

**Cerritos College
Instructional Program Review**

Instructional Program Review Submittal Form (Appendix B)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program **AUTO COLLISION REPAIR – AB**

Date Submitted _____

Scheduled Presentation Date _____

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle. Yes No

The Program is in compliance with guidelines established by the Student Learning Outcomes task force. Yes No

Explain any exceptions for non-compliance with Curriculum or SLO requirements: *Key faculty member injured on the job, on medical leave during Spring and Fall semesters. In recovery from back surgery through start of Spring 2017 semester. Sitting at desk using computer for extended periods of time limited during recovery period.*

Self-Study Prepared by: **CHARLES C. ROBERTSON**

Reviewed by (Division Dean): _____

**Cerritos College
Instructional Program Review**

Instructional Program Review Approval Form (Appendix C)

This form is completed by the IPR committee during the review of each program's self-study report presentation (Phase 4)

Name of the Program: Auto Collision Repair

Visitation Date _____

IPR Committee Liaison _____

Evaluation of Compliance with Institutional Requirements		Yes	No
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle?			
Program is in compliance with guidelines established by the Student Learning Outcomes task force?			
Institutional Data used is current as of the draft due date?			
Program and Primary Data included information which is less than 2 years old?			
Unit plans are current and program goals are consistent with goals established in the program review process?			

The self-study report adequately addresses the following components:

Description of Component		Yes	No
Description of the Program			
Course and program content			
Student demographics			
Human resources			
Instructional Improvement			
Teaching effectiveness			
Activities to improve student learning			
Course grading			
Course and program completion			
Program outcomes			
Core indicators (if vocational)			
Student feedback			
Institutional data			
Strengths and weaknesses of the program			
Opportunities and threats of the program			
Goals of the program			

**Cerritos College
Instructional Program Review**

Instructional Program Review Approval Form (Appendix C) - Page 2

Commendations:

Recommendations:

Committee Action taken:

Approved

Not Approved

Program Review Chair _____

Explanation for non-approval:

**Cerritos College
Instructional Program Review**

Instructional Program Review Goal Establishment Form (Appendix D Rev-2)

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
Mid-range goals (next 3 years)			
1. Curriculum Changes	Condense Courses, Revise Certificates, add three new certificates, one online 100%	Fall 2018	Charlie Robertson
2. Hire new Full-Time Faculty	Assure ACR representation on the hiring committee.	Fall 2017	Charlie Robertson
3. Administrative and Clerical support from department	Meet with dept chair and get commitment for needed support	Spring 2017	Charlie Robertson and Frank Vega
4. Follow-up with Department Chair on key issues	Set standing meeting with chair to review dept chair meeting content	Fall 2017	Charlie Robertson and Frank Vega
5. Improve Job Placement of Students	Work with CCI, LATT, El Camino, Cypress CC and articulate courses/ certificates.	Spring 2018	Charlie Robertson
6. Increase number of sections offered	Meet with Dean and formulate plan for increased sections	Fall 2018	Charlie Robertson
7. Contract-Ed classes	Create short-term contract ed classes through CC Foundation	Spring 2018	Charlie Robertson and Janet Malig
8. Support local area apprenticeships	Coordinate with CCI for student placement in Apprenticeships	Spring 2018	Charlie Robertson and Janet Malig
9. Improve tool/ material order process	Coordinate with David Roper to expedite process	Fall 2017	Charlie Robertson and David Roper
Long Term Goals (added 4/18/17)			
A. Embed SLO's in form of Skills acquired by students on graduation.	Meet with SLO committee & layout best path for this.	1 st Cert. Spr 2018 2 nd Cert Fall 2018 3 rd Cert Spr 2019 4 th -8 th Cert Fall 2020	Charlie Robertson and New FT Hire
B. Establish additional OEM Certifications beyond Honda	Solidify relationships with other OEM's to provide exclusive training @ Cerritos	2 nd by 2020 3 rd by 2023 4 th by 2025	Charlie Robertson and New FT Hire
C. Conduct I-CAR classes for students and industry 6 days a week on campus	I-CAR Retail Classes taught 6 days per week on campus.	Saturdays by Fa 2017 M+W+Sat by Fa 2019 M-F + Sat by Fa 2022	Charlie Robertson, New FT Hire + Jannet Malig, CC Foundation

Program Review Self Study

Auto Collision Repair

a. Section 1 – Brief Description of the Program

- i. Our program gathered information through direct discussion with industry constituents, faculty at other training centers, and students directly. The institutional data was compiled by our research and development team on campus and provided on a CD for preparation of this report.
- ii. What stands out in our review of the data is that our courses are not offered frequently enough for students to complete a course of study in a reasonable time frame. Combining and condensing our course offerings into fewer sections will enable students to complete their chosen program of study in greater numbers (See Goal #1). We don't have a course completion problem, but a program completion or certificate completion.
- iii. Additionally, offering at least one certificate as an all online offering will open doors for students that currently travel over 2 hours to campus to complete their studies with less commute time and will have more time to focus on their assignments and curriculum. This will enable them to complete certificates, not just get the knowledge needed to become successful in their newly chosen careers.
- iv. As indicated in our goal section we propose to simplify our certificates by splitting the Damage Appraisal and Shop Management certificate into two separate certificates. Also by condensing some smaller 1-1.5 unit courses into fewer larger courses, scheduling courses within the same year will be

more plausible. This will also reduce the total inventory of courses in our program. As a result we expect higher numbers of program completers in each category of learning.

- v. While the formal process described in the SLO process was not followed specifically, our program began an exhaustive refocus on our courses based on selected SLO's. In the process, we also discovered that some of the early adopted SLO's were not as relevant as originally determined and new ones were chosen.
- vi. Our program previously selected indirect methods of determining the level of success students were having in our program based on surveys sent to each block of students, since only one beginning level body repair class had more than one section each semester, and most only had one section per year offered.
- vii. It appears that the option for indirect assessment must be selected each year for each course, whereas we opted for this choice for all classes every year. SLO data was not captured in this method indirectly and thus no data is available for review of SLOs.
- viii. Courses were mapped from SLO, to content, then objectives, and through learning activities and resources used for delivering those outcomes. Previous work in SLOs merely identified what we were currently teaching, not truly assessing whether what we were teaching was still relevant to the industry job trained for or whether the learning activities lead to the desired outcome. The results were very positive in the course offerings re mapped. We found student engagement stronger and more persistent, and eagerness to enter the industry even stronger.

- ix. The battle throughout the process was the ability to offer all required courses in Damage Appraisal and Shop Management in less than 2-3 years. We came to the conclusion that we must modify the certificate to make each part achievable in less than 2 years to allow for student completion.
 - x. Hard data being unavailable for SLO analysis, we have used the data acquired from direct student input and final reflective essays by students to drive the changes recommended in our Goals in Appendix D.
- b. **Section 2 – SWOT Analysis** (3 to 4 pages)
- i. Strengths - Positive trends which are under the **direct control** of the department faculty.
 - 1. S1: ACR Program was approved for Honda PACT program to teach and certify students for repair of Honda motor vehicles involved in crashes.
 - 2. Goal: Integrate Honda training in existing courses, and prepare an institutional certificate for students that complete PACT program training during 2017-18 academic cycle.
 - 3. Student success often related to feeling connected with program and opportunities presented by faculty. Full time faculty tend to have a greater impact on student success than our part timers. They also have more time to invest in students in multiple sections of classes rather than a single course or 2 courses each semester.
 - 4. Goal: Provide all necessary paperwork to district to assure approved faculty hire goes through this year for Fall 2017 semester start. In-process now, position currently open through 4/21/2017.
 - ii. Weaknesses – Negative trends or concerns which are under the **direct control** of the department faculty.

1. W1: Lack of clerical and administrative support at program level. The ACR Program has a single full time instructor to provide all schedules, teaching assignments, curriculum changes, program review, unit planning, SLO related activities, committee work, industry advisory committee coordination, and more, by themselves without release time. During the Spring and Fall semesters this key instructor was off on medical leave from a work injury, and unavailable to continue the process of program review.
 2. Goal: Seek clerical and administrative support from Automotive department secretary and department chair including: preparation of curriculum revisions; program review; unit planning; certificate preparation/ revisions during 2017-18 academic year.
 3. Lack of representation at the Division level by ACR staff. Often schedules, notices, deadlines, and events discussed in department meetings are not communicated to the ACR program staff timely.
 4. Goal: Set a regular meeting time with department chair to review ACR related items from chairs meetings. Set the appointment directly following each chairs meeting monthly.
- iii. Opportunities – Positive trends which are **outside** the direct control of the faculty, but affect (or potentially affect) the department in a positive way.
1. We have an opportunity of increasing student placement in collision repair jobs by affiliating with several Multi-Shop Organizations (MSOs) like Caliber Collision, Pacific Elite, Cook's Collision, FixAuto USA; and with apprenticeship programs like Collision Career Institute (CCI). Articulating with CCIs programs and placing students in jobs can provide stronger transitions from school to work for our students.

2. Goal: Improve Job-Placement of ACR Students in Collision Repair Jobs.
 - a. Description: Articulate with Collision Career Institute. Coordinate with MSO's like Caliber Collision, Cook's Collision, Pacific Elite, and others to improve the number and percentage of ACR students placed in collision repair jobs.
 - b. Measurement: Articulation agreements with CCI. Track process of students placed in collision repair apprenticeships and jobs.
 - c. Invite these organizations as guest speakers on campus to encourage applications for employment when ready.
 - d. Analysis: No cost to District or department. Clerical support for promotion of industry relationships.
3. Opportunity: Create a fully Online Certificate in Damage Estimating and present to LOWDL meetings and Curriculum Committee for consideration in academic 2017-18 year.
4. Goal: Submit course and certificate paperwork to Dean of Tech division for inclusion in LOWDL meetings Fall 2017.
 - a. Include course and certificate revisions for curriculum committee review in Fall 2017 and for schedule in 2018.
- iv. Threats – Negative trends which are **outside** the direct control of the faculty but affect (or potentially affect) the department in a negative way.
 1. Reductions in ACR Sections offered has impacted students' ability to complete their program in a timely manner. Many courses once offered each semester now only once per year; many once offered annually, now only offered once every 2 years. Making it difficult for

students to complete their program, especially if one crucial class is missed.

2. Goal: Restore 4 sections in ACR each Fall and Spring semester plus 3 in summer.
3. Goal: Consolidate short courses into fewer longer courses; separate Damage Appraisal and Management certificate into 2 separate certificates. More achievable within 1-2 year cycle.

b. Institutional Data:

i. WSCH

1. The WSCH for the Automotive Collision Repair program is below 525 for the last 6 years, except in 2010-2011. The high was in 2010-2011, with hours at 525.17. The low was in 2015-2016, with hours at 433.88. There is a downward trend in the last six years.
2. The ACR program has experienced reduced sections of courses over the past 6 years.
3. Some of our day time sections were dropped when one of our two full-time instructors retired in 2012 – the year after our highest WSCH reported in past 6 years.
4. We have just recently been allowed to add a couple sections back into our schedule, but not reflected in pre-2016-17 academic year.

ii. FTES

1. The FTES for the Automotive Collision Repair Program has a downward trend in the last 6 years. The high was in 2010-2011, with numbers at 190.74. The low was in 2015-2016, with numbers at 129.96.
2. FTES closely correlates to WSCH for the same periods and for the same explanations above. The high in both categories represents the last time our

program had 2 full-time instructors. Since Asperen's retirement in 2012, sections were cut from our program schedule, and not returned until this semester in some cases. FTES is reflective of the number of students enrolled in available sections in our program, fewer sections, fewer FTES and WSCH.

iii. FTEF

1. Data is not available Spring 2016
2. Data not provided but believed to be between 4 and 5 FTEF at this time.
3. ACR program annually petitioned to replace Mr. Asperen when he retired in 2012, but until this year were not approved to hire a 2nd full time faculty.
4. We were ranked at least 3 times since 2012, now ranked 13, and position approved for hiring a 2nd full time person for Fall 2017.

iv. Course Completion Rate

1. Besides Spring 2012, The Automotive Collision Repair program has had a high success rate over the last 6 years. AB 51, 52, and 53 had the highest success rates at around 85-90%. AB 58L, 83P, 181, and 182 had significantly low success rates, which get as low as 43%. AB 58L is associated with a main class and is only lab, no lecture.
2. AB 58L is an intentionally low enrollment course limited to 1-6 persons tied to a primary course of study. It is a lab only course, and while the % may be noteworthy, the total number of students should be reflected with the core class, versus as a stand-alone class. When combined with its parent class, numbers are more normalized. The lowest completion rate is for the lab only class AB 58L and data is skewed. AB 181 and 182 were both taught by subs during medical leave previously mentioned Spring and Fall 2016, as the instructor was not able to complete each semester.

3. AB 181 and 182 are both estimating classes which are offered in the evening only. In the Spring 2012 semester, AB 181 was taught by an instructor who no longer teaches for us. Mr. Robertson took over most of the day time classes and shifted some of the evening estimating classes to other part timers.
4. Beside Spring 2012, The Automotive Collision Repair program has had a high success rate over the last 6 fall terms. All other terms are above the institution set standard of 71%. Success rates range from 76-88%. However, in Spring 2012 there was a drop to 66%.

v. Enrollment

1. The fill rate for the Automotive Collision Repair was below 89% for the past 6 Fall terms. The lowest was in Fall 2012 at 73%. There are no significant trends. AB 51 was the only course that had consistently high fill rates. AB 58L, 68L, 79L, 88, 181, and 182 were very low. All other AB courses offered (besides AB 51) were not offered every term.
2. AB 51 is the entry-level course for our programs, and is a required course for multiple certificates. It is the course offered with multiple sections.

vi. Retention Rate

1. Over the last 6 years, the Automotive Collision Repair program has a relatively high completion rate. AB 51, 52, 54, 88 and 182 had the highest retention rates at around 90%. AB 58L and 181 had lower retention rates, which get as low as 46%.
2. Beside the low in Spring 2012 of 76%, the AB program's other terms are above the institution set standard of 83% for the last 6 Fall terms.
3. We are pleased with our completion rates. However, we have noticed a few sections that have instructor drops right after the advertised census date for the class. All of our 9 week classes: AB 83x, 281, 282, 283, 86, 287, 188, 288, 80,

are affected by the first day of class being the census date and last day to add.

This has a tendency to skew the data.

vii. Degrees Awarded

1. No data provided
2. Believed to be 2-3 per year for last 3 years; average of last 6 years to be between 1 and 3 per year.

viii. Certificates Awarded

1. No data provided
2. Believed to be approximately 11-14 per year over past 6 years, increased to 16-18 per year over the last 3 years.

ix. Withdrawal Rates

1. No data provided

x. Perkins Core Indicators (CTE courses)

1. No data provided
2. Perkins core indicators reported in recent CTE Review 2016.

b. Program Data

i. Course, Program and Institutional SLO Assessments

1. The ACR program had previously set all courses for indirect assessment, however, it appears this selection has changed over time.
2. No assessment data provided.
3. Indirect assessment was felt more practical since most courses are only offered once per semester, year, or only once every two years (AB 281, 282, 283; 285, 286, 287, 288, 188, 80, 86)

ii. Course, Program and Institutional SLO Improvement Plans

1. Improvement plans have been implemented in prior semesters over the past 6 years on a local basis.

2. We have moved most courses taught by multiple instructors to a common syllabus and with identical outcomes.
 3. Revisions to current course level outcomes has not migrated to the campus tracking system.
 4. Key instructor responsible for these activities was off on medical leave resulting in back surgery during key response times for these activities.
- iii. Changes resulting from the Course, Program and Institutional SLO process
1. We have implemented a new course map for each course, and realigned course objectives, and learning activities to coincide with learning outcomes.
 2. Each syllabus now reflects the remapping of courses to align more completely with learning outcomes.
 3. As a result of this process, we have modified, changed, or eliminated some outcomes that no longer fit within the course map.
 4. In review of the course involved in each certificate in the mapping process above, it was determined that the number of courses for each certificate was creating a burden for students to complete, and that changes were needed to meet with industry and student needs. Changes proposed in 2016 for revisions to courses and certificates in next cycle.
 5. Transitioning from our current certificates and degrees included similar re-mapping of courses toward related certificates and degrees. The process of re-mapping courses and certificates took over 3 years to complete and was submitted to the department chair in September 2016 for inclusion in the Technology Division curriculum meetings. After review and minor technical revisions by Janet Malig it was determined that the revisions were ready for submission to Tech Review and then the full committee. The new certificate would still require presentation at two regional dean's meetings (LOWDL). As

the primary writer responsible for the revisions was off on medical leave, the division pulled the revisions from the curriculum committee agenda. The next opportunity will be in the Fall of 2017 for effect in Fall 2018.

- iv. Demographics (Ethnicity, Gender, Age, etc.)
 - 1. Program demographics have not changed significantly over the past 6 years.
- v. Advisory Committee Minutes/Recommendations
 - 1. Advisory committee has encouraged our program to offer I-CAR courses on campus for their employees to take here on campus.
 - a. Discussions with Janet Malig and Steve Richardson of the CC Foundation have begun to see if this is feasible.
 - 2. Additionally, the committee encouraged our program to get involved with the Honda PACT program to teach and certify student in the Honda repair methods. We went through a year long application process and were recently approved as one of only 3 college programs in the USA certified to teach PACT program students.
 - 3. We were advised to strive to get the I-CAR Welding certification program reinstated on campus again. The campus and our division have invested significantly in our welding resources and we now offer the I-CAR Welding Certification in steel, and are in process to qualify for the I-CAR Welding certification in aluminum, also as part of the Honda program aluminum repair program.
 - 4. They also encouraged us to expand our I-CAR relationships to embed additional Professional Development Program courses within our curriculum.
 - 5. In the Fall 2016 semester we were approved by I-CAR to now offer ProLevel-1, 2 and 3 for Non-Structural Repair; Refinishing; Estimating; Structural Repair; and Mechanical/ Electrical Repair.

- vi. Faculty Evaluations
 - 1. No data provided
 - 2. It is believed that all full and part-time faculty were evaluated on a timely basis.
- vii. Program Outcomes
 - 1. No data provided
- viii. Recent Unit Plans
 - 1. CTE Unit Plan Spring 2016; Program Unit Plan 2017
 - 2. Similar processes and outcomes in our unit plan for Spring 2017.
 - 3. Our program was in the middle of one of the grants applied for that funded a significant number of specialty automotive welders. Equipment mostly delivered by April 2016, installed Spring 2017.
 - 4. Additional grants funded purchase of the Hazardous Materials/ Mixing and Tinting room for our painting program. It is now set up with two different water-borne paint products for student learning.
- c. Primary Data (Data gathered specifically by the program)
 - i. Student Surveys
 - 1. No surveys taken
 - ii. Club/Focus group minutes
 - 1. Individual focus groups indicate that our program needs to expand our estimating and management program to offer a fully online certificate.
 - 2. Suggestion was to find a way to reduce or significantly affect the out of state costs for such a program.
 - 3. I-CAR director Bill Stage, Erick Bickett CEO of FixAuto USA and Clark Plucinski CEO of the Collision Repair Education Foundation (CREF) all indicated that such an online program would help expand enrollment and

provide a much needed service to our industry nationwide, as many areas have no robust estimator training programs as we have at Cerritos.

4. Roberto Robaina, of Eurocar Bench Systems covering the western 8 states indicated that his organization could fill several short-term classes with students from industry. They want to set up another contract as they had in 2003 for training industry professionals about new repair requirements and methods in contract-education type classes.
5. I-CAR West Coast Director Keith Going has met with department staff and Janet Malig and Stephen Richardson of the Cerritos College Foundation, to propose I-CAR classes being hosted on campus on weekends for industry to attend. We are still in negotiations about this process, only a few items left to be negotiated.

SECTION 3 – GOALS OF THE PROGRAM

Ref	Goal	Action to be taken	Completion Date	Person Assigned
S1	Integrate Honda training in existing courses, and prepare an institutional certificate for students that complete PACT program training during 2017-18 academic cycle.	Review tool list and order two items required but not on current inventory: Scan tool & Digital Measuring system.	April 2017	Charlie Robertson
		Check status of agreement with Honda agreement.	April 2017	Charlie Robertson
		Obtain approval from Honda to engage students in their training programs online through our courses.	April 2017	Charlie Robertson
	Integrate additional OEM Certifications in similar fashion through 2020. Long-Term B.	Obtain approval from other new OEM's to engage students in their training programs through our regular courses.	Through 2020	Charlie Robertson
S2	Complete Full Time Faculty New Hire for Fall 2017 semester.	Get final edits to position flier through division dean	April 2017	Charlie Robertson
		Assure all parties qualified to serve on hiring committee	May 2017	Charlie Robertson
		Contact advisory committee and local association chapters of available position and how to apply.	May 2017	Charlie Robertson
W1:	Administrative and clerical support.	Request clerical support from dept. chair for curriculum preparation, unit planning, program review, equipment/ material orders from 2017 forward.	May 2017	Charlie Robertson

Program Review - 2017
Auto Collision Repair Program

Ref	Goal	Action to be taken	Completion Date	Person Assigned
W2:	Regular follow-up with department chair	Set standing appointment with Dept. chair to review items from chairs meeting, same week of meeting with dean.	May 2017	Charlie Robertson
W3:	Improve program completers by making certificates/ degrees achievable in 1-2 years	Prepare certificates and coursework for submission to Curriculum Committee	Sept. 2017	Charlie Robertson
		Combine several smaller courses into single larger courses	Sept. 2017	Charlie Robertson
		Recommend deletion of former courses.	Sept. 2017	Charlie Robertson
W3	Improve Program completers by embedding SLO's in form of skills to be acquired by students on graduation. (Long Range Goal A.)	Revise SLO's to match simplified names of skills to be acquired by students, then track success through grading process.	1st Cert. Spr 2018 2nd Cert Fall 2018 3rd Cert Spr 2019 4th-8th Cert Fall 2020	Charlie Robertson and New FT Hire.
O1:	Improve Job-Placement of ACR Students in Collision Repair Jobs.	Articulate courses with Collision Career Institute, LATT, El Camino, Cypress CC	September 2017	Charlie Robertson
		Coordinate with Caliber Collision, FixAuto, Cook's Collision, and others to improve placement of ACR students in collision repair jobs.	September 2017	Charlie Robertson
		Invite them as guest speakers to encourage employment when ready.	July 2017	Charlie Robertson

Program Review - 2017
Auto Collision Repair Program

Ref	Goal	Action to be taken	Completion Date	Person Assigned
O2:	Create a fully Online Certificate in Damage Estimating	Present to LOWDL meetings and Curriculum Committee	Sept. 2017	Charlie Robertson + Nick Real
		Present to Curriculum Committee	Fall 2017	Charlie Robertson
O1b:	Conduct I-CAR classes for students and industry 6 days a week on campus.	Expand current model of 2 classes on Saturday to each day of week plus twice on Saturday	Saturdays by Fa 2017 M+W+Sat by Fa 2019 M-F + Sat by Fa 2022	Charlie Robertson, New FT Hire + Jannet Malig, CC Foundation
T1:	Reductions in ACR sections impact students' ability to complete program in reasonable timeframe	Request Dean to restore 4 sections in ACR each Fall and Spring semester plus 3 in summer	May 2017	Charlie Robertson + Nick Real
T2:	Slow or non-placement of tool and material orders	Follow up with requestor on status of orders until received	May 2017	David Roper

Cerritos College
Instructional Program Review
Curriculum Committee Program Review Checklist (Appendix E)

Indicate which course outlines you have reviewed in the last three years? (Review ALL of your courses, including those not currently being offered.) You can update content, texts, objectives, assignments, methods of instruction (except distance education), and student learning outcomes without a trip to the Curriculum Committee, but updated outlines –even if just a text update-- still should be sent to the Academic Affairs Office.

Courses reviewed, revised, combined, or proposed elimination from inventory:

- | | |
|---|--|
| 1. AB 55 Structural Panel Replacement | 4.5 (Eliminate) |
| 2. AB 59F Full Frame Repair Analysis | 1.0 (Eliminate) |
| 3. AB 59M Computerized Measuring Training | 1.0 (Eliminate) |
| 4. AB 59P Structural Repair Planning | 2.0 (Eliminate) |
| 5. AB 59U Unitized Structural Repair Analysis | 1.0 (Eliminate) |
| 6. AB 61 Prep & Spot Refinishing | 3.0 |
| 7. AB 61L Prep and Spot Refinishing Lab | 1.5 |
| 8. AB 68L Refinishing Lab | 1.5 |
| 9. AB 73 Work Experience | 3.0 |
| 10. AB 75 Body Panel Customizing | 4.5 |
| 11. AB 76 Partial-Panel Fabrication | 4.5 |
| 12. AB 77 Full-Panel Fabrication | 4.5 |
| 13. AB 79L Automotive Fabrication Lab | 1.5 |
| 14. AB 98/99 DIRECTED STUDIES | (variable) |
| 15. AB 185 Repair Planning | 3.0 <i>From AB 59P 3.0 units and content</i> |
| 16. AB 80 Auto Body Customer Service | 2.0 |
| 17. AB 83A Computerized Damage Estimating | 1.5 (Eliminate) |
| 18. AB 83P Computerized Damage Estimating | 1.5 (Eliminate) |
| 19. AB 83U Computerized Damage Estimating | 1.5 (Eliminate) |
| 20. AB 86 Production Management | 2.0 |
| 21. AB 188 Intro to Auto Insurance Claims | 3.0 Expand from 2 to 3.0 units and content |
| 22. AB 281 to 186 Structural Damage Analysis | 3.0 <i>combine AB 281 1.0, AB 282 1.0, AB 283 1.0 to 3.0 Merge 281, 282, and 283 into AB 281 as 3.0 unit covering all course content</i> |
| 23. AB 184 Computerized Damage Estimating | 3.0 (from AB 183 1.5 units to 3.0) |
| 24. AB 185 Repair Planning | 3.0 From AB 59P 3.0 units and content |
| 25. AB 64 Automotive Air Brush Painting | 2.5 |
| 26. AB 66 Lettering, Striping and Design | 2.5 |
| 27. AB 67 Automotive Custom Painting | 2.0 |
| 28. AB 181 Non-Structural Damage Estimating | 3.0 |
| 29. AB 182 Structural Damage Estimating | 3.0 |
| 30. AB 281 Structural Damage Analysis | 1.0 (combine w/AB 282 and 283 to 186 3.0) |
| 31. AB 288 Advanced Automotive Claims | 2.0 expand to 3.0 units |

List courses that have NOT been offered in the last three years. (Should they be inactivated? This is a department decision.) **These are intended for consolidation into existing/new courses.*

- *AB 59F FULL FRAME REPAIR ANALYSIS
 - *AB 59M COMPUTERIZED MEASURING TRAINING
 - *AB 59P STRUCTURAL REPAIR PLANNING
 - *AB 59U UNITIZED STRUCTURAL REPAIR ANALYSIS
 - AB 73/74 AUTOMOTIVE COLLISION REPAIR OCCUPATIONAL WORK EXPERIENCE
 - AB 75 BODY PANEL CUSTOMIZING
 - AB 76 PARTIAL-PANEL FABRICATION
 - AB 77 FULL-PANEL FABRICATION
 - AB 79L AUTOMOTIVE FABRICATION LAB
 - AB 98/99 DIRECTED STUDIES
- List courses with pre-requisites/co-requisites? Have you reviewed the requisites to assure that they are still necessary and the courses are being offered? Hint: Look at the current student learning outcomes of those courses: at least two should be needed to justify the requisite. Requisites outside your discipline require periodic statistical validation to assure there is no disproportional impact on demographic groups.
 - Yes. OK.
 - Do all of your course outlines list CURRENT texts and student learning outcomes? Note that whenever you update content, textbooks, student learning outcomes a new outline should be sent to the Academic Affairs Office; the office should NEVER have an out-of-date outline. These types of changes do not require Curriculum Committee approval.
 - *Current course textbooks indicate I-CAR Professional Development Program digital textbooks, latest versions available through I-CAR student portal and instructor support pages.*
 - Do you offer any courses as distance ed (hybrid or online)? Have they been approved for distance ed delivery by the Curriculum Committee? Do the courses you have been offering as distance ed for some time still match the delivery methods you outlined in your original proposals? Substantial changes require re-approval.
 - *All have been approved for DE. We intend to add more for fully online certificate.*
 - *Changes include the use of the campus LMS (TalonNet, then Canvas)*
 - List the current degrees and certificates for your program. Have all the required courses (whether in your discipline or elsewhere) been offered in the last two years? Have enough electives been offered in the last two years? Are any electives (whether in your discipline or elsewhere) NOT being offered any more? Does the degree/certificate need updating? Note that every course SHOULD be attached to a new or existing degree/certificate, even if just as an elective. There ARE valid exceptions: check with the Curriculum Chair.

Current Certificates and Degrees Below:

AUTOMOTIVE COLLISION REPAIR GENERAL AUTOMOTIVE COLLISION REPAIR

CERTIFICATE OF ACHIEVEMENT

		UNITS
AB 51	Non-Structural Repair	4.5
AB 52	Structural Damage Repair	4.5
AB 53	Steering, Suspension and Power Train Damage	4.5
AB 54	Advanced-Design Panel Repair	4.5
AB 55	Structural Panel Replacement	4.5
AB 61	Preparation and Spot Refinishing	3.0
AB 61L	Automotive Refinishing Lab	1.5
		—
TOTAL CERTIFICATE REQUIREMENT		27

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

Meet the requirements for a Certificate of Achievement General Education Plan A, B or C requirements to achieve a minimum of 60 units. A minimum of 10 units of non-duplicated courses from the listed certificates and/or from below can be part of your electives.

RECOMMENDED ELECTIVES: AB 56, AB 57, AB 58L, AB 59M, AB 59B, AB 62, AB 63, AB 65, AB 66, AB 68L, AB 73, AB 75, AB 76, AB 77, AB 79L, AB 80, AB 83A, AB 83P, AB 83U, AB 86, AB 88, AB 181, AB 182, AB 183, AB 188, AB 281, AB 282, AB 283, AB 285, AB 286, AB 287, AB 288.

GENERAL AUTOMOTIVE COLLISION REPAIR: AUTOMOTIVE REFINISHING

CERTIFICATE OF ACHIEVEMENT

		UNITS
AB 51	Non-Structural Repair	4.5
AB 61	Preparation and Spot Refinishing	3
AB 61L	Automotive Refinishing Lab	1.5
AB 62	Overall and Multi-Coat Refinishing	4.5
AB 63	Production Refinishing	4.5
AB 64	Automotive Air Brush Painting	2.5
AB 65	Mixing and Adjusting Color	2
AB 66	Lettering, Striping and Design	2.5
AB 67	Automotive Custom Painting	2
		—
TOTAL CERTIFICATE REQUIREMENTS		27

**GENERAL AUTOMOTIVE COLLISION
REPAIR: AUTOMOTIVE DAMAGE
APPRAISAL AND MANAGEMENT
CERTIFICATE OF ACHIEVEMENT**

		UNITS
AB 80	Autobody Customer Service	2
AB 83A	Computerized Damage Estimating – Audatex	1.5
AB 83P	Computerized Damage Estimating – Pathways	1.5
AB 83U	Computerized Damage Estimating – Ultramate	1.5
AB 86	Production Management	2
AB 181	Non-Structural Damage Estimating	3
AB 182	Structural Damage Estimating	3
AB 188	Introduction to Automotive Claims Handling	2
AB 281	Structural Damage Analysis for Estimators	1
AB 282	Steering, Suspension and Powertrain Analysis for Estimators	1
AB 283	Advanced-Frame Analysis for Estimators	1
AB 286	Computerized Shop Management	3
AB 287	Advanced Collision Repair Management	2
AB 288	Advanced Automotive Claims	2
		—
	TOTAL CERTIFICATE REQUIREMENTS	26.5

- *Certificates need updating as indicated in goals section. All required courses taught in last 2 years. All courses are attached to a certificate/ degree except: AB 73/74; AB 98/99; others are attached to VOC.*

Proposed Certificate Revisions Follow on Next 3 Pages:

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY Certificates of Achievement

Collision Repair Technician

		Units
AB 51	Non-Structural Repair	4.5
AB 52	Structural Repair	4.5
AB 53	Steering, Suspension, & Drive Train	4.5
AB 54	Adv-Design Panel Repair	4.5

TOTAL CERTIFICATE REQUIREMENTS: 18.0

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

The completion of 60 units to include 1) courses for completion of an Automotive Collision Repair Certificate option, 2) General Education course requirements and 3) electives as needed with a minimum of 18.0 non-duplicated units from Auto Collision Repair courses.

RECOMMENDED ELECTIVES: AB 56 Non-Structural Automotive Welding, AB 57 Structural Automotive Welding, AB 58L Collision Repair Lab, AB 86 Production Management, AB 285 Collision Repair Management, AB 73 Work Experience, AB 98 or AB 99 Directed Studies.

AA

Major Total:	18.0 units
GE Pattern: AA, CSU, and IGETC:	18.0 units
Double Counted Units:	0.0 units
Degree applicable electives (as needed):	24.0 units
Total Degree Units (Maximum)	60.0 units

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY Certificates of Achievement

Automotive Refinishing

	Units
AB 61/61L Prep & Spot Refinishing	4.5
AB 62 Overall & Multi-Coat Painting	4.5
AB 63 Production Automotive Painting	4.5
AB 65 Mixing and Adjusting Color	2.0
AB 68L Refinishing Lab	1.5
AB 73 Work Experience	2.0

TOTAL CERTIFICATE REQUIREMENTS: 19.0

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

The completion of 60 units to include 1) courses for completion of an Automotive Collision Repair Certificate option, 2) General Education course requirements and 3) electives as needed with a minimum of 23.0 non-duplicated units from Auto Collision Repair courses.

RECOMMENDED ELECTIVES: AB 64 Automotive Air Brush Painting, AB 66 Lettering, Striping and Design, AB 67 Automotive Custom Painting, AB 68L Refinishing Lab, AB 86 Production Management, AB 98 or AB 99 Directed Studies.

AA	
Major Total:	19.0 units
GE Pattern: AA, CSU, and IGETC:	18.0 units
Double Counted Units:	0.0 units
Degree applicable electives (as needed):	23.0 units
Total Degree Units (Maximum)	60.0 units

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY Certificate of Achievement Options

Automotive Damage Appraisal

		Units	
AB 80	Autobody Customer Service	2.0	
AB 86	Production Management	2.0	
AB 181	Non-Structural Damage Estimating	3.0	
AB 182	Structural Damage Estimating	3.0	
AB 184	Computerized Damage Estimating	3.0	(revised AB 183)
AB 185	Repair Planning	3.0	(revised AB 59P)
AB 186	Structural Damage Analysis	3.0	(merged AB 281, 282, 283)

TOTAL CERTIFICATE REQUIREMENTS: 19.0

Collision Repair Management (New-see new certificate)

AB 80	Autobody Customer Service	2.0	
AB 86	Production Management	2.0	
AB 184	Computerized Damage Estimating	3.0	(from AB 183 1.5 units to 3.0)
AB 185	Repair Planning	3.0	(from AB 59P units & content)
AB 285	Collision Repair Management	3.0	
AB 286	Computerized Shop Management	3.0	
AB 287	Advanced Collision Repair Management	<u>2.0</u>	
		18.0	

ASSOCIATE IN ARTS DEGREE REQUIREMENTS

The completion of 60 units to include 1) courses for completion of an Automotive Collision Repair Certificate option, 2) General Education course requirements and 3) electives as needed with a minimum of 23.0 non-duplicated units from Auto Collision Repair courses.

RECOMMENDED ELECTIVES: AB 58L, AB 73, AB 80, AB 86, AB 88, AB 181, AB 182, AB 184, AB 185, AB 186, AB 188, AB 285, AB 286, AB 287, AB 288, AB 98 or AB 99.

	AA
Major Total:	19.0 units
GE Pattern: AA, CSU, and IGETC:	18.0 units
Double Counted Units:	0.0 units
Degree applicable electives (as needed):	23.0 units
Total Degree Units (Maximum)	60.0 units

Original and Proposed Revisions to Verification of Completion Certificates below:

AUTOMOTIVE COLLISION REPAIR

VERIFICATION OF COMPLETION

STRUCTURAL DAMAGE SPECIALIST

AB 51	Non-Structural Repair	4.5
AB 59M	Computerized Measuring Training	2
AB 59P	Structural Repair Planning	2
AB 59U	Unitized Structural Repair Analysis	2
AB 59F	Full Frame Repair Analysis	2
AB 181	Non-Structural Damage Estimating	3
AB 281	Structural Damage Analysis for Estimators	1
AB 282	Steering, Suspension and Powertrain Analysis for Estimators	1
		—
		17.5

AUTOMOTIVE CUSTOMIZING AND FABRICATION

AB 56	Non-Structural Automotive Welding	2
or AB 57	Structural Automotive Welding	(2.0)
AB 75	Body Panel Customizing	4.5
or AB 51	Non-Structural Repair	(4.5)
AB 76	Partial-Panel Fabrication	4.5
AB 77	Full-Panel Fabrication	4.5
		—
		15.5

CUSTOM PAINTING

AB 61	Preparation and Spot Refinishing	3
AB 61L	Automotive Refinishing Lab	1.5
AB 64	Automotive Air Brush Painting	2.5
AB 65	Mix and Adjusting Color	2
AB 66	Lettering, Striping and Design	2.5
AB 67	Automotive Custom Painting	2
		—
		13.5

AUTOMOTIVE DAMAGE APPRAISAL

AB 181	Non-Structural Damage Estimating	3
AB 182	Structural Damage Estimating	3
AB 183	Computerized Damage Estimating	1.5
or AB 83A	Computerized Damage Estimating-Audatex	(1.5)
or AB 83P	Computerized Damage Estimating-Pathways	(1.5)
or AB 83U	Computerized Damage Estimating-Ultramate	(1.5)
AB 188	Introduction to Automotive Claims Handling	2
AB 285	Collision Repair Management	3
AB 287	Advanced Collision Repair Management	2
AB 288	Advanced Automotive Claims	2
		—
		16.5

Verification of Completion Upgraded to Certificates of Achievement

<u>1Structural Repair Blueprinting</u> (from Structural Damage Specialist VOC)		<u>Units</u>
AB 51	Non-Structural Damage Repair	4.5
AB 52	Structural Repair	4.5
AB 184	Computerized Damage Estimating	3.0
AB 185	Structural Repair Planning	3.0
*AB 186	Structural Damage Analysis	<u>3.0</u>
		18.0

** AB 186 may be substituted with AB 56 plus AB 57*

<u>1Automotive Customizing and Fabrication</u>		
AB 56	Non-Structural Automotive Welding	2.5
AB 57	Structural Automotive Welding	2.5
*AB 75	Body Panel Customizing	4.5
AB 76	Partial-Panel Fabrication	4.5
AB 77	Full-Panel Fabrication	<u>4.5</u>
		18.5

**AB 75 may be substituted with AB 51*

<u>1Custom Automotive Painting</u>		
*AB 61	Preparation and Spot Refinishing	3.0
*AB 61L	Preparation and Spot Refinishing LAB	1.5
*AB 62	Overall & Multi-Coat Painting	4.5
AB 64	Automotive Air Brush Painting	2.5
AB 65	Mixing and Adjusting Color	2.0
AB 66	Lettering, Striping and Design	2.5
AB 67	Automotive Custom Painting	<u>2.0</u>
		18.0

**AB 61 or AB 62 may be substituted with AB 63*

<u>1Auto Insurance Damage Appraisal</u>		
AB 80	Auto Body Customer Service	2.0
AB 181	Non-Structural Damage Estimating	3.0
AB 182	Structural Damage Estimating	3.0
AB 184	Computerized Damage Estimating	3.0
AB 188	Introduction to Automotive Claims Handling	2.0
AB 287	Advanced-Collision Repair Management	2.0
AB 288	Advanced Automotive Claims	2.0
AB 73	Work Experience	<u>2.0</u>
		19.0

1For AA add non-duplicated AB Units to total minimum of 37.0 + GE to equal 60 Units



Annual Student Learning Outcome (SLO) Assessment Goals (Appendix F)

Departments will want to complete the following assessment goals:

1. Departments that offer degrees and/or certificates complete each year an assessment cycle:
 - a) Assessment of SLO(s);
 - b) Analysis of results;
 - c) Development and implementation of improvement plans;
 - d) Reassessment - for each degree and certificate.
2. All departments complete each year an assessment cycle, as defined above, for each course offered.
3. All departments complete every other year an assessment cycle, as defined above, for each individual course SLO.

Please complete the tables below to demonstrate that your department is completing the assessment goals. You will find the data you need to complete these tables by printing two reports in elumen:

- For degrees and certificates: Print the “SLO Performance - ISLO/PSLO Overall” Report
- For courses: Print the “SLO Performance - By Dept, Course, CSLO” Report

For instructions on how to print these reports, click here <http://cms.cerritos.edu/slo/course-degree-and-certificate-slos/elumen.htm>

Degrees and certificates were evaluated and the above changes were reflected in the proposed revisions, however the revisions were not recorded in elumen.

To complete the table, answer the questions for each academic year since your last six-year Program Review.

Degree and/or Certificate SLO(s)				
Academic Year	Number of Degrees and/or Certificates Offered by the Department	Number of Degrees and/or Certificates Assessed by the Department	Number of Degree and/or Certificate SLOs identified by the Department	Total Number of Degree and/or Certificate SLOs Assessed by the Department
2015-16	3			
2014-15	3			
2013-14	3			
2012-13	3			
2011-12	2			
2010-11	2			

Course SLO(s)				
Academic Year	Total Number of Courses Offered by the Department	Total Number of Courses Assessed by the Department	Total Number of Course SLOs offered by the Department	Total Number of Course SLOs Assessed by the Department
2015-16				
2014-15				
2013-14				
2012-13				
2011-12				
2010-11				