

Cerritos College CTE Program Report, Spring 2020

Program: 949.00 Automotive Collision Repair

Division: Technology

Attached is a copy of the Annual Unit Plan for:

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1. **Objectives: What are the objectives of the program?** To what extent are these objectives being achieved? How satisfied are students with their preparation for employment? How satisfied are employers with the preparation they receive in this program? Does this program contribute to programs in other fields? What plans are in place for improving the program?

The Cerritos College Auto Collision Repair Program is dedicated to providing technologically advanced collision repair training and industry certification with emphasis on maintaining high ethical and productive standards for students in a co-educational and multi-ethnic community. Our core strategy is to provide state-of-the-art curricula that train CTE (Career and Technology Education) students in three primary areas: collision repair, automotive refinishing, and damage appraisal and shop management. Students learn with discussion and demonstrations by highly skilled instructors in online, classroom, and hands-on lab environments. Each course focuses on skills required for the collision repair professional. A key component of our learning strategy includes student projects as part of skills training resources, where applicable, outside projects are procured that fit within the scope of each class. Students select a minimum of one project upon which a large portion of their lab grade will be based. Final projects represent the skills required for the course taken. Our curriculum has undergone revisions to more closely match content and learning objectives identified by NATEF and I-CAR (Inter-Industry Conference on Auto Collision Repair). Students are now eligible to receive highly recognized I-CAR ProLevel-1 credit by completing embedded I-CAR coursework within each of our classes.

2. **Market Data Need: How strong is the demand for graduates of the program?** How has demand changed in the past two years and what is the outlook for the next five years. How many jobs are available regionally in this field? Are other similar programs offered in this region and if so, what is their impact on the job market? How is the job market impacting your program?

- Over the next five years, there are projected to be 4,920 jobs available annually in the region due to new jobs, retirements, and workers leaving the field, which is more than the 1,785 awards conferred by educational institutions in the region.
- Although the Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for three of the five automotive collision repair occupations and a postsecondary nondegree awards for two occupations, between 26% and 43% of workers in the field have completed some college or an associate degree.
- o However, it is worth noting that typical entry-level hourly wages for three of the five automotive collision repair occupations are below the California Family Needs Calculator hourly wage for one adult in the region (\$15.04 in Los Angeles County and \$17.36 in Orange County)².
- o Experienced workers can expect to earn between \$24.85 and \$48.25, which is higher than the California Family Needs Calculator hourly wage estimate for both counties.

3. **Enrollment/Retention/Placement: What are the trends in student enrollment, success and completion, and placement?** Is there an increase or decline in the last five years? What are the barriers to success and completion? What are placement rates with local employers? What do these data mean for your program?

Enrollment has been declining in recent years as is the case in many of the CTE and college programs due to a strong economy. This decline has stabilized currently and we are taking measures to market in the appropriate arenas. One barrier to success is the lack of mechanical aptitude that stems from CTE programs being removed from pre-secondary and secondary education throughout our state. This lack of basic hand trade skills requires additional time for the student to gain these aptitudes that were once common when exiting secondary education. Lack of CTE training knowledge at the secondary counseling level also inhibits the students as many counselors are not aware of this option and the local resources (course offerings at the post-secondary level). This lack of resource knowledge inhibits the students that are not capable of or desiring a post-secondary degree a viable option for career training in the skilled trades. Demand for all levels of technicians is higher than these skills can be implemented as reflected in the LMI data. Many students get employed prior to completing the course of study and certificates issued which is beneficial for industry but bad for our division while many continue with the course of study and achieve their certificates and degrees.