2022-2023 Comprehensive Instructional Program Review - AB Latest Version

2022-2023 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by **Chisum, Anthony** on **03/31/2023 16:45**

The Cerritos College Automotive 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 four primary areas: collision repair, automotive refinishing, custom painting 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.

Explain how your program supports the College's Mission.
The Cerritos College Automotive Collision Repair program provides a diverse range of training in a variety of technical skill sets and knowledge. This meets our diverse student population in the direction they desire to pursue and take in their education and career. Our students can foster their educational goals in the area's of collision damage, automotive refinishing, custom painting, estimating and automotive management. The program assists the students in obtaining the skills, knowledge and values to become productive members of their local communities.

Degrees and Certificates : Version by **Chisum, Anthony** on **03/31/2023 16:45**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.
General Automoive Collision Repair Certificate of Achievement 18.5 units

Automotive Refiinishing Certificate of Achievement 18.5 units

Automotive Damage Appraisal and Management Certificate of Achievement 18.5 units

These are stackable certificates achieveable in two semesters with core classes of AB51(non-structural repair) and AB181(non-strucutural damage estimating).

There are two additional certificates currently in the process of curriculum. The Automotive Collision Structural Damage Certificate(23 units) and Automotive Custom Painting Certificate(23.5 units), both with the core classes AB51 and AB181 should be available later this(2022-3)school year.

Six-Year Program Goals : Version by **Chisum, Anthony** on **04/03/2023 15:40**

A previous dean removed the department chair from the then head of this department and gave it to the mechanical department chair. This act has now evolved into the administration saying that the two departments are one department yet this act has never officially been completed. If we are one department there shouldn't be two separate unit plans, advisory meetings, TOP codes, schedules, etc. There were two separate budgets until the current dean combined them two years ago making it difficult to plan expenditures for this department. The fact that curriculum and the state recognize that the automotive mechanical and the automotive collision programs are two distinct departments has no bearing on this administration. Being told we are one department yet having to partake in separate department duties does not lead to achieving the schools goals of C and D.
Dedicated lab technician. The ACR program and Mechanical program share one lab technician that is not trained in the field of collision repair or the specific equipment used within this distinctly different industry. This leads to excessive time either trying to educate the lab technician or doing the necessary repairs and or maintenance within the program ourselves. The program needs, at minimum, a part time lab tech(which we had until he resigned three years ago) to help set up and maintain the equipment required for our courses and labs. The filling of this vacant position will assist with the schools goals of B,C, D, E
Paint system partner/industry partners
Adjunct faculty resources
Add two new certificates in advanced collision repair and custom painting
Lab supplies funds limits

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Separate the Automotive Mechanical and Collision Repair Departments	C, D, F	On Hold	A previous dean removed the Dept Chair postion from the previous ft instructor. This act has now morphed into the administration saying that the two departments are now one. Yet this act has never been completed as we are still recognozed by curriculum, schedules plus, the state as a separate program. If we are one department we wouldn't be doing this separate program review.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Hire a dedicated lab tech for ACR	C,D,F	Not started	Faculty within the department are doing the tasks of machine and lab maintenance. Three years ago we had a dedicated part time lab tech to help with maintenance of the faciity. We are now having to share a full time lab tech with the mechanical side that has no experience in the distinctly different equipment used within our program.
Add adjunct faculty within the program	A, C	In Progress	The program has lost four adjunct faculty within the last five years causing scheduling various classes to be dropped from the schedule. The department is working with HR on an announcement to be published soon.
Add two new certificates in Structural Repair and Custom Painting	A,B	In progress	Adding these two additional stacked certificates will help the department issue more certificates, enhance student learning and completion along with strengthen industry alliances through the instilling of advanced skill sets and knowledge.
Increase lab supply funds	A,B	on hold	The ACR budget is currently about a fifth of what it was and should be. Part of the problem is the district waived lab materials fees during covid which is now reflected in our budget. Not only do we have less funds but all the materials and supplies we use have gone up at minimum 25% causing an even harsher blow to our students lab supplies which are necessary to complete lab assignments.
Convert courses to CSU transfer level courses	A,B	In Progress	The program needs to convert all sub 100 level courses to 100 level. This is currently in process.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Chisum, Anthony** on **11/04/2022 00:37**

Course by SLO	Expected Performance	Performance
AB51 - Non-Structural Repair		
Students analyze minor body damage and panel misalignment to automobiles. (Active from 2013 FA)	100.00%	88.89%
Stuents correct body panel misalignment to fenders, hoods, doors, and deck lids. (Active from 2013 FA)	100.00%	84.47%
Students safely remove exterior trim pieces of a vehicle and reinstall them without damaging them. (Active from 2013 FA)	100.00%	81.88%
Students disassemble, organize parts, tag and bag components in appropriately labeled containers and properly reassemble them later. (Active from 2013 FA)	100.00%	88.13%
Students properly repair non-structural body damage with appropriate hand and power tools to vehicle manufacturer standards. (Active from 2013 FA)	100.00%	84.38%
AB52 - Structural Damage Repair		
1. Students will analyze structural damage to automotive vehicles and properly repair them to OEM standards. (Active from 2013 FA)	100.00%	91.14%

Course by SLO	Expected Performance	Performance
2. Students will retrieve vehicle-specific repair information from OEM technical information websites. (Active from 2013 FA)	100.00%	86.08%
3. Students will properly perform frame inspection and repair on automotive structures. (Active from 2013 FA)	100.00%	88.61%
4. Students will set up welding equipment and perform required welds according to manufacturer recommendations. (Active from 2013 FA)	100.00%	89.87%
5. Students will remove and replace heated and non-heated fixed glass using manufacturer's specifications and procedures and recommended materials. (Active from 2013 FA)	100.00%	88.61%
6. Students will properly inspect, measure, and repair unibody structures. (Active from 2013 FA)	100.00%	89.87%
AB53 - Steering, Suspension and Powertrain Damage		
Students differentiate unibody damage affecting wheel alignment from adjustable suspension components and systems used in wheel alignment. (Active from 2013 FA)	100.00%	70.23%
Students identify automotive power train components and list related problems typically encountered in automotive collisions. (Active from 2013 FA)	100.00%	71.21%
Students describe correct processes of damage analysis as related to power train, steering and suspension systems. (Active from 2013 FA)	100.00%	64.39%
Students demonstrate proper use of measuring and gauging systems. (Active from 2013 FA)	100.00%	63.64%
Students demonstrate proper damage analysis of cooling electrical, air conditioning, and heating components involved in collisions. (Active from 2013 FA)	100.00%	62.12%
Students explain the theories of operation and areas of concern for the cooling system, electrical system, air conditioning system, and heating system as related to automotive collisions. (Active from 2013 FA)	100.00%	58.33%
AB62 - Overall And Multi-Coat Refinishing		
Students demonstrate proper safety related to spot repair, overall refinishing, products relate to care and maintenance of interior and exterior, and products related to the use of plastic component refinishing. (Active from 2013 FA)	100.00%	100.00%
Students identify various methods used in testing refinishing products. (Active from 2013 FA)	100.00%	97.78%
Students contrast the effects of mica and pearl in various colors. (Active from 2013 FA)	100.00%	91.11%
Students compare the use of different toners used to produce carrying effects in color. (Active from 2013 FA)	100.00%	97.78%
Students prepare a spray-out panel and a let-down panel use in the color tinting and matching process for two-stage and multi-coat painting. (Active from 2013 FA)	100.00%	95.56%
Students identify and analyze vehicle paint condition, properly prepare vehicles for overall refinishing, and apply paint finish to match factory original color coat and texture. (Active from 2013 FA)	100.00%	97.78%
AB63 - Production Refinishing		
Students apply proper preparation and painting procedures for base-coat/clear-coat, and solid colors on practice panels. (Active from 2013 FA)	100.00%	84.78%
Students utilize proper steps, paint base-coat/clear-coat, solid, metallic, and multi-coat colors on steel, galvanized, and aluminum panels. (Active from 2013 FA)	100.00%	80.43%

Course by SLO	Expected Performance	Performance
Students create a schedule for lab work including at least three projects that would provide for efficient and effective use of time for completion of all work needed. (Active from 2013 FA)	100.00%	84.78%
Students locate and identify correct paint codes on multiple vehicle models then mix and prepare the paint for each. (Active from 2013 FA)	100.00%	80.43%
Students repair a scratch on a panel and blend into an adjacent panel. (Active from 2013 FA)	100.00%	82.61%
Students prepare and refinish one panel on a separate vehicle. (Active from 2013 FA)	100.00%	82.61%
Students sand and prepare a third vehicle for spot refinishing. (Active from 2013 FA)	100.00%	84.78%
AB65 - Mix and Adjusting Color		
Students compare and contrast the causes of different paint color and textures mismatches. (Active from 2013 FA)	100.00%	96.30%
Students mix and match colors using toners with several samples of different automotive colors using a commercial tintometer and mixing bank. (Active from 2013 FA)	100.00%	96.30%
Students create a 'let down' panel and demonstrate its use in correctly identifying multi-coat variants. (Active from 2013 FA)	100.00%	96.30%
AB67 - Automotive Custom Painting		
Studnets use appropriate terminology and identify and select appropriate tools and materials used in custom painting. (Active from 2013 FA)	100.00%	75.00%
Students identify and select appropriate processes and materials for custom paint application of pearls and candies. (Active from 2013 FA)	100.00%	75.00%
Students demonstrate appropriate techniques used to create custom paint effects on automobiles. (Active from 2013 FA)	100.00%	66.67%
Students demonstrate various masking and spraying techniques used to design and create holographic effects, shredding, spray painted flames, scallops, checkerboards, and murals. (Active from 2013 FA)	100.00%	66.67%
Students apply custom clear-coat finishes to automobiles. (Active from 2013 FA)	100.00%	58.33%
Students color-sand and polish clear-coats to a custom, mirror-like finish. (Active from 2013 FA)	100.00%	63.64%
AB80 - Autobody Customer Service		
1. Maximize personal time management and shop productivity by tracking personal time use for a week and review findings. Create a schedule of daily, weekly, and monthly activities. Apply concepts learned to office operations and tasks assigned. (Active from 2013 FA)	100.00%	76.92%
2. Identify methods of determining and improving levels of customer service including: Demonstrate appropriate customer reception and telephone communication techniques; identifying different personality types and adapt responses based on their style; provide an improved customer service process for a repair center; demonstrate appropriate conflict resolution methods with customers and co-workers of various types and apply appropriate business ethics to shop operations. (Active from 2013 FA)	100.00%	76.92%
3. Develop a tracking method for work in process to provide customers with status updates on their vehicles in repair. (Active from 2013 FA)	100.00%	76.92%

Course by SLO	Expected Performance	Performance
4. Properly use terminology related to the auto collision repair industry and demonstrate proper processing of shop paperwork including: handwritten and computerized estimates and shop management reports; “closing” a file upon completion of a repair; tracking of in-process work and the status of each vehicle. (Active from 2013 FA)	100.00%	76.92%
AB86 - Production Management		
1. Interpret the meaning and location of procedure pages in manual and computerized estimating systems. And provide appropriate research of correct parts and replacement labor in labor time guides and in computer estimating systems. (Active from 2013 FA)	100.00%	90.48%
2. Determine production capacity and profitability level for a shop at various production levels; include calculations for profit and productivity differences between hourly and flat rate compensation plans. (Active from 2013 FA)	100.00%	90.48%
3. Provide a shop floor plan for improved production in a designated repair center. Develop flow charts showing current and improved work flow for that shop. (Active from 2013 FA)	100.00%	95.00%
4. Allocate repair order assignments to technicians and teams based on difficulty of work and ability and capacity of technicians and analyze profitability of the repairs including a repair timeline. (Active from 2013 FA)	100.00%	90.00%
5. Maximize personal time management and shop productivity by developing repair plans for each job, review plans to determine an improved process or sequence of repair. (Active from 2013 FA)	100.00%	95.00%
6. Consider reallocation of tools, materials, shop layout, and job assignments for improved productivity. (Active from 2013 FA)	100.00%	95.00%
AB182 - Structural Damage Estimating		
Students inspect vehicles, checking panel gaps to determine expected damage and identify expected structural damage appropriately to industry standards. (Active from 2013 FA)	100.00%	77.78%
Students will visually inspect and analyze structurally damaged vehicles and properly develop hand-written and computerized damage estimates accurately describing required labor, parts and materials needed to restore such vehicles to factory specifications. (Active from 2013 FA)	100.00%	100.00%
Students accurately write legible hand-written estimates identifying both structural and non-structural damage including appropriate: parts, labor, material, and sublet procedures using OEM repair guidelines. (Active from 2013 FA)	100.00%	100.00%
Students use information from the visual inspection & structural measurement to determine various types of structural damage to be corrected. (Active from 2013 FA)	100.00%	100.00%
Students accurately write computer estimates identifying structural and non-structural damage to be corrected including: parts, labor, materials, and sublet procedures using factory (OEM) guidelines. (Active from 2013 FA)	100.00%	92.31%
Students critique computerized and hand-written estimates to improve accuracy and detail, including those of other students. (Active from 2013 FA)	100.00%	100.00%
AB188 - Intro to Auto Claims Handling		
1. Complete paperwork related to auto insurance claims handling. (Active from 2013 FA)	100.00%	73.91%

Course by SLO	Expected Performance	Performance
2. Compare the in-shop adjusted-claim process with the direct repair program (DRP) process. Include differences in how supplemental damage is approved and processed in each program. (Active from 2013 FA)	100.00%	73.91%
3. Identify and describe various types of pre-existing damage and critique judgment repair time on estimates for cosmetic and structural damage to vehicles. (Active from 2013 FA)	100.00%	76.09%
4. Identify and select approved/ standardized repair methods for damaged vehicles including I-CAR general approved methods of repair (Uniform Procedures for Collision Repair) and Original Equipment Manufacturer (OEM) approved repairs. (Active from 2013 FA)	100.00%	73.91%
5. Apply negotiating skills to settle differences of opinion as to how specific repairs are to be completed using estimates from estimating classes for the claims handling process. (Active from 2013 FA)	100.00%	73.91%
AB282 - Steering, Suspension and Powertrain Analysis for Estimators		
1. Identify and describe the basic front suspension designs including straight axle, twin “I” beam, control arm, strut-type and explain the adjustability of each. (Active from 2017 SP)	100.00%	0.00%
1. Identify and describe the basic front suspension designs including straight axle, twin “I” beam, control arm, strut-type and explain the adjustability of each. (Active from 2017 SP)	100.00%	0.00%
AB283 - Adv-Frame Analysis for Est		
1. Use proper terminology to describe various types of structural damage to advanced-design pick-up and SUVs structures. (Active from 2013 FA)	100.00%	57.58%
2. Identify collision forces including inertia, internal and external forces that affect advance-design pick-ups and SUVs and list factors causing deflection and diagram their effects. (Active from 2013 FA)	100.00%	30.30%
3. Analyze damage in a sequential manner, defining the types of damage encountered, and apply the measuring techniques necessary to identify the structural damage, and explain design elements of advanced-design full-framed vehicles that prevent them from uniformly collapsing. (Active from 2013 FA)	100.00%	59.09%
4. Perform thorough inspections on damaged vehicles by following the procedures described for each of the four basic collision types on advanced-design pick-ups and SUVs. (Active from 2013 FA)	100.00%	24.24%
5. Describe the principles and importance of vehicle tracking, weight distribution and drivetrain alignment and diagnose problems related to each problem on advance-design pick-ups and SUVs. (Active from 2013 FA)	100.00%	19.70%
AB285 - Collision Repair Management		
1. Create a business plan for a real or fictitious automotive collision repair business. Completely identify all functions, equipment needs, personnel needs, financial needs and all other aspects of an automotive collision repair business. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
2. Write specific policies, procedures, and SOPs related to business operations including: critical financial key performance indicators (KPIs) and other data required to effectively operate a repair facility; develop job descriptions for each position in a repair facility and identify various compensation methods for productive and non-productive employees; draw an organizational chart representing your fictitious business; and develop a warranty policy. (Active from 2013 FA)	100.00%	0.00%
3. Develop a marketing and advertising strategy for your fictitious company. (Active from 2013 FA)	100.00%	0.00%
4. Identify regulatory compliance issued and the federal and state organizations affecting automotive repair. (Active from 2013 FA)	100.00%	0.00%
5. Compare and contrast various computerized shop management systems available according to cost, utility, support, warranty, overall benefit to management, and ease of implementation. (Active from 2013 FA)	100.00%	0.00%
AB286 - Computerized Shop Management		
Students give a brief history of computerized shop management applications including DOS-based applications of the 1980s and 1990s including the current trends in computerized shop management. (Active from 2013 FA)	100.00%	100.00%
Students review practical daily use of at least three shop management software applications reviewed in this course and list the features, functions, and ease-of-use for each, including the ongoing training and learning opportunities for each management system. (Active from 2013 FA)	100.00%	66.67%
Students identify and match shop management applications based on repair center size, number of affiliated repair centers, volume of work, complexity of third party applications, and stockholder and user requirements. (Active from 2013 FA)	100.00%	100.00%
Students compare and contrast different shop management applications and select one system with a team of students to design, develop and operate your group’s fictitious business. (Active from 2013 FA)	100.00%	100.00%
Students provide a final report about your experiences reviewing different shop management systems, and of your experiences setting up and operating your group’s business. (Active from 2013 FA)	100.00%	100.00%
AB287 - Adv Collision Repair Mgmt		
1. Students will be able to apply the latest principles and processes used in collision repair management to improve customer satisfaction, company profits, and insurance company relations to industry standards. (Active from 2013 FA)	100.00%	0.00%
2. Students will identify and differentiate various repair center types including OEM Certified Repair Centers; Insurance-Owned Repair Centers; Multi-Shop Organizations; Franchise Repair Centers; and Co-Operative Repair Centers. (Active from 2013 FA)	100.00%	0.00%
3. Students will identify Direct Repair Programs (DRP) of various insurance companies and describe requirements to acquire and maintain each DRP. (Active from 2013 FA)	100.00%	0.00%
4. Students will develop a list of requirements for industry training to become an OEM Certified Repair Center for a single OEM. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
5. Students will describe the training requirements for an organization to acquire and maintain I-CAR Gold-Class status. (Active from 2013 FA)	100.00%	0.00%
6. Students will differentiate independently owned repair centers from dealership-owned or affiliated repair centers. (Active from 2013 FA)	100.00%	0.00%
AB288 - Advanced Automotive Claims		
1. Identify various careers in automotive claims adjusting and describe their daily duties, responsibilities and types of compensation including independent appraiser, insurance adjuster, insurance appraiser manager, insurance quality control re-inspector, third party claims auditor and others. (Active from 2013 FA)	100.00%	0.00%
2. Demonstrate appropriate negotiating processes for adjusted claims and direct repair program re-inspections, and process simulated supplemental work authorizations for vehicles in repair to expedite repair process. (Active from 2013 FA)	100.00%	0.00%
AB58L - Collision Repair Lab		
Students differentiate between the various metals used in unibody construction. (Active from 2013 FA)	100.00%	81.82%
Students identify high strength and Ultra High Strength steel panels and select appropriate repair and replacement procedures. (Active from 2013 FA)	100.00%	63.64%
Students identify and select proper tools and materials for repair of project vehicle. (Active from 2013 FA)	100.00%	72.73%
Students gauge and measure unibody damage using universal and dedicated equipment. (Active from 2013 FA)	100.00%	63.64%
Students repair a damaged unibody structure and its components to original factory specifications. (Active from 2013 FA)	100.00%	54.55%
Students use Gas Metal Arc Welding (GMAW) to join metal panels. (Active from 2013 FA)	100.00%	72.73%
AB68L - Refinishing Lab		
Students use inspect vehicles, checking panel gaps to determine expected damage and identify expected structural damage appropriately to industry standards. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate proper calibrations to the latest gravity feed, siphon feed, and pressure feed spray equipment and demonstrate proper and safe spraying techniques with each type. (Active from 2013 FA)	100.00%	100.00%
Students exercise problem solving techniques related to the newest fillers, epoxy primers, primer surfaces, and sealers; and in refinishing with water-borne paint, acrylic enamel, acrylic urethane, base coat, and clear coat systems. (Active from 2013 FA)	100.00%	100.00%
AB83A - Computerized Damage Estimating - Audatex		
1. Create damage reports in the Audatex estimating system as assigned including New, Used, Aftermarket, Reconditioned, and Repaired parts. (Active from 2013 FA)	100.00%	76.79%
2. Perform special procedures including: apply betterment on damaged parts; create a price markup on used parts; apply a discount to specific parts; add additional labor; add line notes to clarify additional added items; and add sublet procedures to estimates. (Active from 2013 FA)	100.00%	76.79%

Course by SLO	Expected Performance	Performance
3. Explain proper administrative processes in Audatex including: add new users in Audatex, create and use standard manual entries to save time writing estimates, lock estimates (locking them to create a supplement), select different billing profiles for estimates, and print estimates on paper and electronically as pdf files. (Active from 2013 FA)	100.00%	76.79%
4. Critique my own and other students' computerized damage reports in Audatex for accuracy and completeness and provide final corrected copy of estimates completed. (Active from 2013 FA)	100.00%	76.79%
5. Interpret the meaning and location of procedure pages (P-Pages that show included and non-included items) in the Audatex estimating system, how to add P-Pages to the estimates, and where additional training and tutorials are available to learn more about the Audatex. (Active from 2013 FA)	100.00%	76.79%
AB83P - Computerized Damage Estimating - Pathways		
Students create damage reports in the CCC-One (Pathways) estimating system as assigned including Jew, Used, Aftermarket, reconditioned, and Repaired parts. (Active from 2013 FA)	100.00%	71.83%
Students perform special procedures including: apply betterment on damaged parts; create a price markup on used parts; apply a discount to specific parts; add additional labor; add explanation lines to clarify additional added items; and add sublet procedures to estimates. (Active from 2013 FA)	100.00%	67.61%
Students explain proper administrative processes in CCC-One (Pathways) including: add new users in CCC-One (Pathways), create and use Parts Tales to save time writing estimates, commit estimates (locking them to create a supplement), select different billing profiles for estimates, and print estimates on paper and electronically as pdf files. (Active from 2013 FA)	100.00%	64.79%
Students critique my own and other students' computerized damage reports in CCC-One (Pathways) for accuracy and completeness and provide final corrected copy of estimates completed. (Active from 2013 FA)	100.00%	73.24%
Students interpret the meaning and location of procedure pages (P-Pages that show included and non-included items) in the CCC-One (Pathways) estimating system, how to add P-Pages as Remarks in estimates, and where additional training and tutorials are available to learn more about the CCC-One (Pathways). (Active from 2013 FA)	100.00%	71.83%
AB83U - Computerized Damage Estimating-Ultramate		
Students create damage reports in Mitchell Ultramate estimating system as assigned including New, Used, Aftermarket, Reconditioned, and repaired parts. (Active from 2013 FA)	100.00%	77.01%
Students perform special procedures including: apply betterment on damaged parts; create a price markup on used parts; apply a discount to specific parts; add additional labor; add explanation lines to clarify additional added items; and add sublet procedures estimates. (Active from 2013 FA)	100.00%	83.91%
Students explain proper administrative processes in Mitchell Ultramate including: add new users in Ultramate, create and use Long-Expansion Groups to save time writing estimates, commit estimates (locking them to create a supplement), select different billing profiles for estimates, and print estimates on paper and electronically as pdf files. (Active from 2013 FA)	100.00%	77.01%

Course by SLO	Expected Performance	Performance
Students critique my own and others students' computerized damage reports in Ultramate for accuracy and completeness and provide final corrected copy of estimates completed. (Active from 2013 FA)	100.00%	83.91%
Students interpret the meaning and location of procedure pages (P-Pages that show included and non-included items) in the Ultramate estimating system, how to add P-Pages as Remarks in estimates, and where additional training and tutorials are available to learn more about the Ultramate estimating system. (Active from 2013 FA)	100.00%	83.91%
AB - 54 - Advanced-Design Panel Repair		
Students identify advanced design sheet metal materials, and make appropriate repairs, welding/bonding and replacement including ULSAB panels, HSLA panels, HSS, Ultra High-Strength Steel panels, Advanced High-Strength Steel and aluminum structures and outer panels. (Active from 2013 FA)	100.00%	80.36%
Students repair plastics using adhesives and fillers. (Active from 2013 FA)	100.00%	85.71%
Students repair and replace fiberglass and composite body panels. (Active from 2013 FA)	100.00%	66.07%
Students install and repair structural members made from advanced materials. (Active from 2013 FA)	100.00%	60.71%
Students welding and joining methods for advanced design materials using Gas Metal Arc Welding (GMAW) steel and aluminum, pressure spot welding with or without bonding adhesives, silicon-bronze welding of factory seams, structural riveting with or without bonding adhesive, and Gas Tungsten Arc Welding (GTAW). (Active from 2013 FA)	100.00%	80.36%
Students use advanced methods and materials for corrosion protection of unique automotive panels according to OEM recommendations. (Active from 2013 FA)	100.00%	57.14%
AB - 55 - Structural Panel Replacement		
Students visually inspect and analyze structurally damaged vehicles and properly measure and replace damaged structural panels using a variety of measuring and repairing equipment to industry standards. (Active from 2013 FA)	100.00%	93.15%
Students create a repair plan for a selected project vehicle. (Active from 2013 FA)	100.00%	88.36%
Students measure and analyze structurally damaged vehicles with universal and electronic equipment. (Active from 2013 FA)	100.00%	83.56%
Students demonstrate proper structural repair and replacement of damaged vehicle structures. (Active from 2013 FA)	100.00%	80.14%
Students perform GMAW (MIG), and STRSW welding applications on automotive steels. (Active from 2013 FA)	100.00%	87.67%
Students select proper corrosion prevention materials used in the repair and replacement of body and structural components. (Active from 2013 FA)	100.00%	91.78%
AB - 56 - Non-Structural Welding		
1. Students will demonstrate the ability to properly set up and join two pieces of metal together using the different welding processes. (Active from 2013 FA)	100.00%	90.00%
2. Successful students will properly weld non-structural automotive metals to industry standards using GMAW and resistance spot-weld processes. (Active from 2013 FA)	100.00%	92.00%

Course by SLO	Expected Performance	Performance
3. Students will describe the I-CAR GMAW-Steel certification test and criteria for successful completion of the test. (Active from 2013 FA)	100.00%	91.00%
AB - 57 - Structural Auto Welding		
1. Successful students will demonstrate structural automotive welding and cutting to industry standards. (Active from 2013 FA)	100.00%	86.89%
2. Students will display knowledge in methods used for corrosion prevention and protection of welded high strength steel. (Active from 2013 FA)	100.00%	80.33%
3. Students will perform structural automotive welds in accordance with the I-CAR welding qualification test requirements. (Active from 2013 FA)	100.00%	80.33%
AB - 61 - Prep And Spot Refinishing		
1. Describe proper methods to clean a vehicle in preparation for refinishing. (Active from 2013 FA)	100.00%	81.82%
2. Identify needed materials and methods used to and, prepare and mask a vehicle for a spot and blending procedure. (Active from 2013 FA)	100.00%	87.10%
3. List the steps involved in mixing and application of base coat and clear coat in a spot refinishing operation. (Active from 2013 FA)	100.00%	90.00%
4. Differentiate various fillers, primers, primer surfaces, and sealers, and describe the purpose and application of each. (Active from 2013 FA)	100.00%	87.10%
5. Compare the various solvents, catalysts and additives used in acrylic enamel, water borne enamel, acrylic urethane, urethane clear coats, enamel refinishing, and identify safe and appropriate methods of clean up. (Active from 2013 FA)	100.00%	87.10%
AB - 64 - Automotive Air Brush Painting		
Students describe concepts used in layout of graphic design in automotive applications. (Active from 2013 FA)	100.00%	100.00%
Students demonstrate proper application of air brush painting using existing lines and shapes of vehicle panels. (Active from 2013 FA)	100.00%	100.00%
Students acquire a 3-D design or graphic image and transfer that image to a vehicle via air brush painting. (Active from 2013 FA)	100.00%	100.00%
Students properly mix and apply paint sprayed by air brush and provide proper top-coating to preserve and maintain applied art work. (Active from 2013 FA)	100.00%	100.00%
AB - 66 - Lettering, Striping and Design		
1. Describe concepts used in layout of graphic design in automotive applications. (Active from 2013 FA)	100.00%	0.00%
2. Explain proper application of lettering, graphic design, and pin-striping utilizing existing line of vehicle. (Active from 2013 FA)	100.00%	0.00%
3. Develop a design or graphic image using computer software and send it to a printer/plotter to cut in vinyl, then apply it properly to a vehicle. (Active from 2013 FA)	100.00%	0.00%
4. Use knowledge gained regarding use of color to enhance vehicle esthetics with accessory pinstripes and graphics. (Active from 2013 FA)	100.00%	0.00%
5. Properly mix and apply accessory paint as stripes, letters, graphic design, and special effects. (Active from 2013 FA)	100.00%	0.00%

Course by SLO	Expected Performance	Performance
6. Describe proper maintenance and adjustment of tools used in generating graphics, lettering, pin-stripes. (Active from 2013 FA)	100.00%	0.00%
AB - 88 - Estimating and Management Update		
Students identify updated or changes in the procedure pages (P-Pages) for computer generated estimating systems. (Active from 2013 FA)	100.00%	50.00%
Students properly identify the year, make and model of newer vehicles and correctly record vehicle identification number and manufacturing date into computer estimates in each system. (Active from 2013 FA)	100.00%	25.00%
Students create damage reports and supplements to later models of vehicles on the computer estimating system as assigned by the instructor and provide critiques of personal and other students' computerized damage reports for accuracy and completeness, providing the final corrected copy of estimates completed. (Active from 2013 FA)	100.00%	25.00%
Students consider allocation of equipment, materials, office layout, job assignments, and use of computer-generated information to improve the estimating process as currently used in industry. (Active from 2013 FA)	100.00%	0.00%
AB - 181 - Non-Structural Damage Estimating		
Students visually inspect and analyze non-structural damage to vehicles and properly prepare damage estimates using parts, materials, and labor, using collision estimating guides and other reference material to industry standards. (Active from 2013 FA)	100.00%	87.18%
Students identify and compare automobile body parts, components, construction and design and explain their relationship in automobiles. (Active from 2013 FA)	100.00%	84.62%
Students critique written estimates to improve accuracy and detail, including those of other students. (Active from 2013 FA)	100.00%	82.05%
Students describe various automotive paint refinishing methods and procedures. (Active from 2013 FA)	100.00%	76.92%
Students illustrate the proper process and sequence for writing estimates. (Active from 2013 FA)	100.00%	84.62%
Students assess various types of sheet metal damage, inner structure damage, plastic component damage, and paint damage. (Active from 2013 FA)	100.00%	82.05%
AB - 281 - Structural Damage Analysis for Estimators		
Students utilize the fundamental principles of collision theory to locate and identify additional "hidden" damage to vehicle structures affected by collisions. (Active from 2013 FA)	100.00%	84.62%
Students use the fundamental steps in visual inspection, identify structural damage for each of the four collision types including front end collision, rear end collision, side hit, and rollover, then diagram the structural damage for each collision type. (Active from 2013 FA)	100.00%	84.62%
Students identify and measure specific suspension control points on damaged and undamaged vehicles, and measure bent and unbent suspension parts to determine component damage. (Active from 2013 FA)	100.00%	84.62%
Students describe effective anchoring of different vehicles for structural repair. (Active from 2013 FA)	100.00%	84.62%
AB - 282 - Steering/Suspnsn Alignment		

Course by SLO	Expected Performance	Performance
Students identify and describe the basic front suspension designs including straight axle, twin “I” beam, control arm, strut-type and explain the adjustability of each. (Active from 2013 FA)	100.00%	90.91%
Students list and describe the five steering geometry angles including steering axis inclination (S.A.I.), caster, camber, toe, and toe-out on turn, or turning radius and identify the two basic functions that the angles perform. (Active from 2013 FA)	100.00%	90.91%
Students compare and contrast steering and suspension geometry angles in front wheel drive versus rear wheel drive vehicles. (Active from 2013 FA)	100.00%	90.91%
Students demonstrate proper methods of measuring suspension, steering, and powertrain components for damage using simple angle-finders, tape measures and string. I am able to check rear suspension track angles or thrust angles using the same tools. (Active from 2013 FA)	100.00%	90.91%
AB - 61L - Automotive Refinishing Lab		
1. Properly prepare project vehicle for refinishing. (Active from 2013 FA)	100.00%	81.25%
2. Document personal use of refinishing materials and equipment according to Air Quality Management District (AQMD) requirements. (Active from 2013 FA)	100.00%	75.00%
3. Demonstrate improved quality of product and individual proficiency in automotive paint preparation and spot refinishing and report necessary preparation and spot painting techniques needed to improve speed and hone skills. (Active from 2013 FA)	100.00%	93.75%

Assessment Report (Part 2: Assessment Responses) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.
The SLO's, content of assessment and results are discussed by faculty annually for accuracy in content, delivery and outcomes by students. It has been five years since the previous full time faculty retired and the department plans to start a review of the validity of the SLO's during the spring semester.
Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.
The department has plans to review and revise the department SLO's beginning during the spring semester. Analysis of the effectiveness and accuracy of the SLO's will be addressed starting the spring semester. The consultation of our industry advisors will assist in assuring the departments SLO's are valid and current according to industry standards.

Data Analysis of Program Data : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

Demographics within the program are consistent with those of the campus as a whole. Primarily made up of hispanic students we occasionally have outliers of pacific islander, black, two or more races and white as is consistent across campus. The primary change over time again is consistant with the campus with a gradual growth to a primariliy hispanic demography. This also being consistant with our surrounding areas demographics.
Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Since 2017 the enrollment trend has been downward with the exception of 19-20 where there was a upswing in enrollment. Enrollment did a slight decrease this year although most of our course offerings are full. I believe this has to do with the minimal part time faculty we have within the program which limits the classes we can offer. When assessing unduplicated head counts the trend is consistent with duplicated until this year where the trend increases slightly.
Discuss the program’s success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

Retention within the program has hovered around the 80th percentile down from the upper 80's in the 2016-17 school year. The success rate is up compaired to the last two years and about equal with the five year average although down according to the data from the 2016 and 2018 academic years. No courses seem to be a barrier to program completion.
With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

There is no significant diffference in success rates within the modalities currently being offered within the program.
Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.
Overall the SLO data seems to be consistant throughout the program. Reporting from part time faculty could be more consistant, prompting will be included in correspondence to them at the end of the semester reminding them of the need to record/report the SLO's. Our more advanced classes primarily have the lowest scores, I would consider this normal as the content, skillsets and mastery of the skillset are more difficult thus reflected in the lower scores.

Curricular Course Review : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.
During the process of reducing the three large certificates(28+ units each), to make them more attainable, faculty used that time to review the curriculum to assist in choosing the appropriete course offerings for certificates. This process was completed two years ago. There are more changes to be made to the course offerings, primarily combining smaller unit(1-1.5 unit) classes into one larger 3 unit course. Faculty will use that time to continue to review the curriculum within the discipline.
Explain any course additions to current course offerings.
There were no additions to current course offerings.
Explain any course deletions and inactivations from current course offerings.
There are many(6) courses written by the previous department head that were only offered once and are currently being deactivated. These courses were custom fabrication classes and the faculty slated to teach them did not return after the first semester offerings.
Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

Most courses required for the certificate are currently being offered every 1.5-2 years at minimum. The unit count of all certificates was reduced within the last two years to make the certificates more obtainable. The addition of two advanced certificates will be completed this semester or during the spring depending on their movement through the curriculum committee cycle. Generally there are sufficient completers within the program. Faculty expect the number of completers to increase due to the reduction of units within the certificates and the additional certificates soon to be offered.
Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

No licenses or exam required for graduation or career entry.

Program Reflection

Six-Year Program Reflection : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.
The past six years has seen a drop in enrollment. This has many causes, the previous instructor was running his own school when he left and there is belief he took many students with him. Lack of marketing/support and knowledge of the CTE trades in general to our local high school staff and students along with the fact that very few high schools offer any type of CTE training let alone an automotive or collision class. We believe we will see growth the next six years. Through the hiring of a second fulltime faculty three years ago, if it weren't for the pandemic, believe we would have stronger numbers across the board. Not only did the campus shut down but when we were allowed to come back to campus the VP of academic affairs closed our gate and wouldn't allow students to bring their cars into lab for their lab assignment. This is a big draw to our program and the program has suffered the loss of many students because of it. No other local collision program has had such restrictions put on lab assignments. The VP of academic affairs has moved forward and thanks to our division dean we now are allowed to open the gate and students are starting to come back.

The thought of establishing an apprentice program is a novel idea. How ever it has many incumbrences brought on by a lack of administrative suppport and funding. Let alone that the state would pay faculty approximately half of current wages to facilitate and teach said apprenticsship. If you have been reading and absorbing any of the other content in this report you would already realise that this department gets half of the contractual pay for doing department chair work and if we label a work study/program an apprenticeship that would cut our wages in half. Where is the equity in that? A new fulltime position would be required to facilitate an apprentice program to assist with the marketing to both potential students, repair facilities, training the supervisor in the shop, curriculum alignment and the many other nuances that come with an apprenitce program. I agree in theory that this is a viable cause but the question becomes the difference between a trade school and a commnuity colllege and what are we and what do we choose to become? This progarm has a long standing record within the local industry assisting both the students and the industry along with having graduates in four of the five local community colleges as full time collison repair faculty. Accomplished without an apprenticeship program.
What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?
Degrees and certificates like enrollment have trended downward the last six years reaching its lowest point during the pandemic. Trending upward now along with the reduced certificate unit amounts, the program believes we will see a rise in certificates awarded. This is a difficult situation within the skilled trades progams as many of our students are wanting to aquire job skills and often become employed during the course of study. The benefit to the state is that they are paying taxes but the program often loses out on the benefits of issuing a certificate. Faculty will continue to encourage students to obtain the certificates offered and do all within our power to assist them.
Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?
A sudden retirement of the previous full time instructor during the first year of the then new instructor in the program. There are many intricacies and nuances learning the tasks and job duties of a full time faculty. Not having someone to mentor new staff has been challenging to say the least. The hiring of a new faculty to take said previous faculties place happened three years ago. This is good for the program as now there are two full time instructors to work towards building a strong department.
Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.
Faculty has attended the 3M instructor training, where 3M trains the trainer. This was beneficial to learn new technologies in the repair and painting arena's from one of the largest innovating companies, 3M.
Faculty attended the SEMA conference for the automotive industry. Learning about new innovations, products and procedures to keep current with trends within the discipline.
Provide a status update on goals from the last program review cycle.
Separate the Automotive and Collision Repair departments has not occurred. This was on two review cycles ago and there is still no progress toward this goal. One of two actions need to occur; A) either finish the work and combine the departments so that duplicate work is not having to be done. This would include having one unit plan, one TOP code, one schedule, one advisory committee. As of this point in time everything for a deparetment of one or more is being done except the release time according to the union contract. Or, B) deam the departments separate as they are, and historically have been, and pay for the chair work that is being done according to the contract, not half of it.

Curriculum changes have taken or are in the process of taking place.

New fulltime faculty have been hired.

Administrative support is adequate as the dean has been very supportive in the procuremet of new equipment to replace outdated and damaged pieces. I would like to take the time to Thank Dean Real for his support in this arena and for his direction in the certificates and curriculum changes.

Clerical support at the division level is excellent. I would like to thank Roxanne Mitchel for her willngness to go above and beyond in assisting with scheduling and communication regarding division tasks that she does within our division.

There has been no success with establishing an apprenticeship style program. It was in process but failed do to the covid restrictions. There has been no talk about attempting it again and whether or not it is a feasible option in that it is difficult to set up and run and requires faculty, that are teaching a full load plus, to add additional work to their schedule.

The tool and material ordering process has not improved and has stayed status quo. What would help the tool and materials process is more funds.

No additional OEM collaborations have been established. The Honda program seems to be in a hold pattern on their end with retirements and key employees leaving the company or tranfering to other areas within the company. We still offer the nine one hour Honda Collision Repair based courses available to our students and have a fleet of Honda vehicles at our disposal for demonstration and student projects. This was a great asset during the pandemic when the VP closed our gate to student vehicle access in that is gave us vehicles to demonstrate on and for students lab projects.
If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?
We recieved no resources from the last review cycle as far as we know.

Resource Requests

Faculty Resource Request(s) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

The retirement of multiple adjunct faculty without replacements has left a large void within that arena. This leaves a tough choice to offer either estimating/management or collision repair classes to the existing FT faculties schedule thus leaving a void in one arena and causing a loss in course offerings. The addition of new part time faculty, as we are down four from 2016, will greatly assist in additional course offerings and with students obtaining their certifications/degrees in a timely manner.

Program/Department/Division:
Automotive Collision Repair staff.
Title of instructor position:
Adjunct Automotive Collision Repair/ Refinishing/estimating instructors.
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Important.
Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement.
Cost estimate:
$50,000-$100000.
Occurrence:

- Recurring expense
- One-time augmentation

Recurring
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.
This postiion will assist in course offerings especailly in the estimating and management program. The retirement of the previous FT faculty and multiple adjunct faculty in the program has left a large void within that arena. This leaves a tough choice to offer estimating/management or collision repair classes to the existing FT faculties schedule thus leaving a void in one area and causing a loss in course offerings. The addition of part time faculty, as we are down four from 2016, will greatly assist in addational course offering and with students obtaining their certifications/degrees in a timely manner.
If this position is not filled, what is the potential impact to student success?
It will take students longer to obtain certificates, degrees and graduation.

Classified Resource Request(s) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Program/Department/Division:
Automotive Collision Repair Technology division.
Position requested:

Part time Lab Technician dedicated to the Collision Repair Department.
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical
Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement
Cost estimate:
$50000.
Occurrence:

- Recurring expense
- One-time augmentation

Recurring
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.
During the past five years our lab technician went from four nights a week to two nights and then resigned with no replacement. The ACR department has equipment, supplies and needs that greatly differ from those of the mechanical department thus requiring a lab technician that has a knowledge of our specific needs. The maintenance, assembly and maintaining of this equipment has primarily fell on the shoulders of the department faculty
If this position is not filled, what is the potential impact to student success?
A lack of properly maintained equipment will delay students learning and hamper thier success. Equipment that is malfunctioning or not working lessens students motivation to learn therefore causing harm to theie success.

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:
No Value
Position requested:
No Value
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value
Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value
Cost estimate:
No Value
Occurrence:

- Recurring expense
- One-time augmentation

No Value
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value
Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value
If this position is not filled, what is the potential impact to student success?
No Value

Professional Development Resource Request(s)

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.
No Value
Professional Development Resource Request(s):
No Value
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value
Cost estimate:
No Value
Occurrence:

- Recurring expense
- One-time augmentation

No Value
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Facilities Resource Request(s) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.
Spray booth refurbishing(2) and replacement(1)

Welding equipment annual maintenance and tune up.

Shear and Brake maintenance and calibration.

LIft certification and maintenance.
What impact will this have on student success? What is the consequence of not getting this request fulfilled?
One of our spray booths is now beyond its servicable life of 25 years and is unusable. The two newer booths are in dire need of upgrades and refurbishing as they are 15 years old and have had minimal maintenance. This limits the students ability to obtain adequate spray gun handling time during lab excercises. Lack of adequate ventilation and lighting also limit student success when practicing various spray techniques.

The need for having properly tuned and maintained equipment is fundamental to teaching the use of the various(over forty units) welding equipment used within the program. This maintenance has fallen upon the shoulders of the instructional staff adding additional pressures to thier work load. If this equipment is not maintained properly it henders student motivation to learn the skills and knowledge and limits thier success.

Shear and brake maintenance is crucial to the welding instruction.

LIft maintenance is critical to student and faculty safety.
Facilities Resource Request(s):
Spray booth refurbishment(2) and one replacement
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical
Cost estimate:
$40000. each booth for refurbishing.
$100000. for the replacement booth.
$10000. Welding equipment annual maintenance and tune up.
$2000. Shear and Brake maintenance and calibration.
$4000 LIft certification and maintenance.

Occurrence:

- Recurring expense
- One-time augmentation

One time augmentation(spray booths) and recurring expense for the remanding items(welders, shear and brake, lift maintenance)

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Instructional equipment, perkins, Strong Workforce.

Technology and Software Resource Request(s) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.
Chief Meridian Software update. This software is for digital measuring of vehicle structures and must be updated every year. Updates provide current vehicle data which the students use to measure vehicle structures.
What impact will this have on student success? What is the consequence of not getting this request fulfilled?
Without current data the students may not be able to measure vehicle in their structural repair courses.
Technology and Software Resource Request(s):
Chief Meridian software update.
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical
Cost estimate:
$1500.
Occurrence:

- Recurring expense
- One-time augmentation

recurring
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Instructional equipment.

Other Resource Request(s) : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Identify and justify any other needs. Explain how it will help the program better meet its goals.
Increase in lab supply and instructional supply budget. The Current years budget has been slashed to just $4000. We are currently in the 21st century where the costs of supplies and material has escalated to astronomical costs especially after the pandemic. Limits in the supply chain and the costs of delivering products(due to rising fuel costs) makes this amount merely a drop in the proverbial bucket. The need for lab and instructional supply funds is paramount to our students success
What impact will this have on student success? What is the consequence of not getting this request fulfilled?
Students will not have the necessary supplies and equipment to successfully complete lab assigments and projects. This will hender student learning and success, reduce student motivation and further reduce enrollment.
Other Resource Request(s):
No Value
Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical
Cost estimate:
$30000.
Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense
Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage

- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

instructional equipment

Prioritized Resource Request Recommendations : Version by **Chisum, Anthony** on **03/31/2023 16:45**

Adjunct Automotive Collision Repair/ Refinishing/estimating instructors. Critical $50000
Part time Lab Technician dedicated to the Collision Repair Department. Critical $50000
Spray booth refurbishing and replacement. Critical $180000.
Welding equipment annual maintenance and tune up. Critical $10000.
Shear and Brake maintenance and calibration. Critical $2000
LIft certification and maintenance. Critical $4000
Chief Meridian Software Update Critical $1500

Resource request:	Priority:	Cost estimate:	Program goal alignment:
undefined	undefined	undefined	undefined

Career Technical Education (CTE) Supplemental Questions : Version by **Chisum, Anthony** on **04/03/2023 16:11**

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.
According to the labor market research data from September 2022, the Los Angeles COE (Center of Excellence) data states that 4,660 jobs are projected to be available annually in the region due to retirements and workers leaving the field. 51% of these positions prefer a post-secondary non-degree (certificate) award. This demand has been increasing over the past six years but is expected to plateau with a slight decrease of 4% (50,266 positions to 48,493 positions) through the year 2026 according to the COE data. Upon certificate completion our students are well equipped to help fill this labor gap.

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.
The Cerritos College ACR program is one of the most robust if not the most robust program within the area. A great deal of thanks must be given to our dean for his support in procuring funds to purchase and replenish most of the aging equipment within the program. For example the program received new aluminum welding equipment and frame straightening equipment, which gives our students hands on experience utilizing this the latest repair technology. This gives us a distinct advantage over similar programs in that we have the latest repair technology available for our students to learn. Offering all aspects of the autobody industry, collision repair, refinishing and estimating, our students have the opportunity to explore different potential career paths along with cross pollination of these positions which gives them a distinct advantage after graduation.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.
While we currently are not tracking our students employment rates we understand that this is an area for improvement. We will be working with IERPG (Institutional Effectiveness Research Planning and Grants) to draft a survey to recent students who have completed the departments course of study. We will ask them if they are employed and more specifically if they are employed within the field.
List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.
ASE (automotive service excellence) and I-CAR (inter industry conference on auto collision repair) are reccomended for students during and after the course of study but not a necessity for obtaining employment.