff have invested a great deal of time, energy, and resources establishing an automotive program that meets the current and future needs of students and the automotive service industry. This collaborative effort will lead

to the goal of the program remaining certified by NATEF and meeting the National Institute for Automotive Service Excellence (ASE) Standards of quality for the training of automotive technicians. The Collision Repair Program is congruently is a member of the Automotive Inter-Industry Conference on Collision Repair's (I-CAR) Educational Training Alliance. This alliance gives the ability to provide course study and industry certificates designed to further additional student attributes. Cuesta Colleege has become a training site for collision repair education for the central coast.

C. Include significant changes/improvements since the last Program Review

D. List current faculty, including part-time faculty.

Ron McDonald- Certified Master Automotive Collision Technician, Certified ASE Collision Repair Estimator, Certified I-Car Automotive Collision Technician Pro-level Three: Structural, Non-Structural, Refinish, Aluminum, Estimator and Auto Physical damage Appraiser.

Current Part-time Instructors

Henry Wintergerst- Certified Automotive Collision I-Car Steel Structural Technician Pro-level Three. Currently employed with Local Collision Industry.

Rod Souza Part time- subsitite pool.

Dave Digham Part time- subsitite pool.

E. Describe how the Program Review was conducted and who was involved.

F. Primarlly done by Ron McDonald with direct input from Henry Wintergerst and contact with Advisory committee members.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

http://www.cuesta.edu/about/documents/collegeplans-docs/2017-college-plans/districtplan-docs/SLOCCCD_StrategicPlan_2017_2020.pdf
Institutional Goal 1: *Completion*
Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.
Institutional Objective 1.1
Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

The Collision Repair program provides students the possibility to obtain an AS Degree, CA Certificate of achievement and Industry recognized certificates. The program also provides lifelong skill sets that lead directly to employment possibilities for our students.

Institutional Objective 1.2
Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

Students develop comradery when working together and nurture learning through classroom activities and by working on tasks in the lab.
Students stay engaged by helping one another, developing responsibilities, and find value in doing a job well-done by completing tasks during many lab activities.

By providing students the possibility to obtain an AS Degree, CA Certificate of achievement and Industry recognized certificates, we have fostered a direction of focus. The program also provides lifelong skill sets that lead directly to employment possibilities for our students.

Institutional Goal 2: *Access:*
Increase student access to higher education.

The program has increased students access to higher education by being a stepping stone to advanced training and current industry certification possibilities.

Institutional Objective 2.1
Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

The program has recently enacted I-BEST model and credit/ no credit potentials for students. The program is actively working with ESL and students for greater access to training towards employment opportunities. The program also uses outreach to local high school students and is offering courses to at risk youth thru the Grizzly Academy. There are many opportunities for students in this field for employment. By teaching student's procedures and building knowledge, under privileged students may find pathways to sustainability.

Institutional Objective 2.2
Increase enrollment opportunities for community members who are 55 years of age and older.

Creating the 500 series classes (credit/ no credit) has given older students the ability to come into the program to learn skill sets and a variety of newer technologies being introduced into late model vehicles.

Institutional Objective 2.3
Expand financial support opportunities for students.

Students are encouraged to work directly with financial aid for support help and are also encouraged to seek counselling for help in planning for success.

Institutional Objective 2.4
Increase career pathways for local high school students.

The automotive department has visited local high school annually to showcase our programs. Dual enrollment is another pathway that helps high school students obtain college credits and promote career pathways.

Institutional Goal 3: *Partnerships*
Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1 Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

Most of the ATCH classes are 100 series classes with the primary focus on preparing students for entry into the industry; however, there are some 200 transferable classes that students can take for credits to a four year institution. Many of our students that intend to transfer are looking to develop additional knowledge and skills to enhance their earning abilities and expand personal capabilities.

Institutional Objective 3.2Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

I have direct contact with many local businesses on a regular basis.
Many of our students are currentlly or have worked in many facilies.
With the opportunity to provide I-CAR training for local and out of area shops, comes opportunities to constantly dialogue for prospective chances for our students.

Institutional Goal 4: *Facilities and Technology*
Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Many procedures are introduced to students for awareness of new required repair procedures that have been implemented by OEM's.
It is critical that technicians have resourses, the knowledge, and know how to look up and find required procedures. Whether it is recalibration, material considerations or restrictions, or just knowing how to write an collision repair estimate.

Institutional Objective 4.1 Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan.

Institutional Objective 4.2 Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey.
Due to equipment requirments ATCH students only utilize SLO campus.
Many communications are being done with our south county partners.

Institutional Goal 5: Fiscal
Build a sustainable and stable fiscal base.
By implementing dual enrollment, credit/no credit, Grizzzly academy and I-Best models all lead to help building a sustainable and stable fiscal base.

Institutional Objective 5.1 Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.

The program has revamped it schedule to better align with other classes in the area so overlapping of courses is avoided. This help students that would otherwise have scheduling issues.
Also visiting high schools, promoting the program and implementing dual enrollment, credit/no credit, Grizzzly academy and I-Best models all lead to help building a sustainable base. Host Region two skills USA compitition helps showcase the program and hopefuly bring future students to the campus.im

Institutional Objective 5.2 Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.
Going to car shows and show casing painted students mailboxes and fundraising for Skills USA students

Institutional Objective 5.3 Identify and implement strategies to address the rising costs of employee retirement obligations (CalSTRS and CalPERS) while maintaining support for institutional effectiveness.

Addressing the rising costs of employee retirement obligations is not in my scope of practise. My job is too teach and inspire students so that they are successful in our program and attain a job skill to support themselves and their families. I believe the burden of rising costs of retirement is negotiated by the institution and the teachers union.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

1. Personal, Academic, and Professional Development

a) Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development .
Students have experiences in the college classroom in which they participate in college culture, engage in the content and critical thinking prompted by the subjects of their courses, and are challengedby their instructors and their peers with a diversity of ways of thinking, is helping students achieve this Institutional Learning Outcome.
Collision repair and refinishing student develop competencies and specific skills required for employment within the collision and auto body industry. The program strives to instill into its students that it is important to achieve dedicated work ethics and determination to be successful in the industry. These ideals are emphasized through lessons and activities during instruction. Enrollment in the program promotes required skills, self-reliance, independence and professional development that can lead to employment and sustainability wellbeing.

b) Demonstrate the professional skills necessary for successful employment

Professional skills are developed thru complex lab procedures that mimic real life auto shop projects. Students gain the knowledge thru lecture and then are given the opportunity to put into practice via class and individual projects, which are carried out in the same manner as in the job setting.

2. Critical Thinking and Communication

a)Analyze and evaluate their own thinking processes and those of others.
Thru classroom activities directed toward lab tasks students develop criticat thinking skills and communicate on posible resolutions for finalization of repair procedures and custome sevice.

b) Communicate and interpret complex information in a clear, ethical, and logical manner.
With complex information that is constantly updating in the auto career setting, students are given the skills necessary to apply practice in a encouraging environment.

3. Scientific and Environmental Understanding

a)Draw conclusions based on the scientific method, computations or experimental and observational evidence.
Multiple opportunites for experimentation and observation as identified during student practice in the multiple complex lab activities.
b) Construct and analyze statements in a formal symbolic system.

Students in the collision repair program are tasked with doing many I-CAR and Natef tasks.
These are formalized tasks established by I-CAR and NATEF for classroom and labatory tasks to enhance skill and simulate actual industy procedure found in the industry.
Students are assessed on the capibility and degree of professionalism in their assignments across many disciplines.
Example analyze damage, develop a repair plan, derive a formal estimate, metal working and welding procedures, look up and decifer manufatures required repair procedures for various specilized materials, along with color theory and refinishing techniques to industry standards.

c)Make decisions regarding environmental issues based on scientific evidence and reasoning.

Students in the program are require to know air pollution control requirements and hazardous waste procedures for national and regional restrictions.
Student test and are certified on various programs mandated nationally thru SP@ safety moduleas and I-CAR hazadous HAP modules.

4. Social, Historical, and Global Knowledge and Engagement

a) Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world.

Students are shown opprtunities and develop knowlege that will lead to longterm carrer possibilities in the auto collision, repair industry, insurance shop or administration realm.
b) Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

5. Artistic and Cultural Knowledge and Engagement

a) Identify, create, or critique key elements of inspirational art forms. Fixing damaged vehicles and doing metal and plastic repair refinishing and polishing is a trure art form that take many hours if not years to prefect.
b) Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

6. Technological and Informational Fluency

1) Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically.

   It is essential for repair facilities, insurance companies, and technicians understand what repair procedures and considerations are required as directed by manufactures. Not doing so could lead to liabilities and safety concerns for occupants of these vehicles, facilities and technicians. To protect everyone involved it is essential to have the latest procedures available to create a safe and effective repair.

2) Produce and share electronic documents, images, and projects using modern software and technology

   To protect everyone involved it is essential to have the latest procedures available to create a safe and effective repair. To have this documentation available all parties involved need to know how to access the latest recommendations from the manufactures trough current technology. This information is constantly being updated. What was recommended six months ago might not necessarily be what is required today. With that, it is essential to know how to look up data and requirements for various procedures and document it put into the repair file and discern these procedures to the technicians. All parties involved need ti understand and be directly communicated with each other.
   This can be done by down loading the lasts documentation from manufacturers web site or repair sites such as all date. Documentation is key and required. Students and industry folks all need to be considerations of this more so today than ever before.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

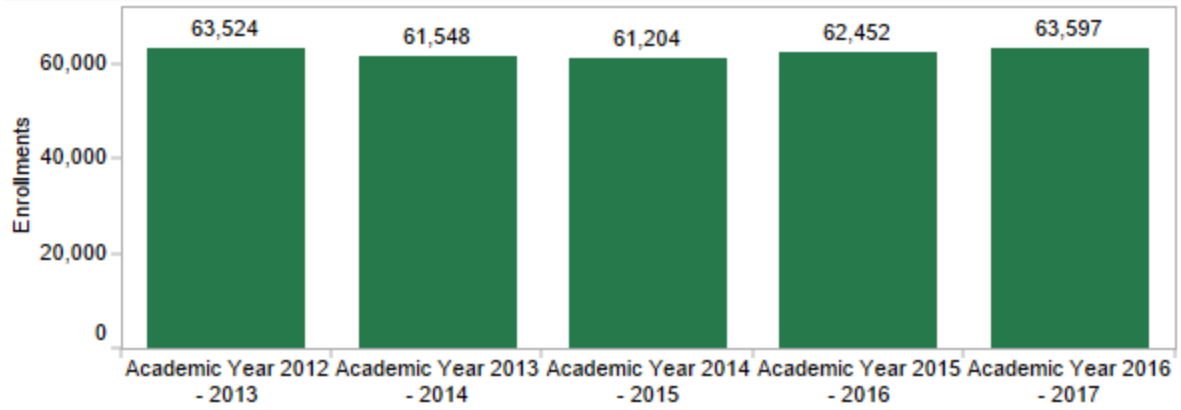
From the charts: enrollments are listed for the college for the 2015-2016 year at 62,542 and for year 2016-2017 at 63,597 enrollments. This is an increase of 1.833% for the college. For a comparison the ATCH program shows enrollments for the 2015-2016 year at 674 and for year 2016-2017 at 836 enrollments. This for an enormous 24.04% increase. Once again this show the program is growing and outpacing the college enrollments percentage 1.833% to 24.04% - an

22.207% difference!!! This data shows that the program is a vital asset to the college. Not only the numbers are better than the colleges' but the program also provide students with tangible skill sets that can be directly and immediately taken into the workforce.

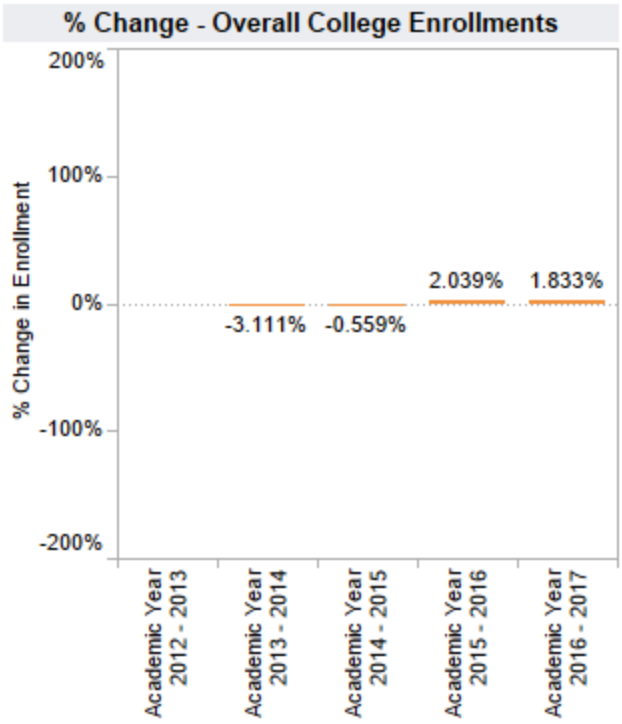
SLOCCCD Program Review Data - Enrollment

Department: All
Course: All
Dual Enrollment: All
Prison: All

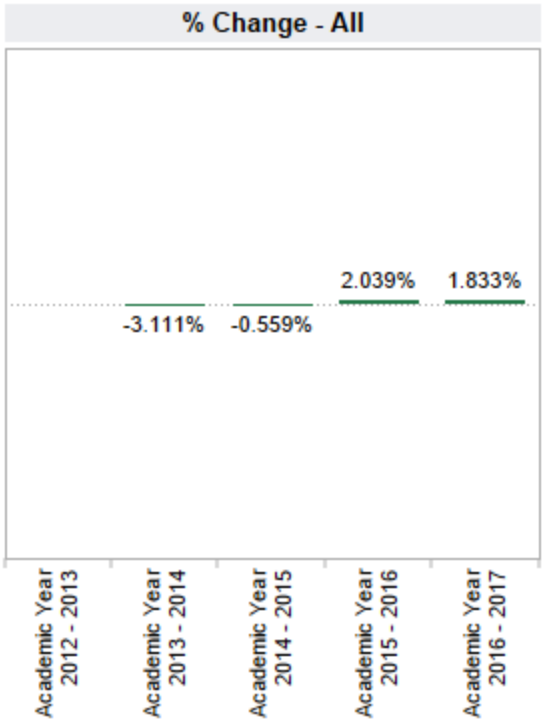
All Enrollments



% Change - Overall College Enrollments



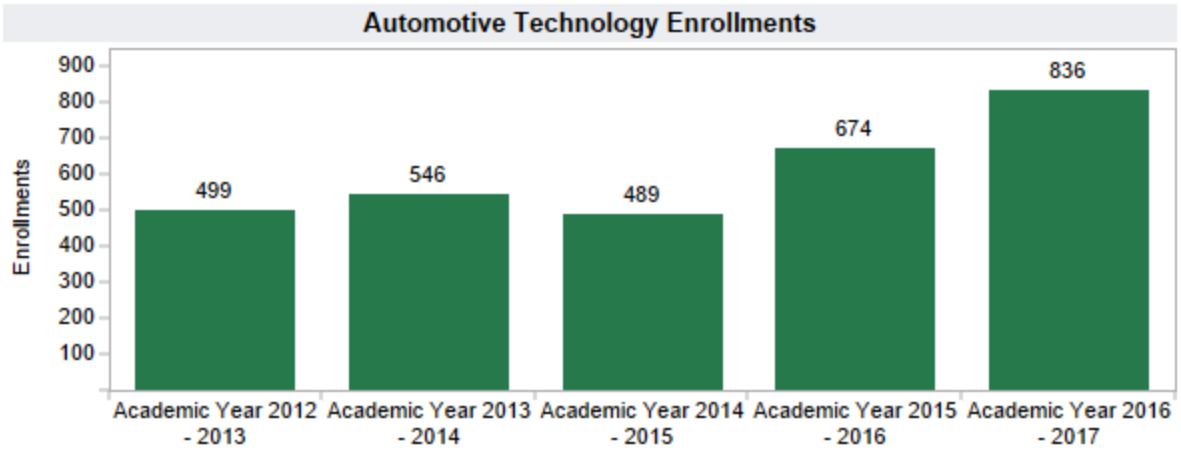
% Change - All

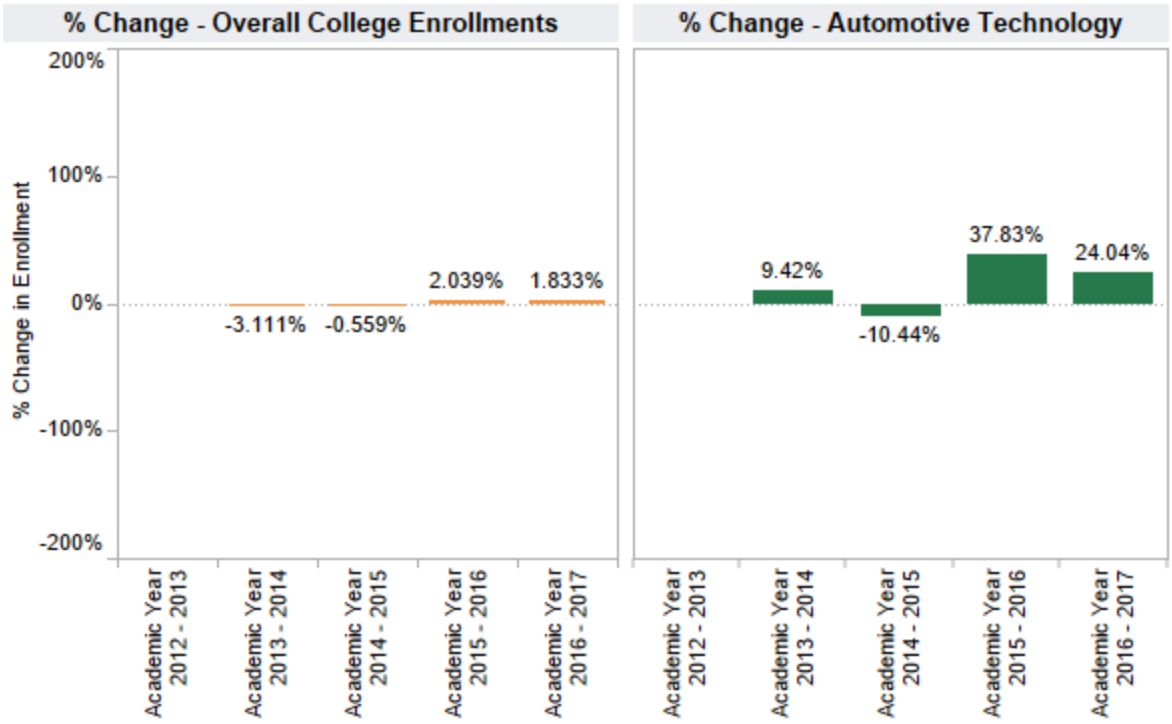


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

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

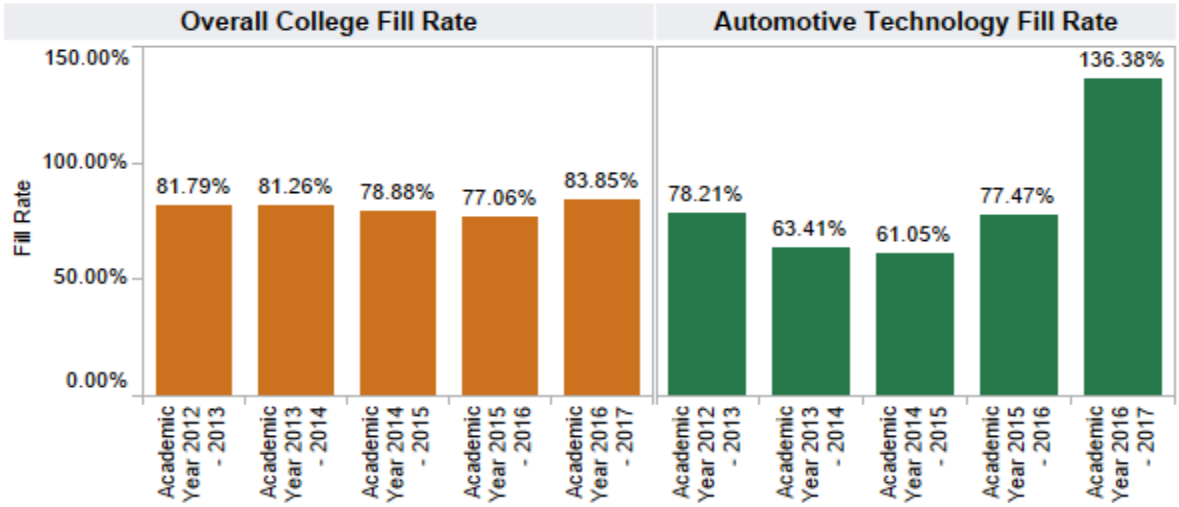
[General Student Demand (Fill Rate) (Insert Aggregated Data Chart)]

Insert the data chart and explain observed differences between the program and the college. From the charts below:

While the colleges fill rate increased by 6.79% between the 2015-2016 and 2016-2017 years, the ATCH program increases where substantially higher (77.06% 2015-2016 to 83.85% 2016-2017). The ATCH program increases where form a fill rate of 77.47% for the 2015-2016 year to a whopping fill rate of 136.38% for 2016-2016 year a 58.91% increase!! This is a tremendous increase which will greatly improve the colleges FTES's. This proves that the program is doing much more with the same resources to benefit the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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

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

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

FTES/FTEF comparisons between the college FTES/FTEF ratio for 2015-2016 year of 12.92 and the program FTES/FTEF ratio of 12.13, the program was slightly lower at negative .79 for FTES/FTEF ratio.

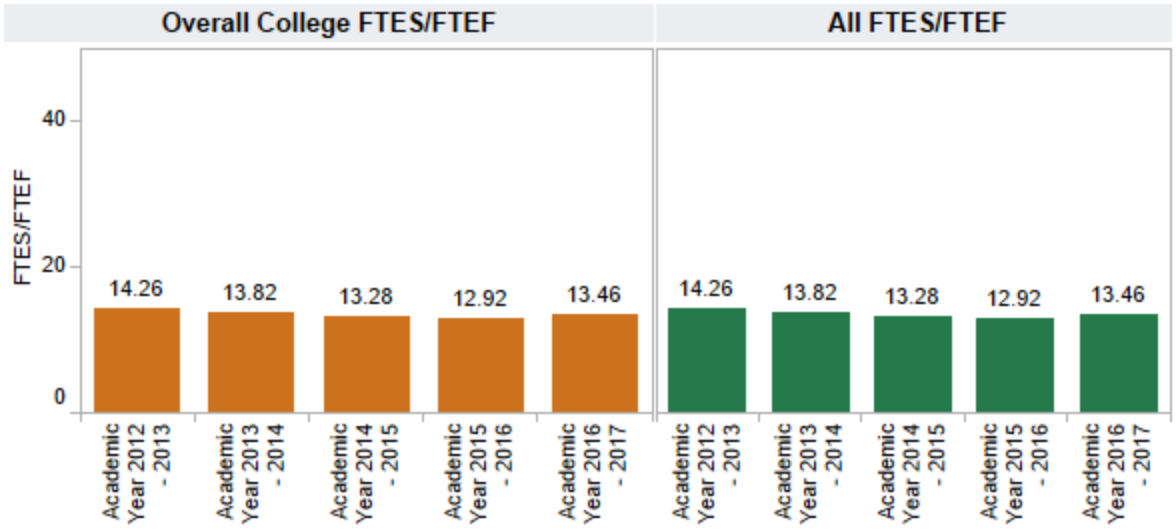
While not the greatest ratio it is relatively in line with that of the colleges'.

Now for years 2016-2017 the FTES/FTEF comparisons between the college FTES/FTEF ratio of 13.46 and the program FTES/FTEF ratio of 13.89, the program was slightly higher or positive of .43 for FTES/FTEF ratio. While not great it is a step in the right direction importantly outpacing that of the college.

This FTES/FTEF ratio is also difficult to do in the CTE area where classroom sizes are limited to facilities and student safety concerns.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
All	All	All	All



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

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

Insert the data chart and explain observed differences between the program and the college.
Success rate/ course completion rate:

Currently all ATCH classes are face to face with no on-line modalities.
College success rates have held fairly steady over the past five years only varying by a couple percentage points (75.5 for 2105-2016 year and 75.66 for the 2016-2017 year). The ATCH success rates have varied a bit more varying 79.3% at the lowest year 2014-2015 to a high of 83.47% for year 2015-2016. Year 2016-2017 show a success rate of 78.47%. Five-year averages success rate for the ATCH program showed at 80.7% while that of the college averaged 74.7. This show the ATCH found a higher success rate than that of the colleges by an rate of 6% higher. The collision program showed a higher average success rate of 81.8% of its students.

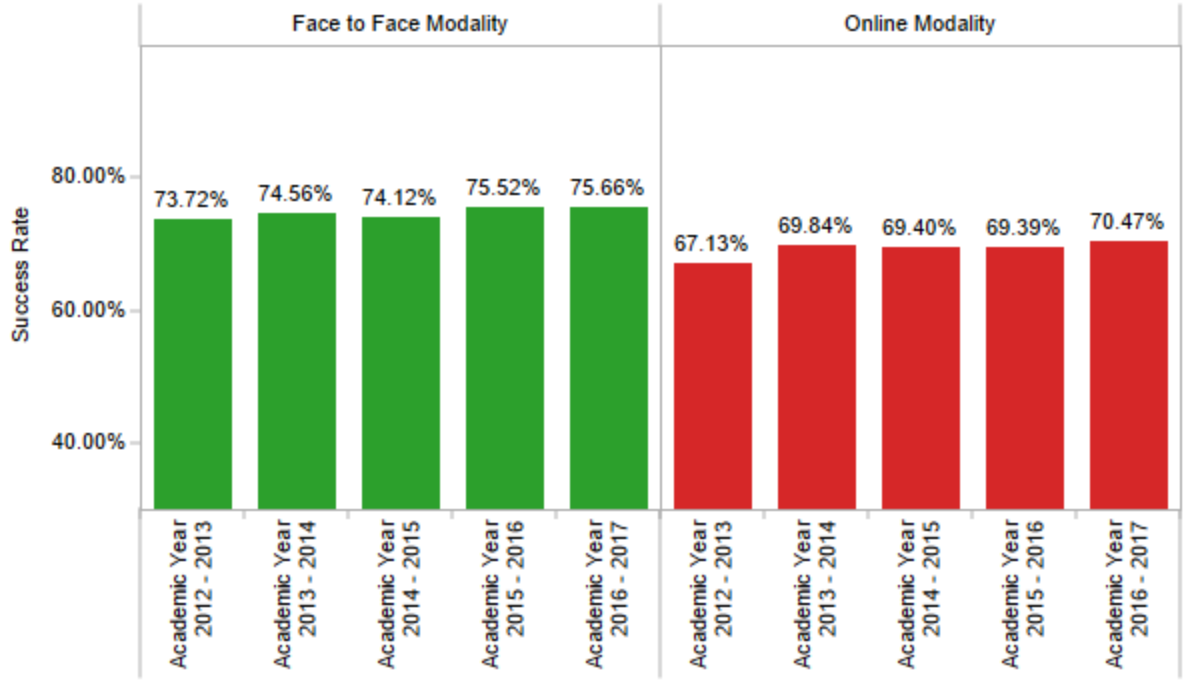
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -All



Successful Course Competion by Modality Table - All

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

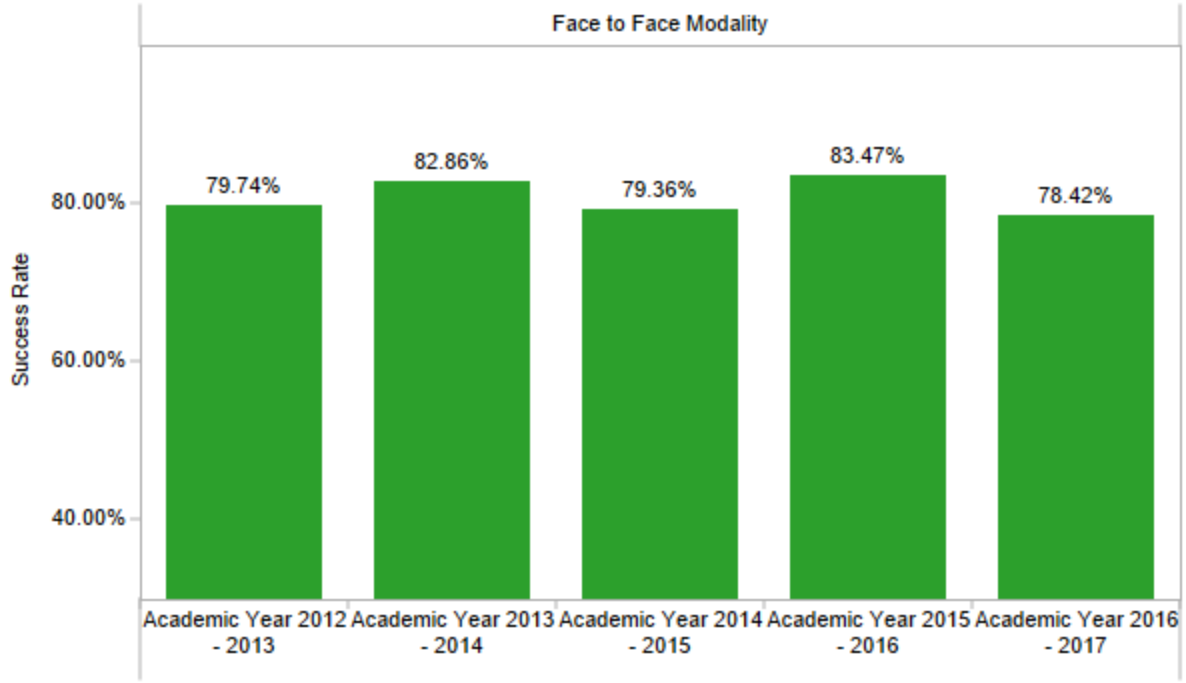
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

Course:
All

Legend:
Face to Face Modality

Successful Course Competion by Modality -Automotive Technology



Successful Course Competion by Modality Table - Automotive Technology

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	79.74%	82.86%	79.36%	83.47%	78.42%
	Total Department Enrollments	538.0	601.0	528.0	629.0	834.0

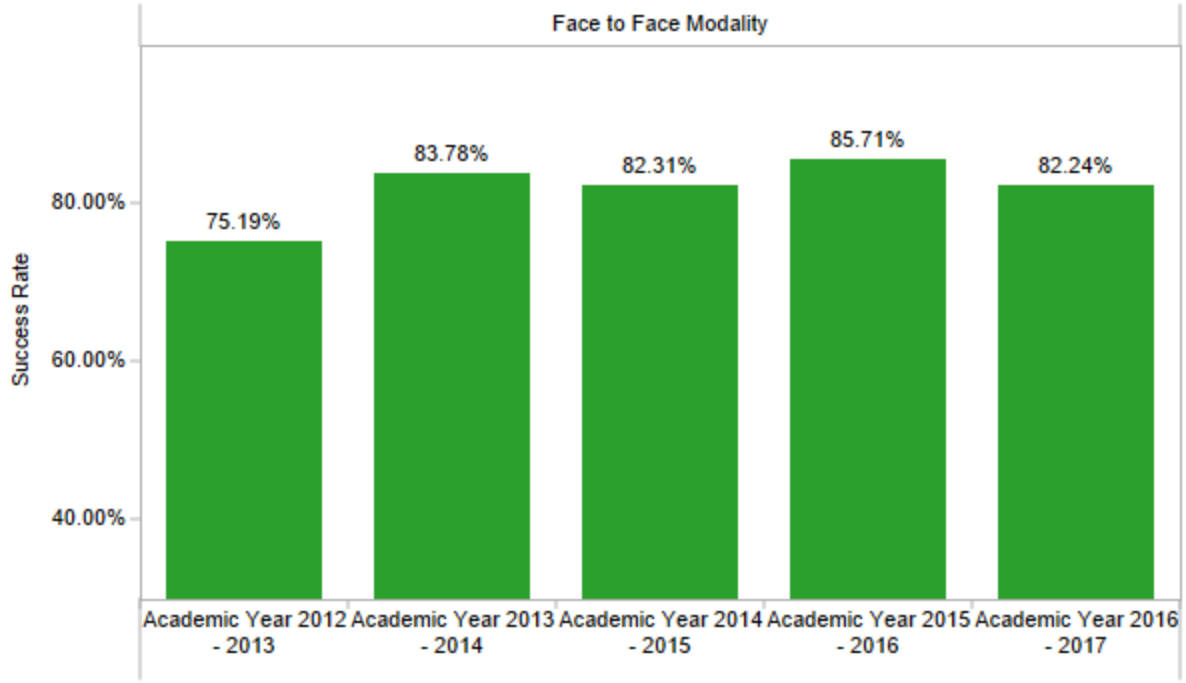
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

Course:
Multiple values

Legend:
Face to Face Modality

Successful Course Competion by Modality -Automotive Technology



Successful Course Competion by Modality Table - Automotive Technology

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	79.74%	82.86%	79.36%	83.47%	78.42%
	Total Department Enrollments	538.0	601.0	528.0	629.0	834.0

[Degrees and Certificates Awarded (Insert Data Chart)]

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

Degrees and certificates:
The program has had A.S. degrees awarded for all the past five years except for this last year. While the certificate of achievement completions has grown this last year from previous years. Students have also been working on and many have completed industry Pro-level one non-structural and refinish industry recognized certificates and thus obtained industry platinum recognition levels.

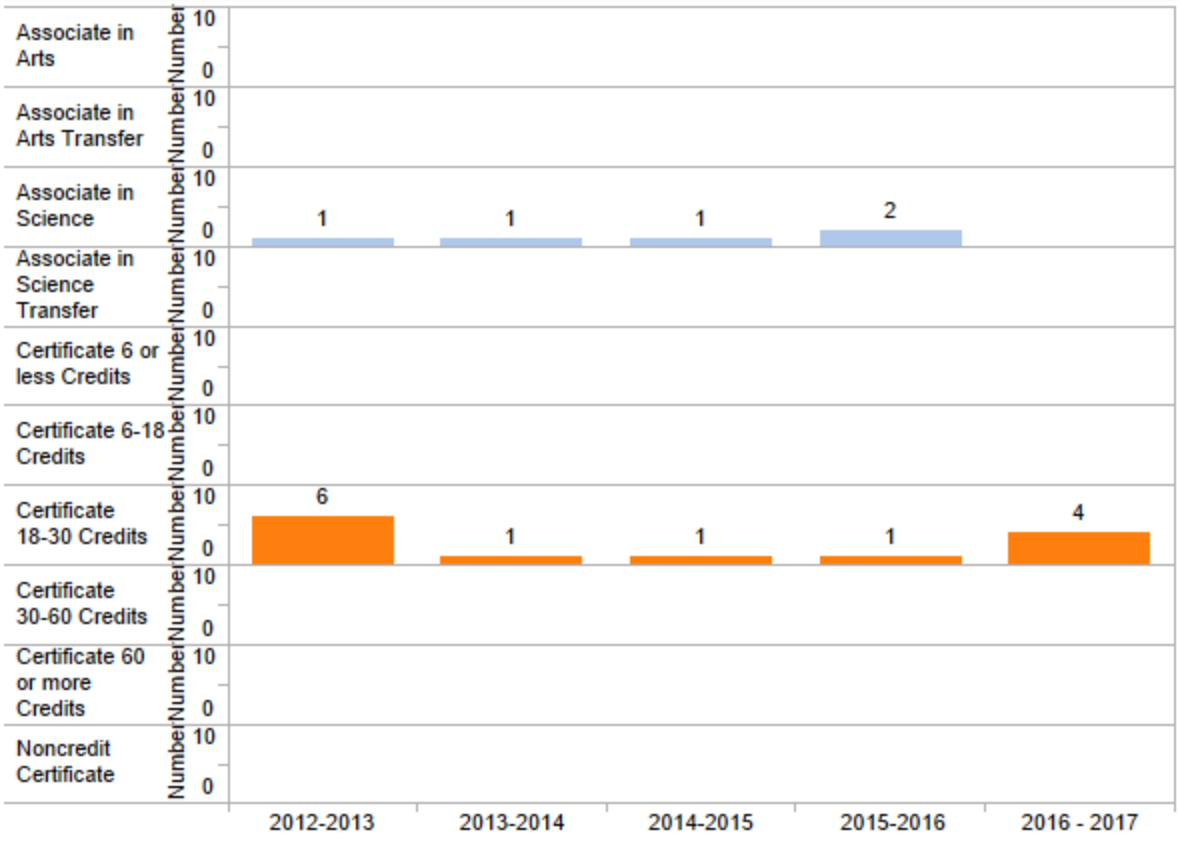
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Collision Repair

Award Type: All

Program Awards

Top Code Description(s): Automotive Collision Repair
Award(s): All



Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Auto Body Technician (AS)	1	1	1	2	
	Total	1	1	1	2	
Certificate 18-30 Credits	Auto Body Technician (CA)	6	1	1	1	4
	Total	6	1	1	1	4
Grand Total		7	2	2	3	4

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
All

Program Awards
Top Code Description(s): All
Award(s): All

Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Science	Architectural Technology (AS)	3	5	1	5	8
	Auto Body Technician (AS)	1	1	1	2	
	Automotive Technician (AS)	1	1	1	3	3
	Biological Science (AS)	1	1	6	3	
	Business Administration (AST)	1	61	28		

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: All

Award Type: All

Program Awards

Top Code Description(s): All
Award(s): All

Program Awards Table

Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Certificate 18-30 Credits	Accounting Clerk (CA)					1
	Accounting Clerk/Bookkeep (..	2	1	3	2	1
	Auto Body Technician (CA)	6	1	1	1	4
	Auto Trans/Transaxle Spec (C..	1		2		
	Brakes Specialist (CA)	3	4	4		

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

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

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.

Department success rates have held steady at close to an average of 80% over the last five years. Enrollments of the program have also steadily increased every year. This increase has risen from 538 in year 2012-2013 to 834 in year 2016-2017 a 64.5% increase.
Students have been recently working on SP2 safety certificates and, I-CAR module to that lead to an Industry certificates. From dialog with local Industry facilities, employers, and advisory input it is important for students to obtain these credentials.

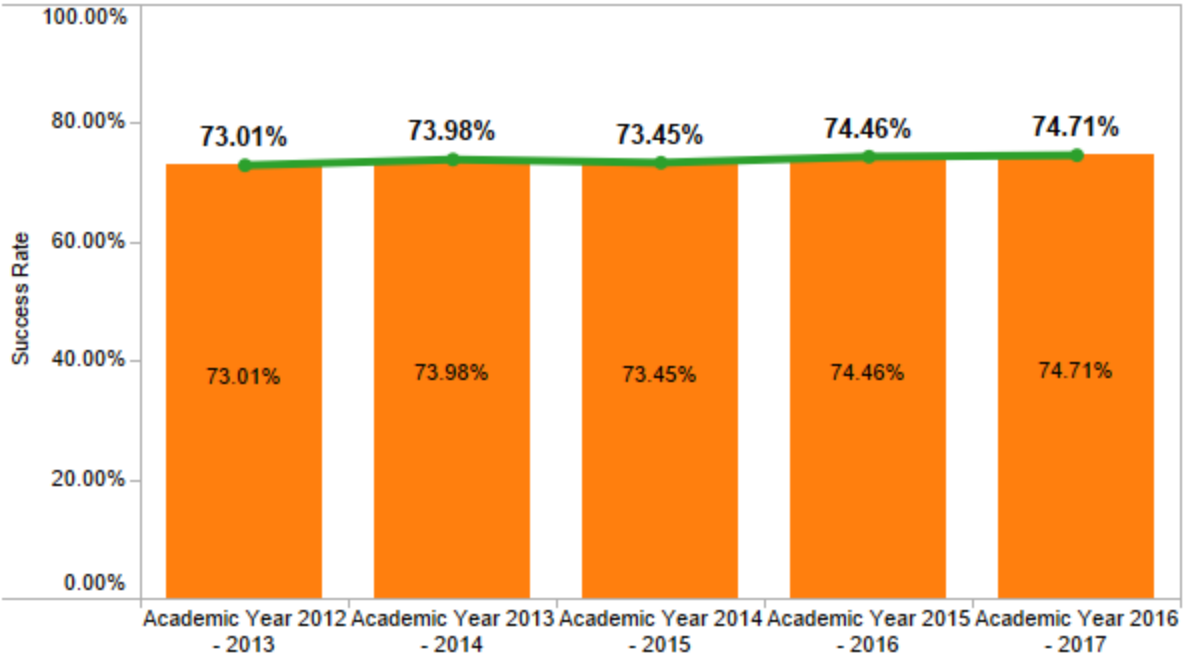
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
All

Legend:
Department Success Rate
Overall College Success Rate

Successful Course Completion - All



All Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	73.01%	73.98%	73.45%	74.46%	74.71%
Total Enrollments	60,422	58,106	56,696	57,674	57,464

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

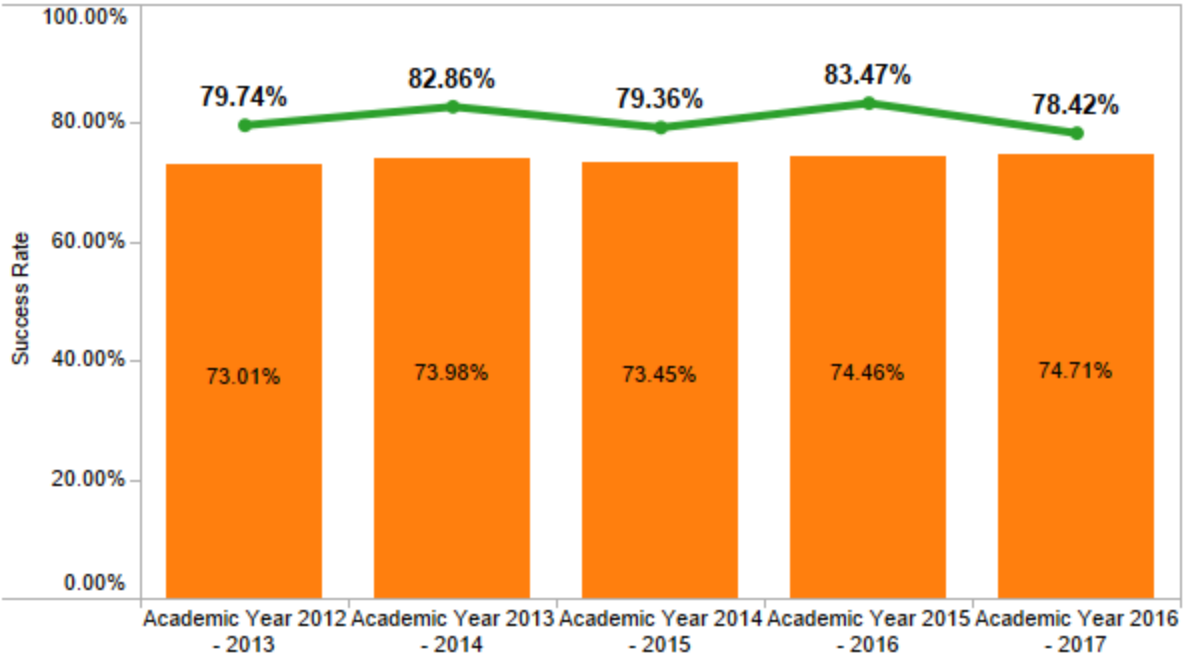
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

COURSE
All

Legend:
Department Success Rate
Overall College Success Rate

Successful Course Completion - Automotive Technology

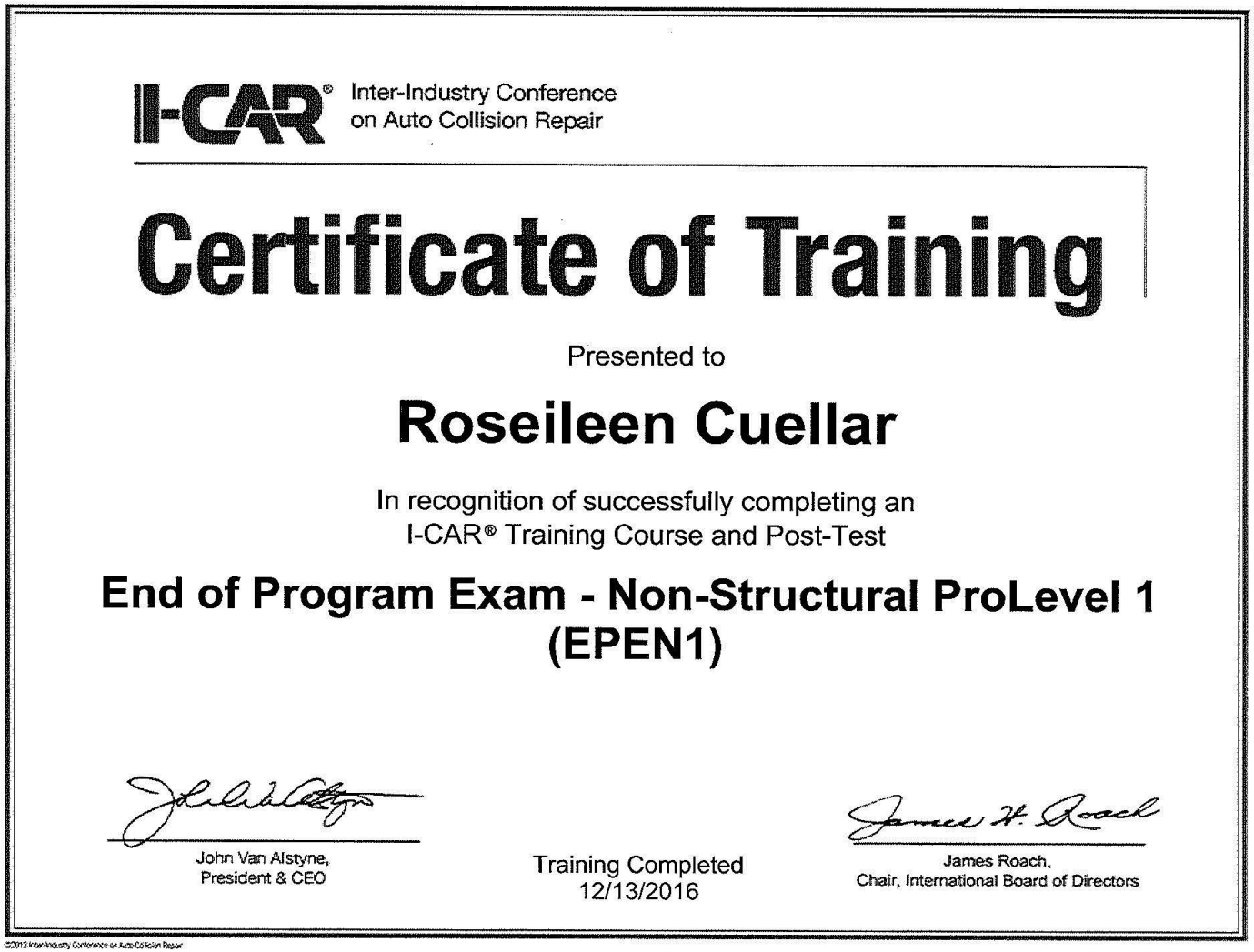


Automotive Technology Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	79.74%	82.86%	79.36%	83.47%	78.42%
Total Enrollments	538	601	528	629	834

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

Below are copies of some of the students in the program that have achieved Industry certificates.
Most are obtained by completing all courses required to attain I-CAR collision repair Pro-Level One status.



I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Roseileen Cuellar

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Non-Structural ProLevel 1 (EPEN1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Donald Yeung

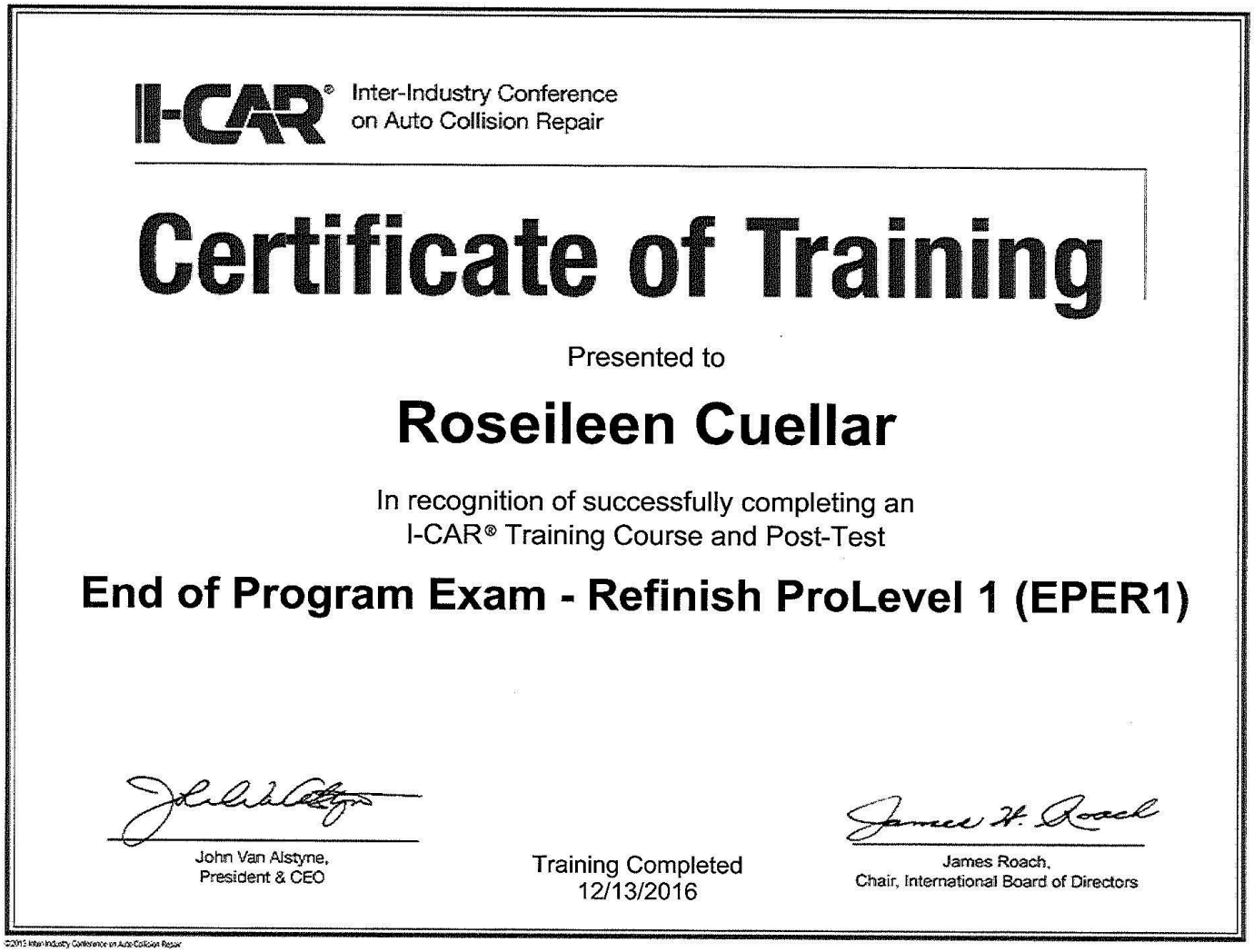
In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Non-Structural ProLevel 1 (EPEN1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors



I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Roseileen Cuellar

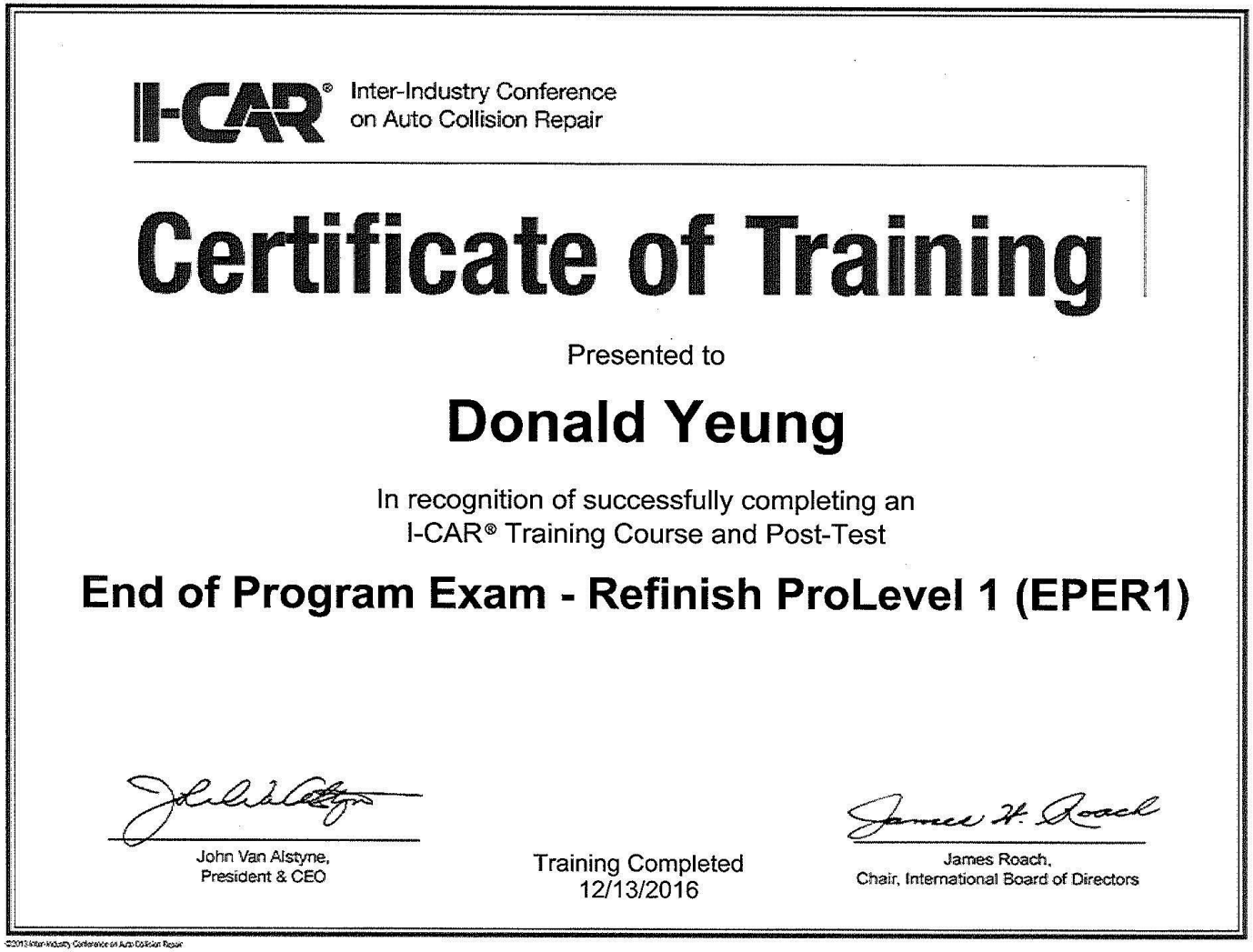
In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Refinish ProLevel 1 (EPER1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors



I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Donald Yeung

In recognition of successfully completing an
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End of Program Exam - Refinish ProLevel 1 (EPER1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Cesar Garcia

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Non-Structural ProLevel 1 (EPEN1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Cesar Garcia

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Refinish ProLevel 1 (EPER1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Ramiro Sanchez

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

Advanced High-Strength Steel Overview (AHS01e)

John Van Alstyne,
President & CEO

Training Completed
10/04/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Jared Martin

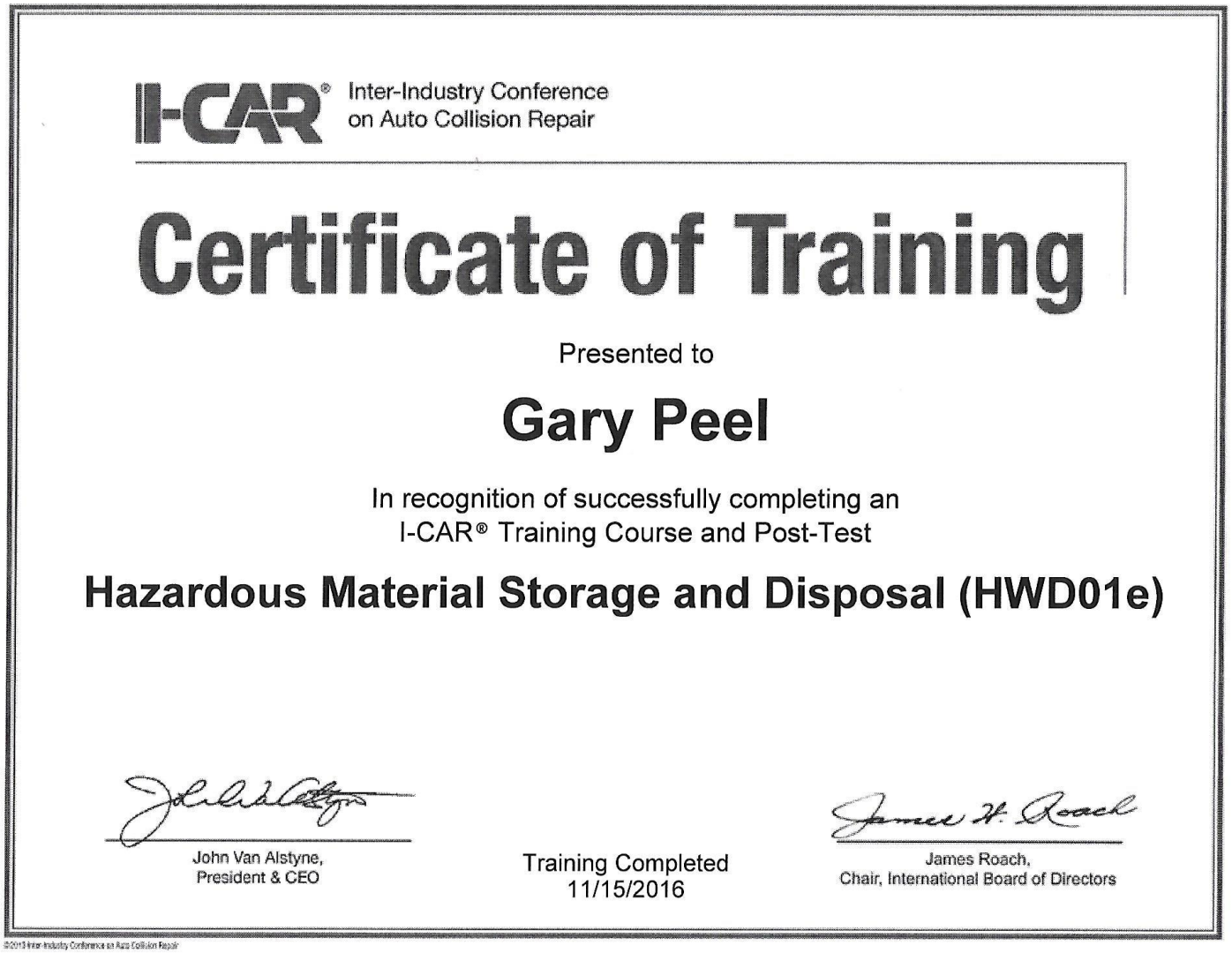
In recognition of successfully completing an
I-CAR® Training Course and Post-Test

Intro to Safety Systems (ISS00e)

John Van Alstyne,
President & CEO

Training Completed
10/05/2013

James Roach,
Chair, International Board of Directors



I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Gary Peel

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

Hazardous Material Storage and Disposal (HWD01e)

John Van Alstyne,
President & CEO

Training Completed
11/15/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Earl Carter

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Non-Structural ProLevel 1 (EPEN1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Earl Carter

In recognition of successfully completing an
I-CAR® Training Course and Post-Test

End of Program Exam - Refinish ProLevel 1 (EPER1)

John Van Alstyne,
President & CEO

Training Completed
12/13/2016

James Roach,
Chair, International Board of Directors

I-CAR® Inter-Industry Conference on Auto Collision Repair

Certificate of Training

Presented to

Gary Peel

In recognition of successfully completing an I-CAR® Training Course and Post-Test

End of Program Exam - Non-Structural ProLevel 1 (EPEN1)

John Van Alstyne, President & CEO

Training Completed 12/14/2016

James Roach, Chair, International Board of Directors

Here is an example of a required completion of courses by one student to obtain an industry

Non-Structural Pro-Level one I-CAR certificate:

ISTUDENT INFORMATION
ID: 2852102
Donald Yeung
3750 El Camino Real Apt F1
Atascadero, CA 93422
ORGANIZATION INFORMATION
Hire Date: 09/06/2016
Cuesta College
Highway 1, Room 4404
San Luis Obispo, CA 93403-8106
Gold Class Expiration Date:
Your employer has designated you in the following roles in reference to Gold Class professionals status:
Instructor Led & Online
EPER1 End of Program Exam - Refinish ProLevel 1 Passed 96 12/13/2016 0.00
EDS02 Refinishing Supplement Passed 12/13/2016 0.00
REF04 Detailing Passed 12/13/2016 3.00
CPS01 Corrosion Protection Passed 12/13/2016 3.00
REF07 Waterborne Products, Systems, and Application Passed 12/13/2016 3.00
STS01 Cosmetic Straightening Steel Passed 12/13/2016 3.00
FOM01 Automotive Foams Passed 12/13/2016 3.00
EDS01 Non-Structural Supplement Passed 12/13/2016 0.00
WKR01 Hazardous Materials, Personal Safety, and Refinish Safety
Passed 12/13/2016 3.00
NEW16 Vehicle Technology and Trends 2016 Passed 12/13/2016 3.00
GLA01 Movable Glass Passed 12/13/2016 3.00

EPEN1 End of Program Exam - Non-Structural ProLevel 1
Passed 92 12/13/2016 0.00

PLA03 Plastic and Composite Repair Passed 12/13/2016 3.00
TRM03e Removing and Installing Exterior Trim, Pinstripes, and Decals
Passed 100 12/9/2016 3.00
REF01e Refinishing Equipment Passed 92 12/9/2016 3.00
LSC04e Automotive Lighting Passed 100 12/8/2016 1.00
COURSE STATUS SCORE COMPLETED
EXPIRATION
DATE
I-CAR
CREDIT
HOURS
Page 1 of 2
Training Record Transcript Date: 2/25/2018 9:28:33 PM
HAP01e Hazardous Airborne Pollutant Reduction Passed 100 12/6/2016 1.00
HWD01e Hazardous Material Storage and Disposal Passed 100 12/6/2016 1.00
TRM02e Removing and Installing Hardware InteriorTrim Passed 85 12/4/2016 3.00
REF02e Surface Preparation and Masking Passed 94 12/4/2016 3.00
EXT04e Bolted-On Exterior Panels - Part 2 Passed 100 12/4/2016 2.00
EXT03e Bolted-On Exterior Panels - Part 1 Passed 86 11/29/2016 2.00
AHS01e Advanced High-Strength Steel Overview Passed 80 10/4/2016 1.00
Intro Series
IRC02e Intro to Refinishing and Corrosion Protection -Part 2
Passed 100 12/9/2016 1.00
IRC01e Intro to Refinishing and Corrosion Protection -Part 1
Passed 100 12/8/2016 1.00
IMT02e Intro to Mechanical Systems Terminology – Part 2
Passed 100 12/8/2016 1.00
IMT01e Intro to Mechanical Systems Terminology – Part 1
Passed 100 12/8/2016 1.00
IRT00e Intro to Industry Repair Terms Passed 90 12/8/2016 1.00

ISS00e Intro to Safety Systems Passed 100 12/8/2016 1.00
ICM00e Intro to Vehicle Construction Materials Passed 100 12/8/2016 1.00
IPS00e Intro to Personal Safety Passed 100 12/4/2016 1.00
IRP00e Intro to Collision Repair Process Overview Passed 70 12/4/2016 1.00
IVT02e Intro to Vehicle Parts Terminology - Part 2 Passed 100 12/4/2016 1.00
ITM01e Intro to Tools, Equipment, and Attachment
Methods - Part 1
Passed 86 12/1/2016 1.00
IMV00e Intro to Mechanical Repair Terms and Vehicle Protection
Passed 100 11/30/2016 1.00
IVT01e Intro to Vehicle Parts Terminology - Part 1 Passed 100 10/4/2016 1.00
ITM02e Intro to Tools, Equipment, and Attachment Methods - Part 2
Passed 100 9/29/2016 1.00
Total: 61.00
Page 2 of 2
Training Record Transcript Date: 2/25/2018 9:28:33 PM

- 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 been completing many modules towards idustry certificates. This is a large endevor with many live presentaions and testing of them as well as completion of 24 computer based modules. Students must complete with an 80% to obtain credit for each module.

  I-CAR's PDP training was developed through extensive industry research and collaboration to meet the needs of today's collision repair shops. The PDP-EE adapts this industry-recognized curriculum for technical students and schools to fulfill the industry's demand for qualified graduates with role-specific expertise. I-CAR's Professional Development Program (PDP) is the industry standard for collision repair training that contributes to complete, safe and quality repairs. It's also the training that many collision repair businesses prefer in the technicians they hire. I-CAR's new Professional Development Program - Education Edition (PDP-EE) gives technical high schools and colleges access to this industry-recognized professional courses in a format customized to meet the needs of technical school instructors and students.

  With the PDP-EE, students graduate with a Platinum designation that makes them highly employable. Schools benefit from a professional, easy-to-implement program designed to develop the role-relevant knowledge students need to begin a promising career in collision repair. The industry-recognized Platinum designation is given to collision repair professionals who achieve and maintain high levels of role-relevant training that contributes to complete, safe and quality repairs. Training to Platinum keeps professionals current on vehicle technology, improves their job performance and assists their career development.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date: 2/20/18

Reviewer Ron McDonald

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ATCH170	yes	no	no	no	no
ATCH 171	yes	no	no	no	no
ATCH175	yes	no	no	no	no
ATCH 177	yes	no	no	no	no
ATCH 193L	yes	no	no	no	no
ATCH102	yes	yes: 5/2016	yes: 5/2015	yes: date	no
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no /	no /	no /	no /

		yes: date	yes: date	yes: date	yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
None	None	None

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number ATCH170, ATCH 171, ATCH175, ATCH177, ATCH102, ATCH 193L				
1. Effective term listed on COR	Date:	Date:	Date:	Date:
2. Catalog / schedule description is appropriate	yes	yes / no[1]	yes / no[1]	yes / no[1]
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes / no[2]	yes / no[2]	yes / no[2]
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes / no[4]	yes / no[4]	yes / no[4]
5. Grading Method is accurate	yes	yes / no[1]	yes / no[1]	yes / no[1]
6. Repeatability is zero	yes	yes / no[4]	yes / no[4]	yes / no[4]
7. Class Size is accurate	yes	yes / no[2]	yes / no[2]	yes / no[2]
8. Objectives are aligned with methods of evaluation	yes	yes / no[1]	yes / no[1]	yes / no[1]
9. Topics / scope are aligned with objectives	yes	yes / no[1]	yes / no[1]	yes / no[1]
10. Assignments are aligned with objectives	yes	yes / no[1]	yes / no[1]	yes / no[1]
11. Methods of evaluation are appropriate	yes	yes / no[1]	yes / no[1]	yes / no[1]
12. Texts, readings, materials are dated within last 5 years	yes	yes / no[3]	yes / no[3]	yes / no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes / no[4]	yes / no[4]	yes / no[4]

14. Degree / Certificate information (if applicable) is correct	yes	yes / no[4]	yes / no[4]	yes / no[4]
15. Course Student Learning Outcomes are accurate	yes	yes / no[4]	yes / no[4]	yes / no[4]
16. Library materials are adequate and current *	yes	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Auto Body Technician A.S.	yes	no	no	no
Auto Body Technician C.A.	yes	no	no	no
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Auto Body Technician A.S.	yes	yes	yes
Auto Body Technician C.A.	yes	yes	yes
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.
** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major /	major /	major /	major /	major /	major /	major /	major /	major /

		minor	minor	minor	minor	minor	minor	minor	minor	minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		modify	modify	modify	modify	modify	modify	modify	Modify	modify
		modify	modify	modify	modify	modify	modify	modify	Modify	modify
		modify	modify	modify	modify	modify	modify	modify	Modify	modify
		modify	modify	modify	modify	modify	modify	modify	Modify	modify

cm revised 11/08/16

The ATCH 102 course have been integrated into the ATCH program. These are the courses that were primarily created for the Grizzly Youth academy. They had been under the WEXP program during their initiation. Now that this has been established these classes were migrated into the Automotive program. It is the hope that these courses help give direction and show possibilities to youth who have had difficulty in adolescence.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information

- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

See below **Program Assessment Mapping and Calendar** last updated: 2018

Title of Program: Auto Body Repair

Program SLOs

1. Select and justify proper use of personal protection equipment (PPE), storage, and the handling of materials associated within the Auto Collision Industry

2. Analyze, diagnose, and exhibit safe and effective methods for repairing and refinishing vehicle collision damage.

3. Diagnose and demonstrate technical knowledge and critical thinking capabilities in the analysis of vehicle construction and material considerations pertaining to collision damage.

4. Exemplify and characterize professional behaviors and traits necessary to be successful in the Auto Collision Industry.

Relationship between assessed course level SLOs and Program Level SLOs.

Course	Course name	Program Student Learning Outcomes						
		1	2	3	4	5		
102	Survey of Automotive Body Repair	ABC	ABC	ABC	ABC			
170	Auto Body Repair 1	ABC	ABC	ABC	ABC			
175	Automotive Painting	ABC	ABC	ABC	ABC			
171	Advanced Auto Body	ABC	ABC	ABC	ABC			
177	Advanced Auto Painting	ABC	ABC	ABC	ABC			
193	Non-Structural pro-level One	AB	AB	AB	AB			

Key: A (SLOs exist for course) B (SLOs is assessed in course) C (course assessment report completed)

Program Assessment Calendar

CYCLE STAGE	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
SLO Assessment	170	171	175 193	177	170	171 102	175	177	170
Analyze Results & Plan Improvements	177	170	171	175 193	177	170	171 102	175	177
Plan Implementation	175	177	170	171	175 193	177	170	171 102	175 193
Post-Implementation SLO Assessment	170	175	177	170	171	175 193	177	170	171 102

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

   The ATCH102 course was recently migrated to the program from the WEXP program. Part time faculty have been brought up to speed on eLumen and has completed assessments.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

eLumen PLO mapped to courses

ATCH102 - Survey of Automotive Body Repair

Demonstrate knowledge and competence in auto body repair procedures in metal-working, M.A.G. welding, surface preparation and...

Demonstrate knowledge and competence in safety associated with auto collision repair.

Identify basics in vehicle construction and the tools and materials used associated with the collision repair industry.

Identify career and education pathways within the collision repair industry.

ATCH170 - Auto Body Repair I

Students will acquire technical knowledge and develop critical thinking capabilities in analysis and diagnose of safe and...

Students will acquire technical knowledge and develop critical thinking capabilities in analysis and diagnose of safe and...

Students will acquire technical knowledge and develop critical thinking capabilities in analysis and diagnose of safe and...

Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body repair and the...

ATCH171 - Advanced Auto Body

Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body refinish repair...

Select and justify proper use of: personal protection equipment (PPE), storage and handling of materials associated within the...

Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation…

Demonstrate technical knowledge and critical thinking capabilities in the analysis of vehicle construction and repair…

ATCH175 - Automotive Painting

Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body repair and…
Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body repair and the…
Students will acquire technical knowledge and develop critical thinking regarding the safety in and around auto body repair and…
Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body repair and the…

ATCH177 - Adv Automotive Painting

Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body refinish repair…
Students will acquire technical knowledge and develop critical thinking regarding safety in and around auto body refinish repair…
Students will acquire technical knowledge and develop critical thinking regarding safety in and

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

Many lesson plans have been altered or modified to help retention and bring a robust learning experience in certain prescribed areas
Primarily effects in lesson plans have been modified to spend more time on areas that have been targeted and deficient or short coming in student understanding. The only caveat is, that when one area is consuming more time than usual another area of learning may pay the price of shortened time.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

See attached excel worksheet

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives
B. Institutional Learning Outcomes

ILO 1. Personal, Academic, and Professional Development
Collision repair and refinishing students develop competencies and specific skills required for employment within the collision and auto body industry. The program strives to instill into its students that it is important to achieve dedicated work ethics and determination to be successful in the industry. These ideals are emphasized through lessons and activities during instruction. Enrollment in the program promotes required skills, self-reliance, independence and professional development that can lead to employment and sustainability.

ILO 2. Critical Thinking and Communication
Students develop critical thinking skills during the evaluation of collision repair damage. Surmising a repair plan based on that evaluation is the vital next step. Lastly, the plan is communicated to a prospective customer closing the loop of critical thinking and communication.

ILO 3. Scientific and Environmental Understanding
Students are exposed to chemical and physical reactions, and gain knowledge in those behaviors. Students develop an understanding of the relationship between various materials under numerous conditions, such as temperature, humidity and catalytic binding methods. Critical thinking skills are incorporated and emphasized in working with multiple elements to obtain desired result required to meet industry standards.

ILO 4. Social, Historical, and Global Knowledge and Engagement
Students in the program learn about employee obligations, employer obligations, insurance dealings, commitments to potential customers and the offering of entrepreneurship.
Global knowledge is fulfilled thru the many opportunities available thru pathways within the collision and related industries.

ILO 5. Artistic and Cultural Knowledge and Engagement
In this line of work, it is in itself, a form of art work. Whether it is evaluating damage, developing a repair plan, the manipulating of metal during straightening, refinishing or doing custom painting, it all requires artistic knowledge of how to achieve desired results.
It is important to recognize, understand, and embrace the dynamics involving an immense assortment of philosophies, values, and perspectives of a diverse populace within a cultural to accomplish the agreed conclusion.

ILO 6. Technical and Informational Fluency
Due to the vast and ever changing technical information regarding vehicle repair methods required by manufacturers to keep safety and design integrity, it is essential to remain fluent in procedures and know how to attain this information. **Technical and informational fluency**

abilities are achieved thru instructional assignments and projects. Customer relation techniques utilized within estimating and damage analysis for safe and effective repairs involve many facets regarding insurance procedures, considerations of reparability within newer materials (i.e. supplemental restraint systems, air bags, high strength steel reparability restrictions….) Repair considerations have are evaluated and correct decisions need to be developed. This all relates to the diversity of people's social economic status, types of repair processes, and customer trepidations toward reparability due to of out of pocket expenditures for non-insurance claims. Many aspects come into play and numerous considerations in customer relations have to be evaluated. All of this has to be weighed with the customer, developing a mutual recognition, to make safe and effective collision repairs. Any repair has to be safe for occupants and these processes are continually updated by manufactures. Students need to know how to access information on the latest OEM required repair procedures to stay abreast of all approved procedures to keep vehicles safe as they were designed by manufacturers. Also utilized are numerous technology resources, software, and mechanisms, used to identify, facilitate, and critique a variety of elements associated with effective processes, and proper procedures of the collision repair industry.

Indicate how the program supports efforts to achieve any of the following:

C. Program outcomes

PLO 1: Select and justify proper use of: personal protection equipment (PPE), and the storage and handling of materials associated within the Auto Collision Industry.
Students demonstrate and acquire technical knowledge and develop critical thinking regarding safety in and around auto body repair and the collision industry, including, but not limited to: PPE, handling, storage, and proper use of materials associated within the Auto Collision Industry. Students identify different types of hazardous chemicals, SDS documentation, handling, storage; exposure risks and other considerations of refinish and collision repair materials and hazardous waste. Identifying necessary PPE associated with auto body repair and refinishing. Demonstrate safe and efficient methods for handling and using automotive refinishing materials. Demonstrate safe and sane handling of chemicals before, during, and after the job, including the handling and disposal of hazardous wastes.

PLO 2: Analyze, diagnose, and exhibit safe and efficient methods for repairing and refinishing vehicle collision damage.
Students will acquire technical knowledge and develop critical thinking capabilities in analysis and diagnose of safe and efficient methods for repairing auto body collision damage, including, but not limited to: Identify different types of vehicle construction. Identify unibody, body over frame and space frame construction. Describe types of materials used for vehicle construction. Define types of damage affecting repair/ replace decisions.

Apply techniques for various undercoat systems. Apply techniques relating to various types of topcoat systems. Recognize and evaluate any paint abnormalities both during the application phase of the job and after the job is completed.

Students demonstrate color adjustment (tinting) for paint matching using either gun technique or tinting or both. Studemts also Apply troubleshooting techniques for solving paint problems.

PLO 3: Diagnose and demonstrate technical knowledge and critical thinking capabilities in the analysis of vehicle construction and material considerations pertaining to collision damage. analysis and diagnose of safe and efficient methods for repairing auto body collision damage, including, but not limited to operation and maintenance of tools and equipment used to repair auto collision damage.

Students define terms and characteristics of automotive steel. Define terms and characteristics of automotive steel. Describe metal damage and identify variables that affect the severity, type of damage, and repair decisions. Describe Metallurgy related to auto body repair including the principles of work hardening, stress relieving, changes in grain structure and physical properties of metals used in automobiles and light trucks. Define metalworking terms, understand how to recognize, locate high and low spots, metalworking procedures, and manipulation of sheet metal straightening techniques.
Students Describe, define the measuring of vehicles and making comparisons to vehicle dimensions, specifications, and diagrams to determine the amount of misalignment before a repair and the degree of quality control during the straightening process. Students Identify direct and indirect damage

SLO 4: Exemplify professional behaviors and traits necessary to be successful in the Auto Collision Industry.
Students Identify refinish damage reports, estimating guides, terms, and refinish considerations involved with the writing of a refinish and collision estimate. Identify customer information and relationships. Apply troubleshooting techniques for solving paint problems. Students will acquire technical knowledge and develop critical thinking capabilities in analysis and diagnose of safe and efficient methods for repairing auto body collision damage, including, but not limited to: Identify different repair OEM requirements and obtain repair procedure documents for newer vehicle safety requirements. New types of vehicle construction considerations. Identify unibody, body over frame and space frame construction. Describe types of materials used for vehicle construction. Define types of damage affecting repair/ replace decisions.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
B. Support services to promote success, persistence and retention
C. Facilities needs
D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

A few of the students that went through the collision repair program and are now working in industry.
Nicolas Cuarao
Miguel Campoverde
Jose Costenada
Oliver Cruz
Adam Martinez
Tomas Mendoza
Jim Hager
Octovio Ferreyra,
Travis Livingstone
Berthiaume, Chris
Cuellar, Roseileen
Garcia, Cesar
Menchaca, Sierra
Mendoza, Thomas
Peel, Gary
Rowe, Simon
Sanchez, Frank
Yeung, Donald
Patrick Manhart
Jankovich, Janaca

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/J79W8GW