

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

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

Cluster Program: Auto Body Technology /Collision Repair

Current Academic Year: 2021-2022

Last Academic Year CPPR Completed: 2018: Health, Workforce & Kinesiology

Current Date: 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

“The mission of the Automotive Collision Technology Department is to develop and introduce skills and knowledge to students for the possibilities of creating lucrative opportunities and sustainable presence in the field of collision repair. Subsequently, the program strives to create stimulating and inspiring training of students in the rewarding and beneficial field of Collision and Refinishing repairs. This industry offers lucrative, fulfilling, and worthwhile careers in many facets. Cuesta College Auto Body students have the possibilities of exploring knowledge and skill development to facilitate entry level positions in the automotive collision repair industry. Through classes and training our students are enabled to achieve their goals of employment and creating careers in our regional, state, and in the global communities. This is achieved by serving a diverse student population, including career-oriented students, lifelong learners, and those who choose our program to enrich their own knowledge and skill attributes. We focus on integrity, personal achievement, developing employability skills, service to our community, and strive for excellence in all we do.

B. Brief history of the program

History of the program The Cuesta College Automotive Technology Department has served students, the community, and the local automotive service industry with course offerings in specialized areas of concentration for the past 57 years. The San Luis Obispo County Community College District opened Cuesta Community College in 1964 with classes taught at night on the San Luis Obispo High School campus. By the spring of 1965

courses in Automotive Technology were introduced and taught in old Army garage facilities near the point O'Connor Road meets the back gate to Camp San Luis. The program was a division of the School of Engineering, Mathematics, and Technology and offered seven different courses which were taught by one instructor, Mr. Joe X. Heal. Students completing all the automotive courses and certain general education requirements could earn an Associate of Arts Degree in Automotive Technology. The course available in the early years were limited to Internal Combustion Engines, Powertrain, Engine Diagnosis and Reconditioning, Fuel and Electrical Systems A, Fuel and Electrical Systems B, Chassis and Brakes, and Special Problems.

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

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

In 1971 the school also hired an adjunct instructor Mr. Lee Stout to teach Automotive/Diesel courses in Basic Tractor Operation and Care and Fundamental of Agriculture Power Source Systems. Before the 1972-73 school year Mr. Pearce left the Automotive Technology Department to become the Director of Vocational Education so he could concentrate of grant writing for vocational programs for the college. Courses in Pollution Control, Imported Auto Mechanics, Auto Parts Counterman, and Auto Sheet Metal Repair (the beginning of Auto Body courses) were added to the program in the 1972-73 school year. Beginning in 1973 students could earn a Certificate of Proficiency in Automotive if they were able to complete 15 units in the Automotive Technology Program. Also, in the 1973-74 school year, Specialized Auto Sheet Metal Repair (Auto Body) and Career Automotive Training (a 24 hour a week Work Program – 9 lecture and

15 lab) was also created. Added additionally that year was a course called Numerical Communication Standards and Related Technical Application which was basically automotive math course that taught students to take precise measurements using equipment's such as micrometers. They called the course by this name so it could be taught by an automotive instructor rather than a mathematics instructor.

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

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

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recommended the program for certification. This very comprehensive self-study, validated by a team of automotive professionals, is available for review as needed. In October of 2008, the NATEF organization granted full accreditation to Cuesta College as a Master Certified institution.

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

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

To date, only two of these strongly worded recommendations has been implemented. First, a part time lab assistant was hired in 2021 with strong workforce funding. The longevity of this position is questionable. Secondly, a dry and secure storage of equipment was enclosed in the auto technology area.

The school board, administration, foundation (grants), and staff have invested a great deal of time, energy, and resources establishing the auto body and automotive programs to meet the current and future needs of students and the automotive service industry. This collaborative effort will lead to the goal of the program remaining certified by NATEF and meeting the National Institute for Automotive Service Excellence (ASE) Standards of quality for the training of automotive technicians. The Collision Repair Program is congruently a member of the Automotive Inter- Industry Conference on Collision Repair's (I-CAR) Educational Training Alliance. This alliance gives the ability to provide course study and industry certificates designed to further additional student attributes. Cuesta College has become a training site for collision repair education for the central coast. In 2019 the Auto body program formally became the ABOD program.

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

There has been a tremendous amount of support from SWF (Strong work force) and Perkins's funding.

With those possibilities the program has had many improvements. Mainly in the realm of bring newer technologies into the use of exercises for our students.

Some improvements include, but not limited to, Pulse welders in which automotive aluminum MIG welding and MIG Brazing processes can now be taught to our students.

Inverter type resistance spot welding machines have been brought into the program so students can learn how to join and weld the higher strength steel alloys found on many of

today's vehicles. These types of high strength materials should not be welded with conventional MAG welding due to the heat affect zone and the sensitivity of these high strength materials. This is very exciting for our students.

Also, hot air nitrogen plastic welders have now been acquired so we can teach students on the processes of plastic welding.

A new three-dimensional measuring system and frame rack is on the way but due to vendor supply issues has not arrived yet.

A newer alignment machine with ADAS (Advanced Driver Assist Systems) aiming capabilities is being installed in the auto department and the ABOD students will, be able to learn on this equipment as well.

The lab building inside has been repainted to have a fresh appearance.

New electrics of the roll up doors have been installed.

Older wire feed welders are being updated.

The fresh air breathing system is being updated on the crossflow booth.

And many more updates have taken place in the ABOD department since the last program review.

Staff and students are very excited to learn newer procedures and technologies required on late model vehicles found in the industry. Now Cuesta College can teach and train on systems and procedures that are found out in the industry.

D. List current faculty, including part-time faculty

Ron McDonald-Full time staff.

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

Current Part-time Instructors

Henry Wintergerst- Certified Automotive Collision I-Car Steel Structural Technician Pro-Level Three. Currently employed with Cuesta college and teaches the night ABOD 170/570 classes at Cuesta college.

Rod Souza – Owner Acme Auto Body San Luis Obispo -Part time night instructor for the upcoming Fall 2022semester – and is part of the substitute pool.

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

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The CPPR was done by Ron McDonald and will be reviewed by Rod Sousa and Henry Wintergerst for any suggested input or changes.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

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

The Auto Body program welcomes any student that is willing to make efforts toward learning of what the collision industry has to offer. Our students are made up of a variety of students. Diversities such as students with challenges such as DSPS students and autistic students. The program also welcomes any female students and makeup of various diversities of cultures and ages.

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

The Auto Body Collision Repair program offers students education towards the skills and knowledge of the Collision industry. The program strives to teach students the necessities needed to gain meaningful skills and knowledge to enter the field as an entry level technician. Students have opportunities to achieve a Cuesta College Auto Body Technician A.S. degree, and Auto Body Technician Certificate of Achievement and/or I-CAR and ASE industry certificates.

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

The Auto Body Collision Repair Program has been offering students learning opportunities for many years. These opportunities provide students with an array of possibilities to foster personal growth toward creating sustainable and viable careers

in the collision repair industry. This is an industry that is in short supply of workers. These positions of skilled workers are sought after in our local industry, statewide and throughout our nation as well as internationally.

Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

The Auto Body Collision Repair Program endeavors to provide our students with the latest technologies and knowledge to seek gainful employment in the Auto Body Collision Repair industry.

Many of our students are seeking to learn and improve their capabilities toward industry procedures and requirements. Some students may be working in industry and interested in improving their capabilities through Cuesta College educational offerings. And others may be solely exploring career opportunities. These influences not only serve our students and community at large but also our global societal well-being. Any time someone can achieve knowledge and learn tangible skill sets that can provide sustainable employment of a career is beneficial toward innumerable potentials. The program achieves to promote personal growth toward confidence, self-determination, and independence. These are attributes that our society is desperately in need of.

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

Interesting the link above sends you to:

https://www.cuesta.edu/about/documents/collegeplans-docs/2017-college-plans/districtplan-docs/SLOCCCD_StrategicPlan_2017_2020.pdf

The link above is for 2017-2020?

Here is the response for the 2017-2020 plan as per the provided link on this document:

http://www.cuesta.edu/about/documents/collegeplans-docs/2017-college-plans/districtplan-docs/SLOCCCD_StrategicPlan_2017_2020.pdf

Institutional Goal 1: *Completion*

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all

students.

Institutional Objective 1.1

Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

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

Institutional Objective 1.2

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

Students develop comradery when working together and nurture learning through classroom activities and by working on tasks in the lab.

Students stay engaged by helping one another, developing responsibilities, and find value in doing a job well-done by completing tasks during many lab activities.

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

Institutional Goal 2: Access:

Increase student access to higher education.

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

Institutional Objective 2.1

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

The program has recently enacted I-BEST model and credit/ no credit potentials for students. The program is actively working with ESL and students for greater access to training towards employment opportunities. The program also uses outreach to local high school students and did offer courses to youth at risk through the Grizzly Academy. Recently the commandant at Grizzly suspended their articulation with Cuesta College. There are many opportunities for students in this field of employment.

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By teaching students' procedures and building knowledge, under privileged students may find pathways to sustainability.

Institutional Objective 2.2

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

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

Institutional Objective 2.3

Expand financial support opportunities for students.

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

Institutional Objective 2.4

Increase career pathways for local high school students.

The auto body and automotive departments have teamed up in visiting local high school annually to showcase our programs. Dual enrollment is another pathway that helps high school students obtain college credits and promote career pathways.

Institutional Goal 3: *Partnerships*

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

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

The ABOD classes are 100 series classes with the primary focus on preparing students for entry into the industry. There are transferable classes that students can take for credits to a four year institution in other areas of the college. Many of our students that intend to transfer are looking to develop additional knowledge and skills to enhance their earning abilities and expand personal capabilities.

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

I have direct contact with many local businesses on a regular basis.

Many of our students are currently or have worked in many facilities.

With the opportunity to provide I-CAR training for local and out of area shops, comes opportunities to constantly dialogue for prospective chances for our students.

Institutional Goal 4: *Facilities and Technology*

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Many procedures are introduced to students for awareness of new required repair procedures that have been implemented by OEM's.

It is critical that technicians have resources, the knowledge, and know how to look up and find required procedures. Whether it is recalibration, material considerations or restrictions, or just knowing how to write an collision repair estimate.

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

Institutional Objective 4.2 Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey.

Due to equipment requirements ATCH students only utilize SLO campus.

Many communications are being done with both our south and north county partners.

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

By implementing dual enrollment, credit/no credit, past Grizzly academy classes and I-Best models all lead to help building a sustainable and stable fiscal base.

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

The program has revamped its schedule to better align with other ATCH classes in the area so overlapping of courses is avoided. This helps students that would otherwise have scheduling issues.

Also visiting high schools, promoting the program and implementing dual enrollment, credit/no credit, past Grizzly academy classes and I-Best models all lead to help building a sustainable base. Hosted Region two skills USA competition before to help showcase the program and hopefully bring future students to the campus.

Institutional Objective 5.2 Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

Going to car shows and showcasing painted students mailboxes and fundraising for Skills USA students has been part of the program before.

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

Addressing the rising costs of employee retirement obligations is not in my scope of practice. My job is to teach and inspire students so that they are successful in our program and attain a job skill

to support themselves and their families. I believe the burden of rising costs of retirement is negotiated by the institution and the teachers union.

A. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

1. Personal, Academic, and Professional Development

a) Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development.

Students have experiences in the college classroom in which they participate in college culture, engage in the content and critical thinking prompted by the subjects of their courses, and are challenged by their instructors and their peers with a diversity of ways of thinking, is helping students achieve this Institutional Learning Outcome.

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

b) Demonstrate the professional skills necessary for successful employment

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

2. Critical Thinking and Communication

a) Analyze and evaluate their own thinking processes and those of others.

Thru classroom activities directed toward lab tasks students develop critical thinking skills and communicate on possible resolutions for finalization of repair procedures and customer service.

b) Communicate and interpret complex information in a clear, ethical, and logical manner.

With complex information that is constantly updating in the auto career setting, students are given the skills necessary to apply practice in an encouraging environment.

3. Scientific and Environmental Understanding

a) Draw conclusions based on the scientific method, computations or experimental and observational evidence.

Multiple opportunities for experimentation and observation as identified during student practice in the multiple complex lab activities.

b) Construct and analyze statements in a formal symbolic system.

Students in the collision repair program are tasked with doing many I-CAR and Natef tasks.

These are formalized tasks established by I-CAR and NATEF for classroom and labatory tasks to enhance skill and simulate actual industry procedure found in the industry.

Students are assessed on the capability and degree of professionalism in their assignments across many disciplines.

Example analyze damage, develop a repair plan, derive a formal estimate, metal working and welding procedures, look up and decipher manufactures required repair procedures for various specilized materials, along with color theory and refinishing techniques to industry standards.

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

Students in the program are require to know air pollution control requirements and hazardous waste procedures for national and regional restrictions.

Student test and are certified on various programs mandated nationally thru SP2 safety moduleas and I-CAR hazadous HAP modules.

4. Social, Historical, and Global Knowledge and Engagement

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

Students are shown opprtunities and develop knowlege that will lead to longterm carrer possibilities in the auto collision, repair industry, insurance shop or administration realm.

b) Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures

5. Artistic and Cultural Knowledge and Engagement

a) Identify, create, or critique key elements of inspirational art forms. Fixing damaged vehicles and doing metal and plastic repair refinishing and polishing is a trure art form that take many hours if not years to prefect.

b) Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories

6. Technological and Informational Fluency

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

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

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

To protect everyone involved it is essential to have the latest procedures available to create a safe and effective repair. To have this documentation available all parties involved need to know how to access the latest recommendations from the manufacture's through current technology. This information is constantly being updated. What was recommended six months ago might not necessarily be what is required today. With that, it is essential to know how to look up data and requirements for various procedures and document it put into the repair file and discern these procedures to the technicians. All parties involved need to understand and be directly communicated with each other.

This can be done by downloading the latest documentation from manufacturers web site or repair sites such as all date. Documentation is key and required. Students and industry folks all need to be considerations of this more so today than ever before.

file:///C:/Users/ronald_mcdonald/Documents/program%20review/2022%20CPPR/SLOCCCD StrategicPlan 2020 2023 Final.pdf

Shouldn't the reference be for the link above? Which is the 2020-2023 Strategic plan.

STRATEGIC PLAN IMPLEMENTATION 2020-2023

The following SLOCCCD institutional goals are intended to serve as a guide for SLOCCCD's decision-making and use of resources. The SLOCCCD institutional goals were designed in alignment with campus efforts around the local *Vision for Success* goals, with a targeted focus on closing equity achievement gaps at Cuesta College. Furthermore, the SLOCCCD institutional goals are intentionally broad enough to cover the ten-year term of the *SLOCCCD Comprehensive Master Plan 2016-2026: Educational Master Plan*.

In support of the *SLOCCCD Comprehensive Master Plan 2016-2026: Educational Master Plan*, SLOCCCD will:

Institutional Goal 1: Access **see Metric Details on page 16*

Increase student access to higher education

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts

Responsible Party: Vice President Student Services and College Centers

Measure 1: Student equity participation rate: the percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served

The ABOD program welcomes any student that would like to learn knowledge and skills to obtain a career and a living wage in the Auto Body/Collision repair field-industry.

As an instructor and faculty member of the auto Body program, it has been the practice in the past (prior to Covid) to visit the local high schools' automotive classes just as the high schools came back in session after the winter break. This was normally done just prior to the start of the Cuesta Spring semester.

It is the hope now to visit the high schools just after our spring semester and prior to the end of the high school year, in hopes of promoting Cuesta College and what possibilities are out there for the student's future. It has been one way of promoting the various programs on all the Cuesta campuses. In the past, this has led to students enrolling and coming to many of our classes.

Institutional Objective 1B: Increase enrollment opportunities for community members who are 55 years of age or older.

The ABOD program has created non-credit classes and welcomes any student of any age to be part of the instruction of the program. Often meeting with car groups and clubs helps promote Cuesta's automotive and auto body programs/classes.

Responsible Party: Vice President Academic Affairs

Measure 1: Enrollment of Emeritus students served each year, disaggregated by credit and non-credit status

Institutional Objective 1C: Expand financial support and aid

opportunities for students Responsible Party:

Superintendent/President

Measure 1: Increase Pell grant recipients and total dollars available for students through scholarships.

The ABOD program directs students to financial aid offices to seek out any aid program available to students. Furthermore, there

are many scholarship and grant programs offered for I-CAR educational program car clubs and other automotive/body programs.

Institutional Objective 1D: Increase career pathways for local high school students

Responsible Parties: Vice President Academic Affairs/ Vice President Student Services and College Centers

Measure 1: Percent of recent local high school graduates who designate an Associate Degree for Transfer (ADT) as their goal at Cuesta College.

The ABOD program visits local high school classes and presents possibilities offered at Cuesta College each year. (As stated earlier above)

Measure 2: Percent of local high school students enrolled in dual enrollment courses

Dual

The ABOD program does not currently have dual enrollment as none of the local high schools have collision repair in their curriculum or have facilities capable of teaching what is needed for skill attainments in this field. It has been a consideration in the past to see what possibilities we could do with the local high school programs to have dual enrollment without the "Auto Body" facilities. Perhaps some theory or R&I (removal and installation) practices?

Institutional Goal 2: Completion *see *Metric Details on page 16*

Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets

Responsible Parties: Vice President Academic Affairs/ Vice President Student Services and College Centers

Measure 1: Percent of student persistence in courses

Measure 2: Percent of students who earn either an Associate Degree or Associate Degree for Transfer

Measure 3: Percent of first-time students who complete a Chancellor's Office approved Certificate

Measure 4: Percent of students who attain completion, as defined by the *Vision for Success* Goals

The ABOD program has had many students go out into the workforce and earn a livable wage from taking our classes. Many have gone on to start their own successful businesses in the field. Often students will end up or want to go to work to support themselves and not pursue a degree or certificate.

The use of the CTE counseling associate has helped students in the past line up classes and get directions for completing degrees and certificates. It was discussed in our advisory committee of making updates to the certificate requirements for more completions. This should help with the new state funding formula.

Institutional Goal 3: Transfer *see *Metric Details on page 16*

Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

Institutional Objective 3A: Increase the annual number of students transferring to a CSU or UC

Responsible Parties: Vice President Academic Affairs/ Vice President Student Services and College Centers

Measure 1: Increase the completion of Associate Degrees for Transfer for all student groups

Measure 2: Increase the number of students annually who transfer to a CSU or UC

The ABOD program is not necessarily a program that is associated with the transfer of students to UC's or CSU's. It is a workforce type of career. However, with, some former students that were concurrently enrolled at Cal-Poly and are seeking knowledge and skill attainment for secondary, or back-up skill sets needed of various employments or careers.

Institutional Goal 4: Unit Accumulation *see Metric Details on page 16

Decrease the average number of units accumulated by Cuesta College students

Institutional Objective 4A: Decrease the average number of units accumulated by Cuesta College students

Responsible Parties: Vice President Academic Affairs/ Vice President Student Services and College Centers

Measure 1: Decrease among all students who earn an Associate Degree in the selected year and who were enrolled in the previous or selected year, the average number of units completed among students who had completed at least 60 units at any community college.

The ABOD program tries to find placement in local industry for our students.

The ABOD program has had many students go out into the workforce and earn a livable wage from taking our classes. Many have gone on to start their own successful businesses in the field. Often students will end up or want to go to work to support themselves and not pursue a degree or certificate.

Institutional Goal 5: Workforce *see Metric Details on page 16

Increase the proportion of exiting students who report being employed in their field of study

This is a tough one to track.

It is only through my association and contacts in the industry do I learn of former Cuesta Auto Body students finding their way into employment in local facilities earning a good livable wage.

Many times, it may be years later that I find out that a former student is now working at a local collision repair facility or has started their own business. The ABOD program has had many students go out into the workforce and earn a livable wage from taking our classes. Many have gone on to start their own successful businesses in the field. Often students will end up or want to go to work to support themselves and not pursue a degree or certificate. This is a difficult metric to follow.

Institutional Objective SA: Increase median annual earnings of all students Responsible

Parties: Vice President Academic Affairs/ Dean of Institutional Research

Measure 1: Increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit

Institutional Objective SB: Increase proportion of all students who attained the living wage

Responsible Parties: Vice President Academic Affairs/ Dean of Workforce and Economic Development

Measure 1: Increase among all students who exited college and did not transfer to a four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit

Institutional Objective SC: Increase proportion of all students with a job closely related to their field

of study

The ABOD program has a goal to have students go out into the workforce and earn a livable wage from taking our classes. Local shops often contact me looking for workers. This program is industry specific and training for which there are many pathways of employment in the auto body/ collision repair field. Basically, there are many different types of jobs in the industry that are related to what we teach.

Many students have been placed in local business and prosper.

While others have gone on to start their own successful businesses after working in facilities after their educational experiences at Cuesta college. This creates opportunities for our students to go on to have successful careers in the field.

Responsible Parties: Vice President Academic Affairs/ Dean of Workforce and Economic Development

Measure 1: Increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported they are working in a job very closely or closely related to their field of study

Institutional Goal 6: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities

Institutional Objective 6A: Align facilities and technology in accordance with the district's *Facilities Master Plan* and the district's *Technology Plan*

Responsible Party: Vice President Administrative Services

Measure 1: Improve student-centered technology and building design

Measure 2: Improve technology support to facilitate student persistence to education goal completion

The ABOD program has a goal of keeping up with the latest innovations and technologies found in the industry. It is with the blessing of strong workforce funding, Perkins, and other grants that the program has made great contributions to updating the capabilities we can offer our students with recent upgrades of our facility and equipment.

Institutional Objective 6B: Address the educational and facilities needs of South County

Responsible Parties: Vice President Academic Affairs/ Vice President Administrative Services/ Vice President Student Services and College Centers

Measure 1: Development of a designated site in South County to increase student enrollment for residents in the South County service area

Measure 2: Access to innovative academic and student support programs for South County residents

Institutional Goal 7: Fiscal

Build a sustainable and stable fiscal base

Institutional Objective 7A: Build a sustainable base of enrollment by effectively responding to the needs of the district as identified in the *SLOCCCD Comprehensive Master Plan 2016-2026: Educational Master Plan*

Responsible Parties: Vice President Academic Affairs/ Vice President Administrative Services/ Vice President of Student Services and College Centers

Measure 1: Enrollment rates of local high school graduates

Measure 2: Enrollment rates of non-credit students

Measure 3: Attainment of annual FTES goals

Measure 4: Pell Grant/ AB 540 / California College Promise Grant (CCPG) recipients

Institutional Objective 7B: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness

Responsible Parties: Vice President Administrative Services/ Vice President Academic Affairs/
Vice President Student Services and College Centers/ Executive Director of Institutional
Advancement and Foundation

Measure 1: Revenue generated through the rental of district facilities

Measure 2: Revenue generated through enterprise use of district property

Measure 3: Revenue generated through awards and grants

Institutional Objective 7C: Identify and implement strategies to maintain support for institutional effectiveness while addressing challenges related to the state's funding formula and the rising costs of employee retirement obligations

Responsible Party: Vice President Administrative Services

Measure 1: Interest generated from invested one-time only funds to prefund future liabilities

Measure 2: Maintain balanced budgets and reasonable levels of reserves per SLOCCCD Board policy

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

ILO Categories	Representative Outcomes—Students achieving these outcomes will be able to . . .	Cuesta GE Areas Included / Embedded
1. Personal, Academic, and Professional Development	<ul style="list-style-type: none"> a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being c. Demonstrate the professional skills necessary for successful employment 	<i>Health Requirement, the Diversity Requirement</i>
2. Critical Thinking and Communication	<ul style="list-style-type: none"> a. Analyze and evaluate their own thinking processes and those of others b. Communicate and interpret complex information in a clear, ethical, and logical manner. 	D1
3. Scientific and Environmental Understanding	<ul style="list-style-type: none"> a. Draw conclusions based on the scientific method, computations or experimental and observational evidence. b. Construct and analyze statements in a formal symbolic system c. Analyze the relationship between people's actions and the physical world d. Make decisions regarding environmental issues based on scientific evidence and reasoning 	<i>A and D2</i>
4. Social, Historical, and Global Knowledge and Engagement	<ul style="list-style-type: none"> a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures 	<i>B, E, the Diversity Requirement</i>
5. Artistic and Cultural Knowledge and Engagement	<ul style="list-style-type: none"> a. Identify, create, or critique key elements of inspirational art forms b. Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories 	<i>C, the Diversity Requirement</i>
6. Technological and Informational Fluency	<ul style="list-style-type: none"> a. Recognize when information is needed, and be able to locate, evaluate, and utilize diverse sources effectively and ethically b. Produce and share electronic documents, images, and projects using modern software and technology 	

1 Personal Development.

- a. Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
- b. Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being
- c. Demonstrate the professional skills necessary for successful employment

ABOD students demonstrate through class activities and assignments that promote skills and behaviors that will make them employable.

It is a factor of mental health to have self-worth and a lifestyle where one can retain a Job in which there is a livable wage. This is a main objective of the program to give knowledge and teach skills to obtain jobs in this line of work.

This is what we do in our classes. Students work toward demonstrating professional skills so one can obtain and keep a job in this line of work. It helps the employee, employer, and society at large to stay busy and employed. Successful employment is good for all.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

<https://www.cuesta.edu/about/depts/research/programreviewdata.html>

[General Enrollment \(Insert Aggregated Data Chart\)](#)

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

From the data charts below, it is noted that the ABOD program was previously part of the ATCH program. For this reason, it is important to include the data charts from both the ATCH and ABOD programs to discern and put things into context when measuring the data information that is displayed. The ABOD program information displayed in these charts will be described with the context of circumstances from the prior interrelated conditions of programs. Now to the stand-alone data of the ABOD program since transitioning out of the ATCH program.

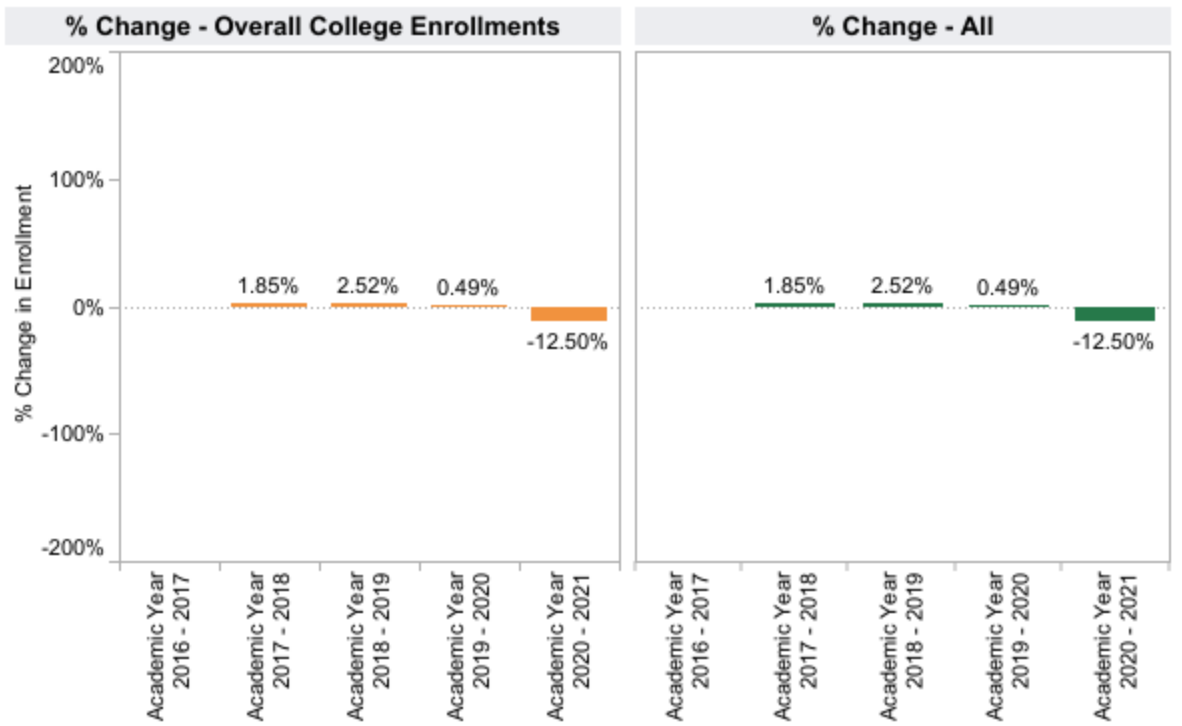
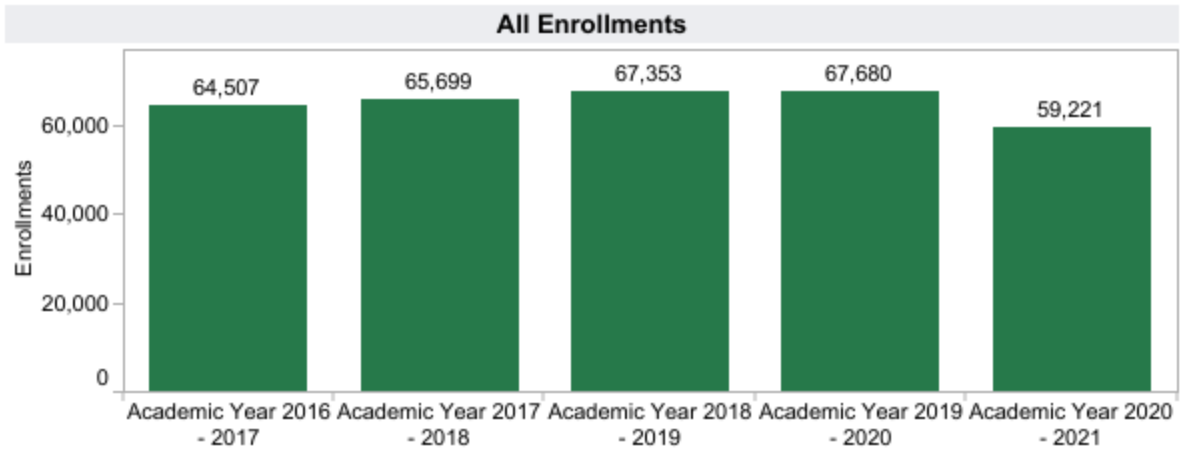
Enrollments of the 2020-2021 year of ABOD program was slightly down less than that of the college.

Enrollment of the college shows a decrease of 12.5%. This is slightly lower than that of 9.9% of the ABOD program. This shows that the enrolment rates continue to be strong for the ABOD program comparatively. Although it has decreased, it is less of a decrease than that of the college. The ABOD enrolment rates continue to stay relatively at a high rate when looking back at the last year (s) and previous years when it was part of the ATCH program. In comparison this is positive news. Additionally, enrollments of the ABOD program are down much less than that of the ATCH program. Evidence also shows the ATCH program has been affected by the separation of the ABOD and ATCH programs. The ATCH program has had a decrease of 37.97% (nearly 40%) for the 2019-2020 year and an alarming decrease of enrolments of 42.86% for the 2020-2021 years. Is this due to pandemic influences or just the

nature of the latest trends? Nobody can truly say for sure. The program strives to make our students' lives better by providing tangible educational endeavors for lifelong steadiness. This further points to the strength that the ABOD program had on the ATCH Program.

SLOCCCD Program Review Data - Enrollment

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



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

SLOCCCD Program Review Data - Enrollment

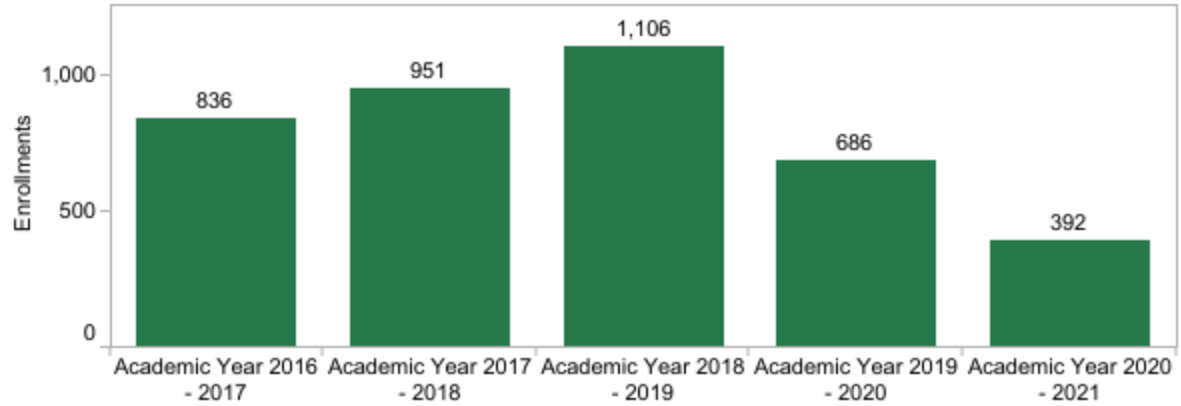
Department:
Automotive Technology

Course:
All

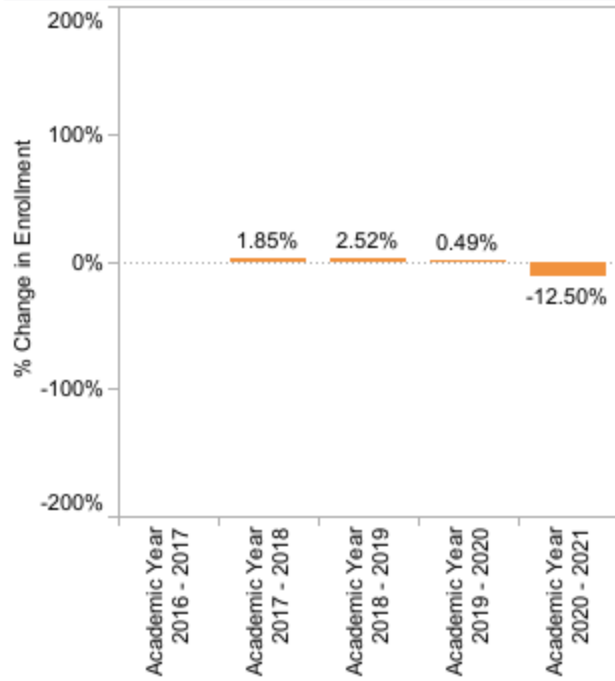
Dual Enrollment:
All

Prison:
All

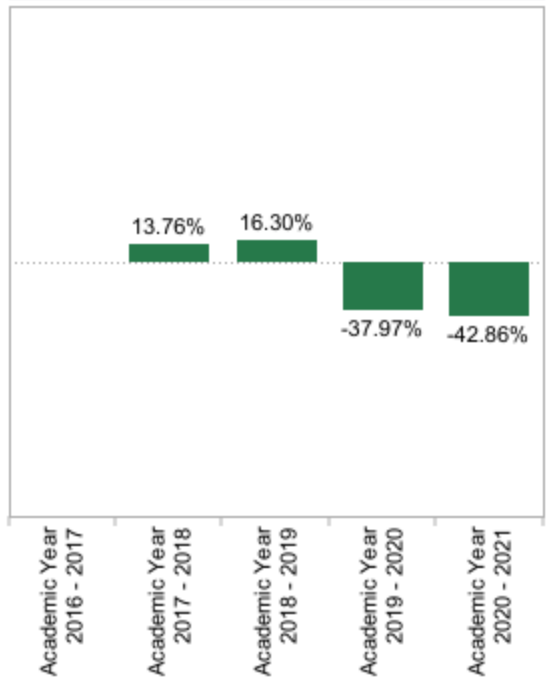
Automotive Technology Enrollments



% Change - Overall College Enrollments



% Change - Automotive Technology

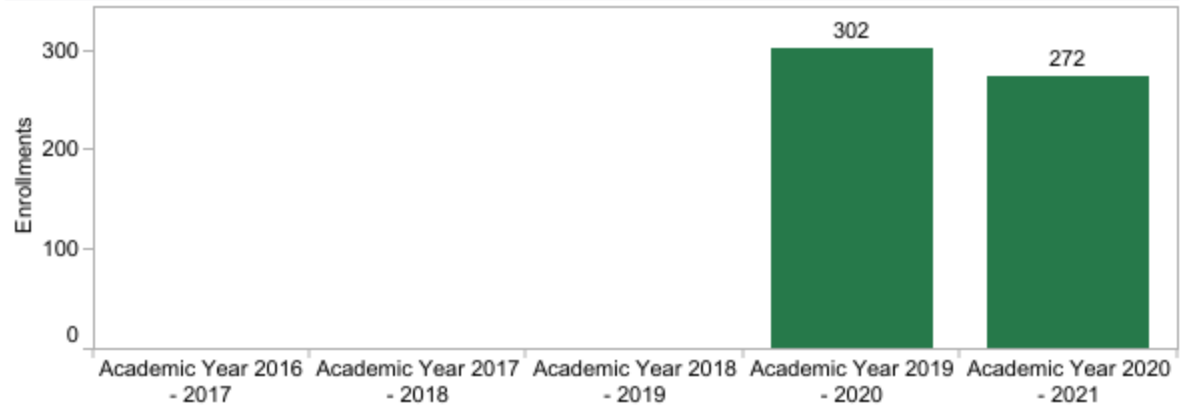


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

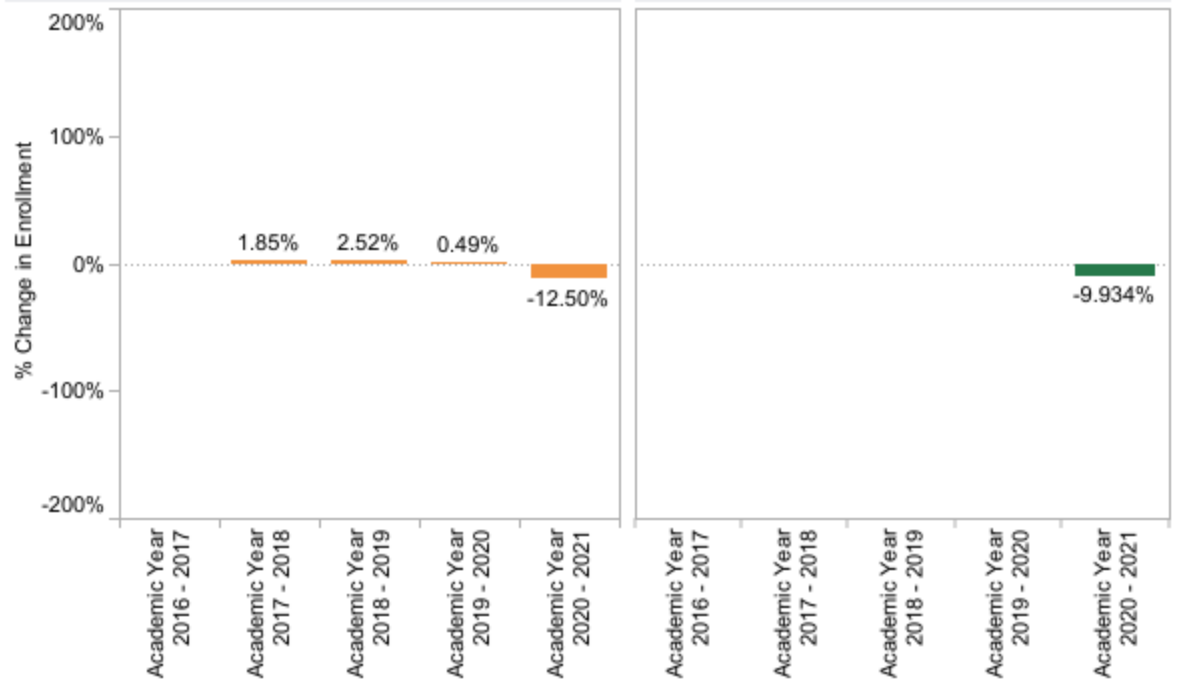
Department: Auto Body Technology **Course:** All **Dual Enrollment:** All **Prison:** All

Auto Body Technology Enrollments



% Change - Overall College Enrollments

% Change - Auto Body Technology



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

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

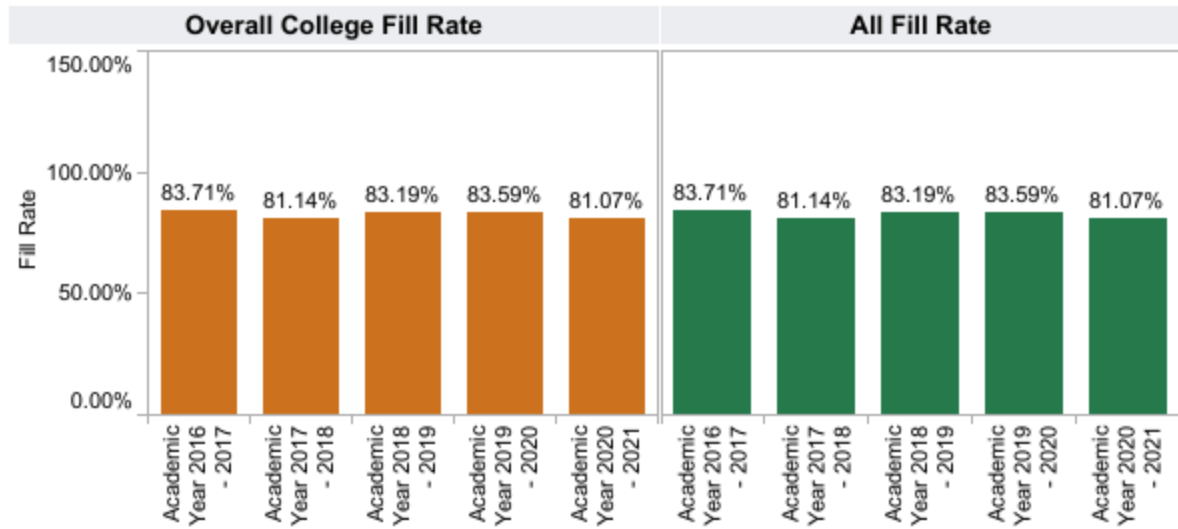
Insert the data chart and explain observed differences between the program and the college.

From the data charts below, it is noted that the ABOD program was previously part of the ATCH program. For this reason, it is important to include the data charts from both the ATCH and ABOD programs to discern and put things into context when measuring the data information that is displayed. The ABOD program information displayed in these charts will be described with the context of circumstances from the prior interrelated conditions of programs. It is now displayed as stand-alone data of the ABOD program since transitioning out of the ATCH program.

Fill rates of the college have tended to show a steady fill rate over the past few years. The college had a slight decrease of only roughly 2% this last year. The fill rates for the ABOD program showed a decrease of approximately 10 percentage points from the year 2019-2020 to the 2020-2021 year. Although there was a large decrease it is still above the college running average of 82.5%. The fill rate for the ABOD is still high. The fill rate for the ABOD program for year 2019-2020 was 102.72% and for the last 2020-2021 year was at a 92.72% fill rate. This is approximately 10% over that of the college for the 202-2021 year. This shows that the fill rates continue to be strong for the ABOD program comparatively. The ABOD fill rates continue to stay at a relatively high rate when looking back at the last year (s) and previous years when it was part of the ATCH program. Evidence also shows the ATCH program has been affected by the separation of the ABOD and ATCH programs. The ATCH program has had a decrease of 66% for the 2020-2021 to a 76.26% fill rate. This 76.26% fill rate is close to the colleges fill rate of 81.07% The reason for the 66% ATCH drop was to the extraordinary fill rate of 142% in the prior year. The ABOD program has continued to have large fill rates over the past few years. This further points to the strength that the ABOD program had on the ATCH Program.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

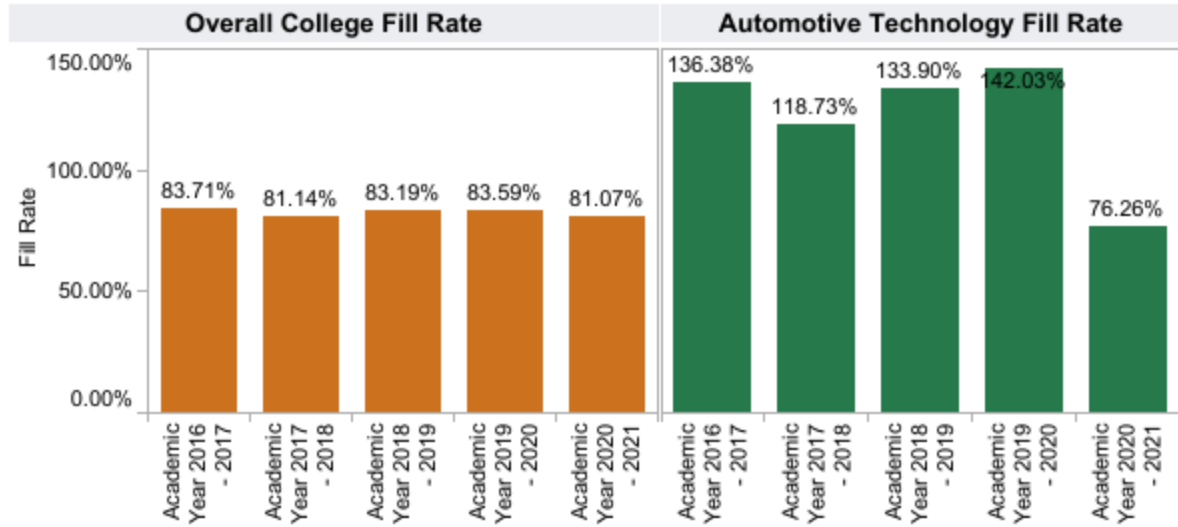
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Automotive Technology

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

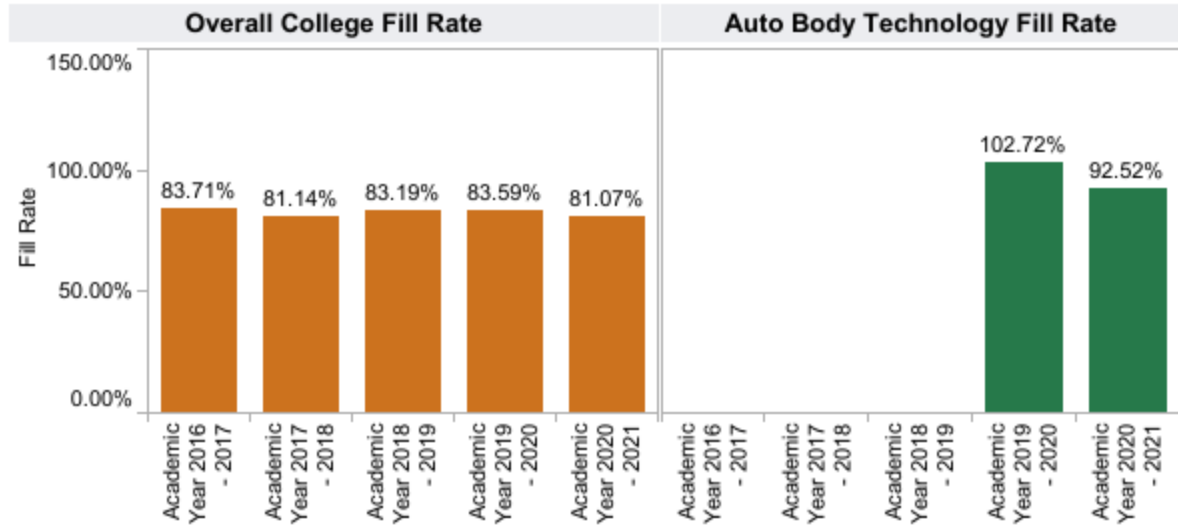
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Auto Body Technology

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

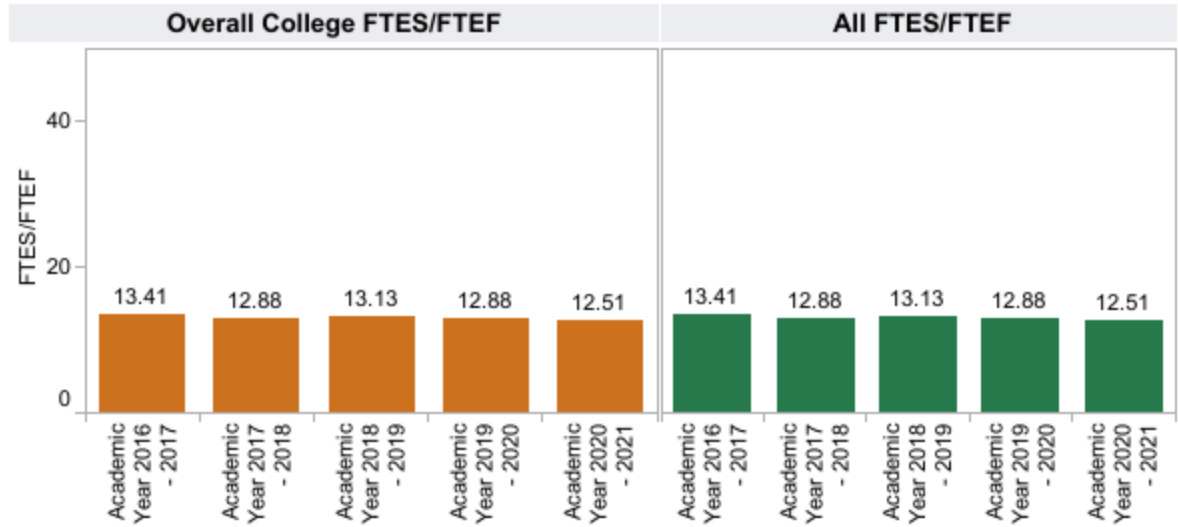
Insert the data chart and explain observed differences between the program and the college.

From the data charts below, it is noted that the ABOD program was previously part of the ATCH program. For this reason, it is important to include the data charts from both the ATCH and ABOD programs to discern and put things into context when measuring the data information that is displayed. The ABOD program information displayed in these charts will be described with the context of circumstances from the prior interrelated conditions of programs. It is now displayed as stand-alone data of the ABOD program since transitioning out of the ATCH program.

FTES/FTEF rates of the college stand at 12.51 rate compared to that of the 10.13 of the ABOD program. This shows that the FTES/FTEF ratio is slightly lower than the rest of the college. The FETS/FTEF ratio for the ABOD program is relatively better than many of the programs of the campus. The ABOD program strong fill rate helps with this ratio. When looking back at the last year (s) ratio it shows a slight dip of one percent. A 10.13 rate of the 20-21 year to that of 11.12 for the 19-20 year. Not sure what this is contributed to, but it is close to the rest of the campus. Note the ATCH program had a ratio of 7.94 compared to the 10.13 of the ABOD program for 2020-2021 year. This FTES/FTEF ratio is also difficult to do in the CTE area where classroom sizes are limited due to facilities and student safety concerns. Compared to that of other programs where class sizes may have the possibility of much larger class sizes. An example of this may be where it may be a lecture only class and can possibly enroll 50-60 students or larger in a session with no regards for having lab activities or safety issues. Safety and logistics make it impossible to have such a large class size to help this FTES/FTEF ratio. Another factor to consider is faculty salaries. Faculty with Doctoral degrees or larger step values who may have these increased class sizes are generally paid a substantial larger amount than that of CTE faculty. Yet this does not factor into this FTES/FTEF ratio data.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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



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

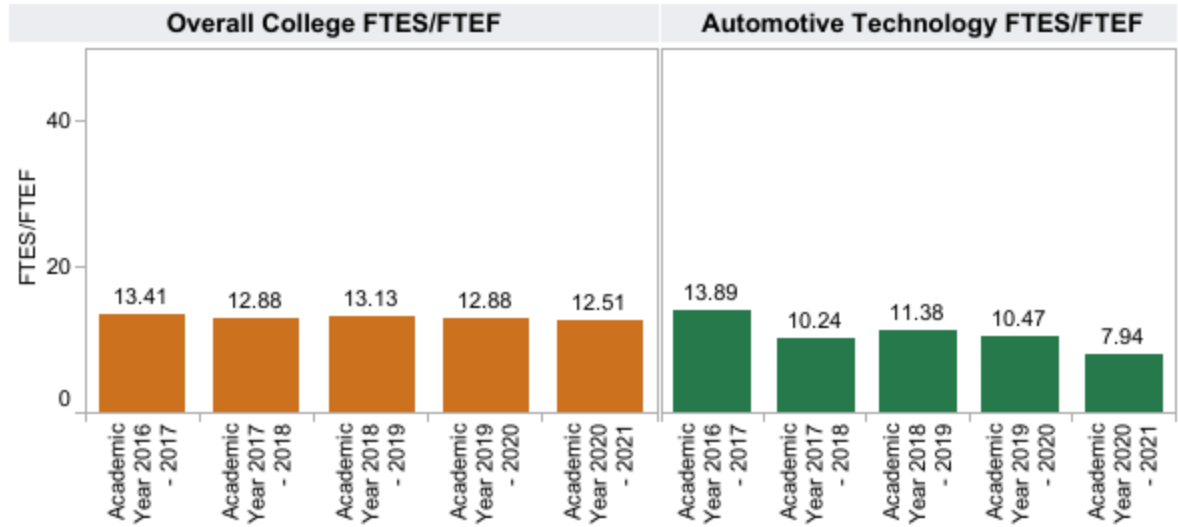
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Automotive Technology

Course:
All

Dual Enrollment:
All

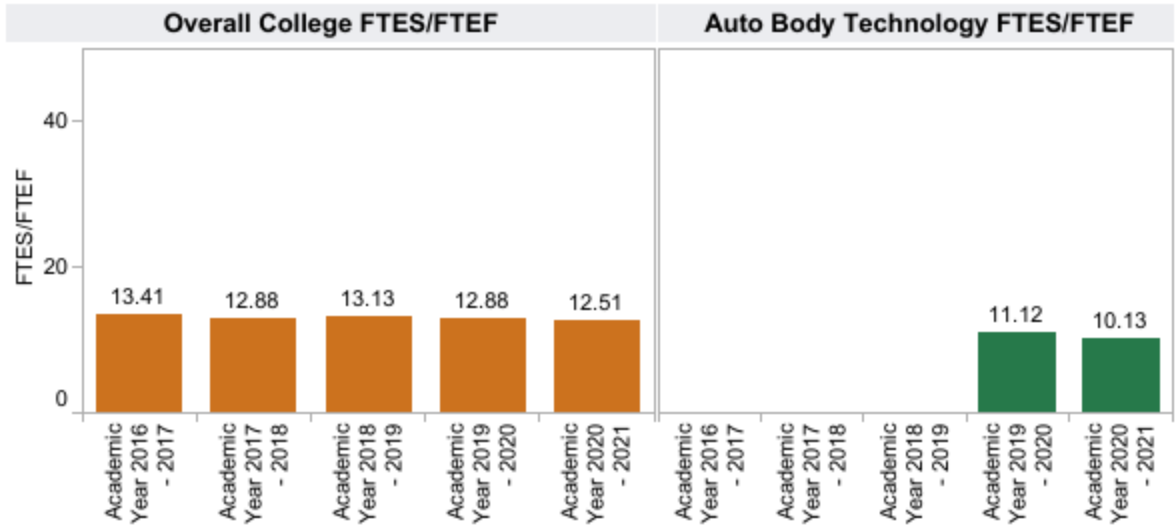
Prison:
All



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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Auto Body Technology **Course:** All **Dual Enrollment:** All **Prison:** All



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

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

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

From the data charts below, it is noted that the ABOD program was previously part of the ATCH program. For this reason, it is important to include the data charts from both the ATCH and ABOD programs to discern and put things into context when measuring the data information that is displayed. The ABOD program information displayed in these charts will be described with the context of circumstances from the prior interrelated conditions of programs. It is now displayed as stand-alone data of the ABOD program since transitioning out of the ATCH program.

Successful course completion rate shows an 88.97% for the ABOD program compared to an 84.36% of that of face-to-face modality of the rest of the college and for year 2020-2021.

Successful course completion rate again shows an 88.97% for the ABOD program compared to an 76.58% of that of face-to-face modality of the ATCH for year 2020-2021.

A strong successful course completion rate continues as shown from previous year of 88.57% for the ABOD program compared to an 84.04% of that of face-to-face modality of the rest of the college for year 2019-2000. Even more the successful course completion rate shows of 88.57% for the Auto Body program is notable when compared to 78.59% success of the on-line modality.

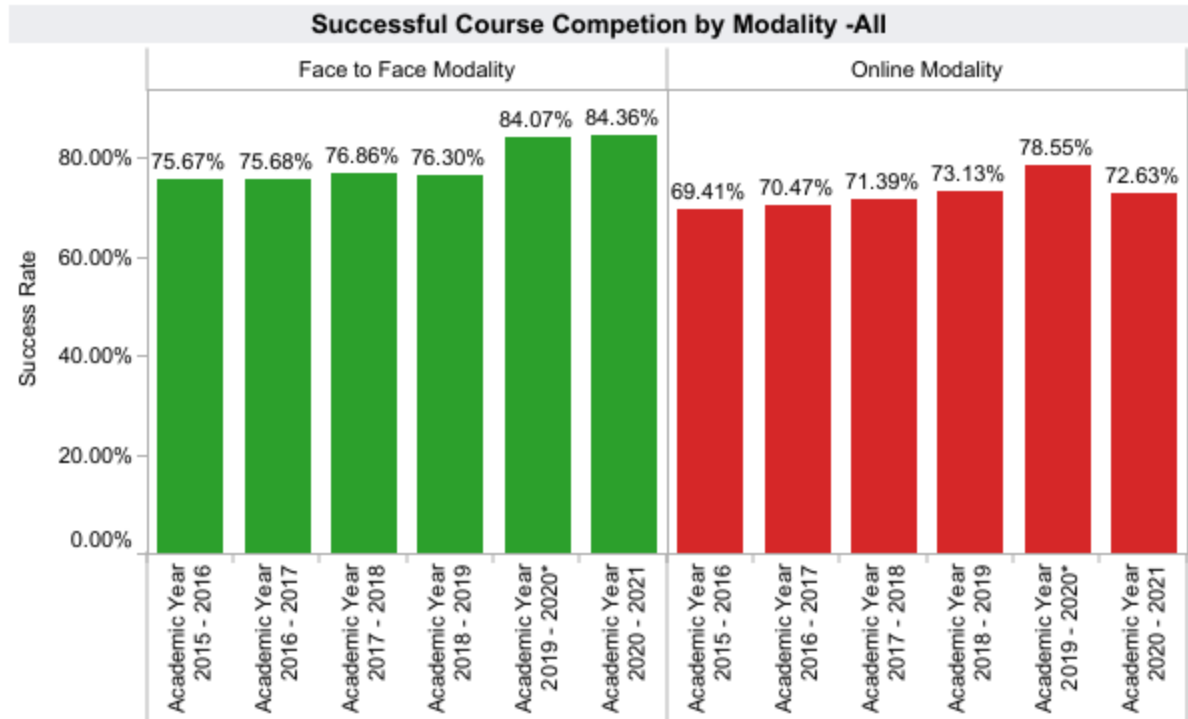
Albeit close to the collages average this shows the program is at a higher rate of 4.5% completion to that of the college for the face-to-face modality. A great statistic/point to have. Also, Successful course completion rate showed an 87.5% for the ABOD program in year 2018-2019. This compares to an 83.72% for the ATCH program in 2018-2019 and a 76.32% for that of the College as a whole for 2018-2019. The ABOD program also showed an increase in successful course completions from the previous year of 83.62% in the 2017-2018 year to an increase of 87.5% for year 2018-2019. This shows more students are studying, practicing valued skill sets, and staying engaged to further enhance their future merit. Even amidst the Covid-19 pandemic. Our face-to-face instructors should be proud that we are willing to risk our health/lives to bring education to our students.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	75.67%	75.68%	76.86%	76.30%	84.07%	84.36%
	Total Department Enrollm..	52,399	53,121	53,586	52,830	51,888	11,702
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.55%	72.63%
	Total Department Enrollm..	9,950	10,438	12,311	14,888	16,965	48,503

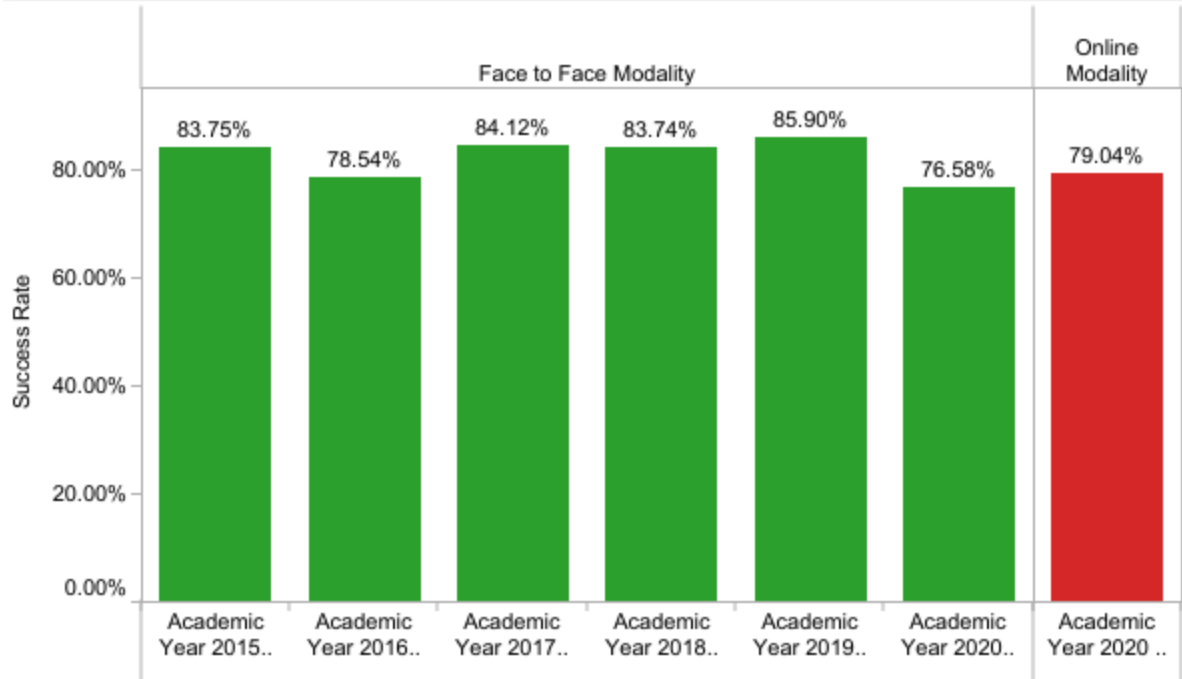
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Automotive Technology



Successful Course Completion by Modality Table - Automotive Technology

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	83.75%	78.54%	84.12%	83.74%	85.90%	76.58%
	Total Department Enrollm..	670.0	834.0	830.0	956.0	683.0	225.0
Online Modality	Department Success Rate						79.04%
	Total Department Enrollm..						167.0

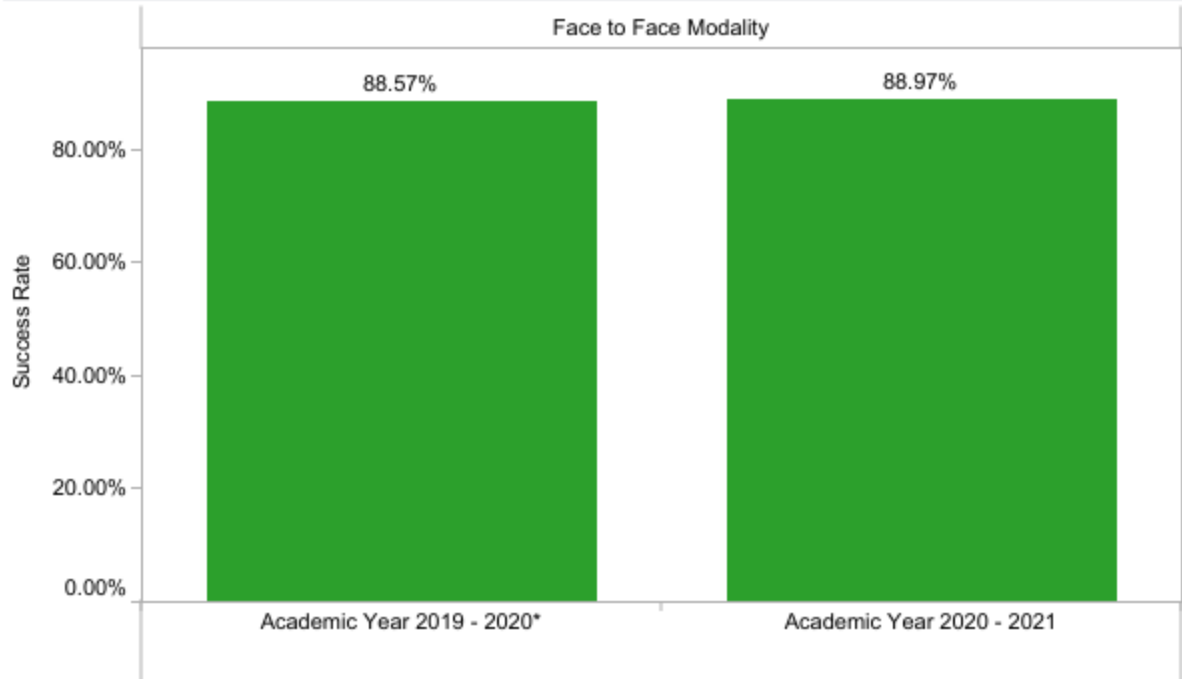
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Auto Body Technology

Course:
All

Legend:
■ Face to Face Modality

Successful Course Completion by Modality -Auto Body Technology



Successful Course Completion by Modality Table - Auto Body Technology

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	88.57%	88.97%
	Total Department Enrollments	148.0	136.0

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

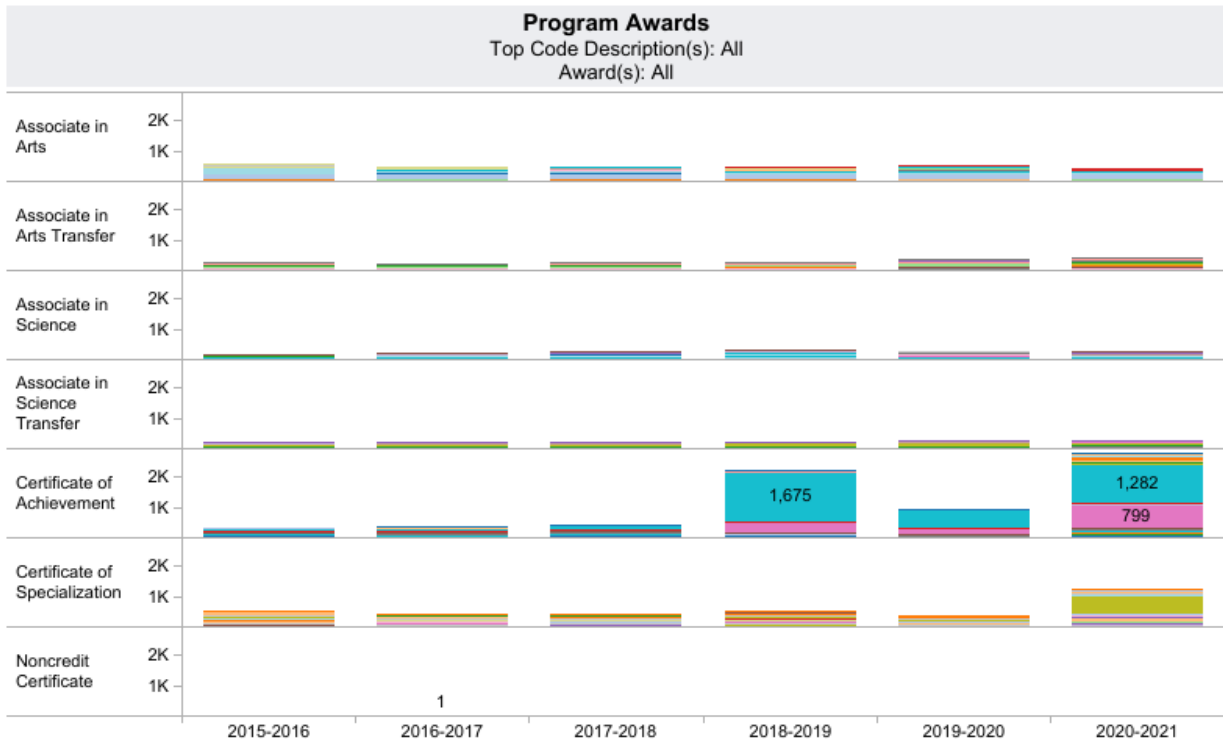
Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
All

Award Type:
All



Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Addiction Treatmnt Stdies (AA)				5	8	2
	Art History & Prof Pract (AA)	1	1		2		
	Art Studio (AA)	6	9	6	8	9	5
	Broadcast Communications (A..	9	7	6	1		
	Bus Admin - Career Path (AA)	27	13	5	9	2	2

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

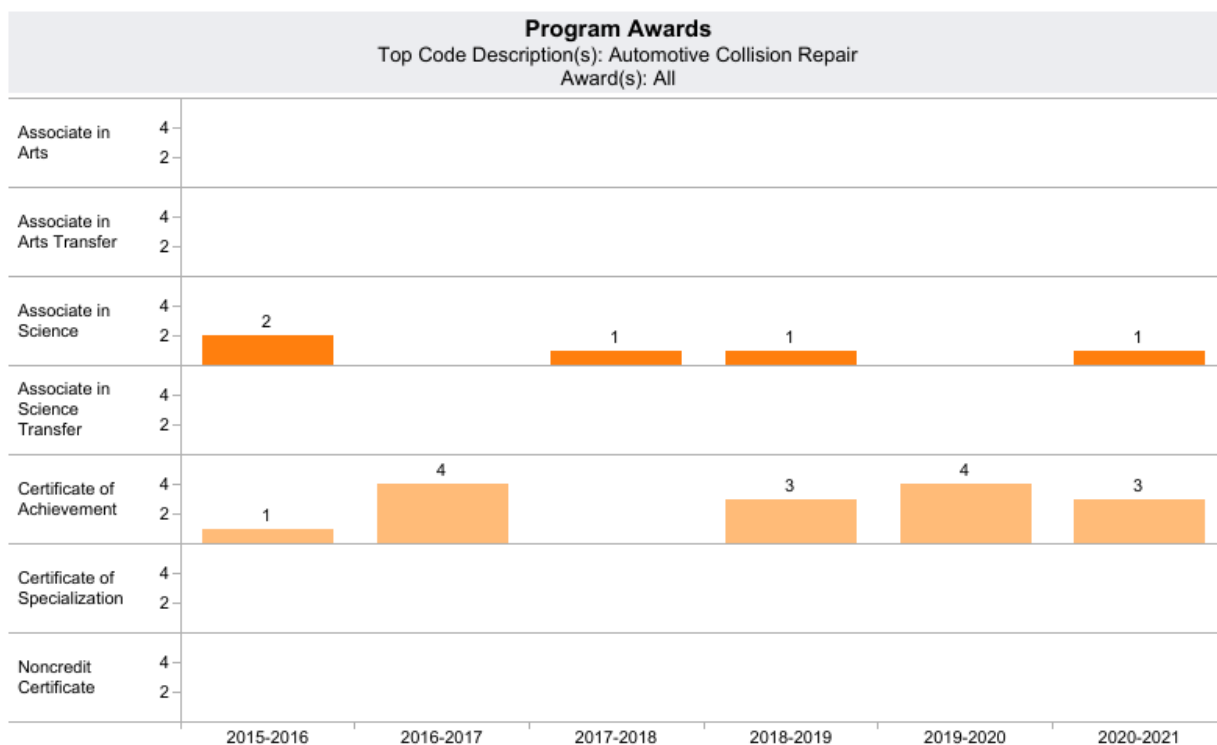
From 2021 APPW

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Automotive Collision Repair

Award Type:
All



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science	Auto Body Technician (AS)	2		1	1		1
	Total	2		1	1		1
Certificate of Achievement	Auto Body Technician (CA)	1	4		3	4	3
	Total	1	4		3	4	3
Grand Total		3	4	1	4	4	4

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

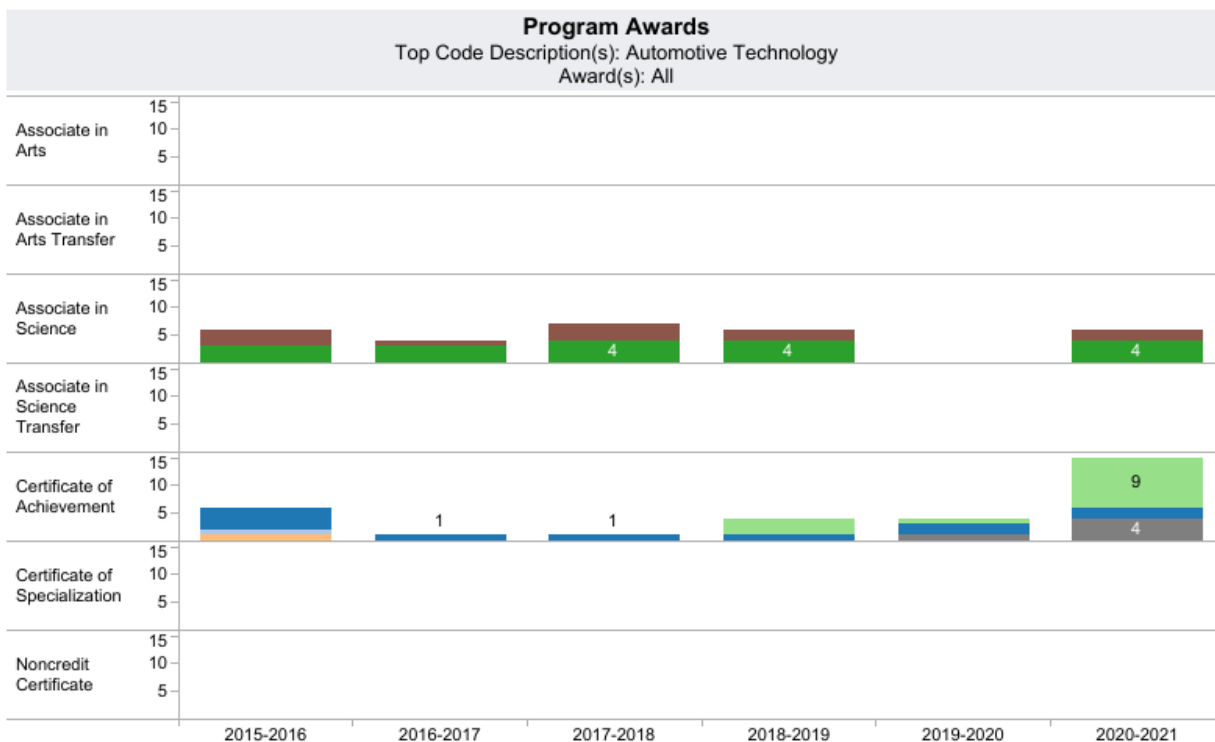
Unfortunately, but not necessarily in some sense, many of the students going through this field of study are not really seeking degrees. But are wanting to learn a trade that will enable them to go out into a field and find employment. It takes selected skill sets in many cases to land employment, such as in the collision repair industry. This would not likely be possible without certain fundamentals. This is an unadorned difference from other areas of the college. In other areas of the campus various students may be looking for transfer possibilities towards a four- year university. And perhaps other students maybe simply be doing general education courses or even just seeking exploration with career possibilities.

Many students in the program are developing tangible skill sets that are taking them directly into the auto collision repair field/industry and obtaining employment. The ABOD program is creating many opportunities that can allow these students to take anywhere in the nation and beyond. These skills and knowhows once learned are theirs to keep. That is a good thing and creates self-worth, positive abilities, and cherished outcomes for our students. It shows that skills are being developed and learned. Unfortunately, many do not continue their degree path. Even though many are finding a career and supporting themselves and their families. Some of the programs former students are now proud business owners and are supporting not only their families, but many other families that they employ. These valued learned skill sets, and knowledge were made possible while attending the ABOD program at Cuesta College. With that, there were three Auto Body certificates earned this last year and one AS degree. With something also worth noting four certificates earned in the 2019-2020 year. Perhaps aligning Cuesta Auto Body certificate and degree requirements to comprise more auto Body classes rather than ATCH classes may help bolster numbers. The program has had A.S. degrees awarded for all the past five years except for the 2019-2020 year. While the certificate of achievement completions has grown this last year from previous years. Students have also been working on and many have completed industry Pro-level one non-structural and refinish industry recognized certificates and thus obtained industry platinum recognition levels. Students have been recently working on SP2 safety certificates and I-CAR modules to that lead to an Industry certificate. From dialog with local Industry facilities, employers, and advisory input it is important for students to obtain these credentials.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Automotive Technology

Award Type:
All



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science	Adv Engine Perform Tech (AS)	3	1	3	2		2
	Automotive Technician (AS)	3	3	4	4		4
	Total	6	4	7	6		6
Certificate of Achievement	Automotive Technician (CA)				3	1	9
	Engine Performance Spec (CA)	4	1	1	1	2	2

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

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

Currently all ABOD classes are face to face with no on-line modalities.

College success rates have held fairly steady over the past six years only varying by a couple percentage points (75% average for five of the six years with a standalone year of 2019-2020 holding a higher completion rate of 82.5%.) The ATCH success rates have varied a bit more varying 77.3% to one year of 77.63%. Yet with a six-year average success rate of 82.28%. This show the ATCH found a slightly higher success rate than that of the colleges by a rate of roughly 7%. The ABOD collision program showed a higher success rate of 88.57% for the 2019-2020 year and a success rate of 88.97% for 2020-2021 year. The ABOD completion rate compared to that of the college is higher by six % points to that of the college for the 2019-2020 year (ABOD 88.57% vs the colleges 82.5%) and for the 2020-2021 year the ABOD completion rate was 88.97% vs the 74.64% completion rate of the college. The two-year average for completion of 88.77% for the ABOD program after leaving the ATCH program.

What resources might you need to meet and exceed the Institutional Set Standard?

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

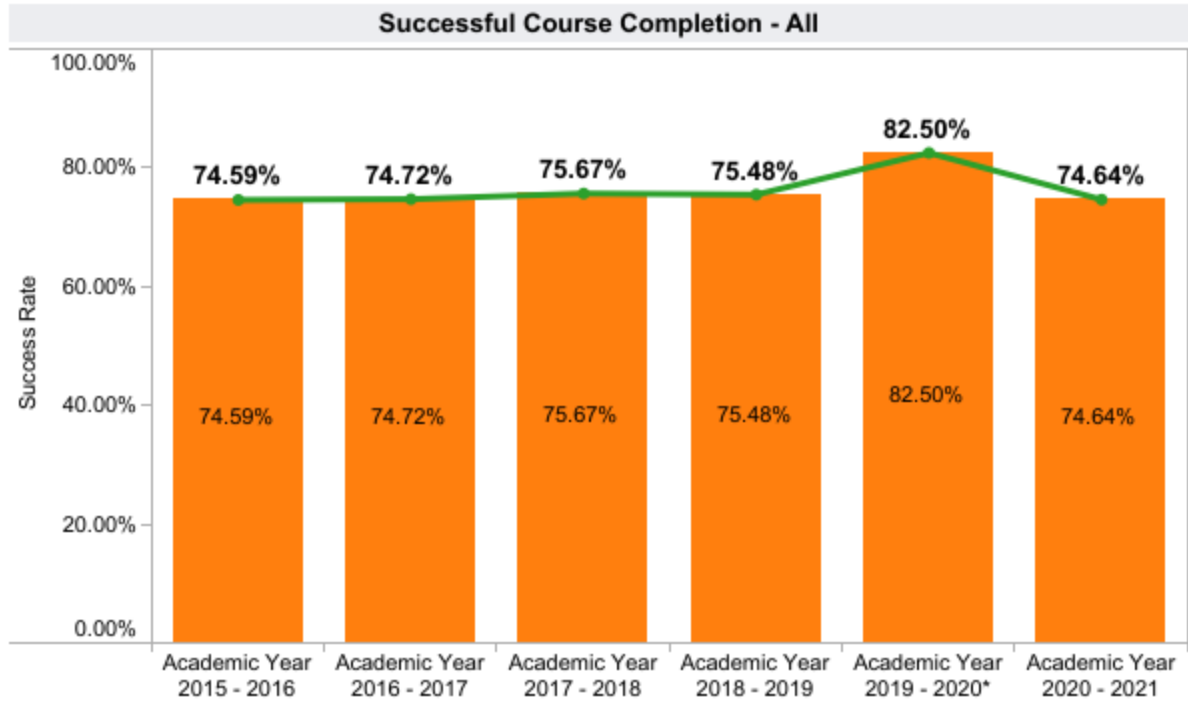
TERM
All

Measure Names

■ Department Success Rate

■ Overall College Success Rate

COURSE
All



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	74.59%	74.72%	75.67%	75.48%	82.50%	74.64%
Total Enrollments	62,349	63,559	65,897	67,718	68,853	60,205

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

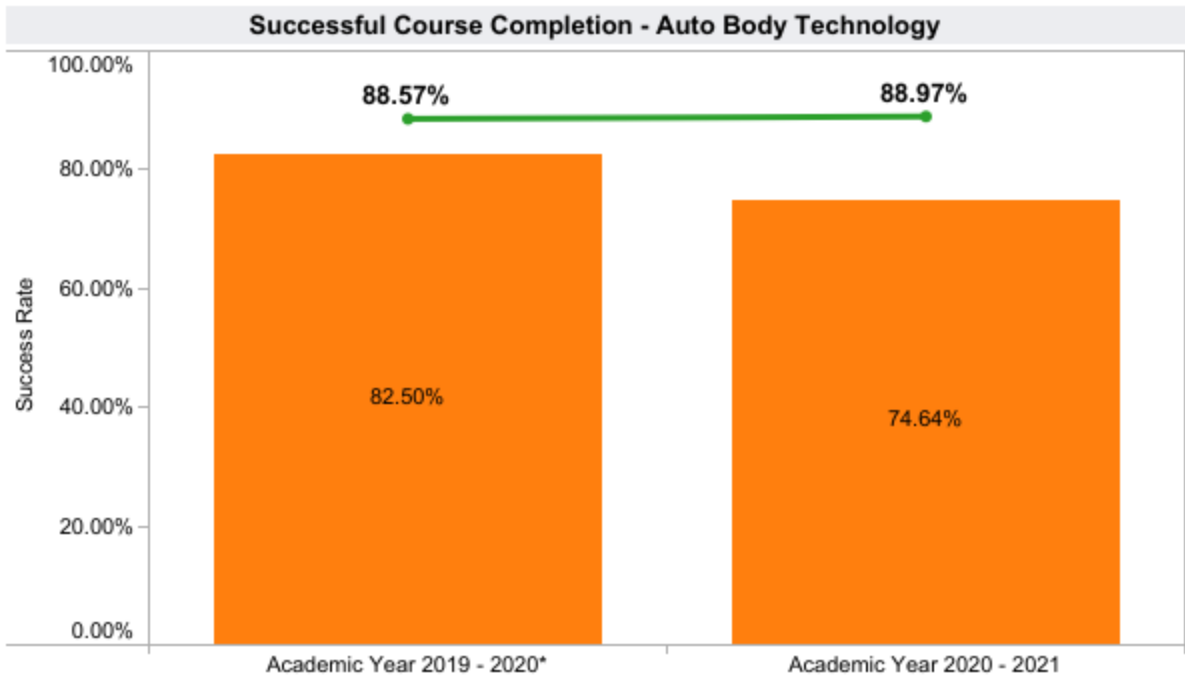
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Auto Body Technology

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All



Auto Body Technology Success Rate Table

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	88.57%	88.97%
Total Enrollments	148	136

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

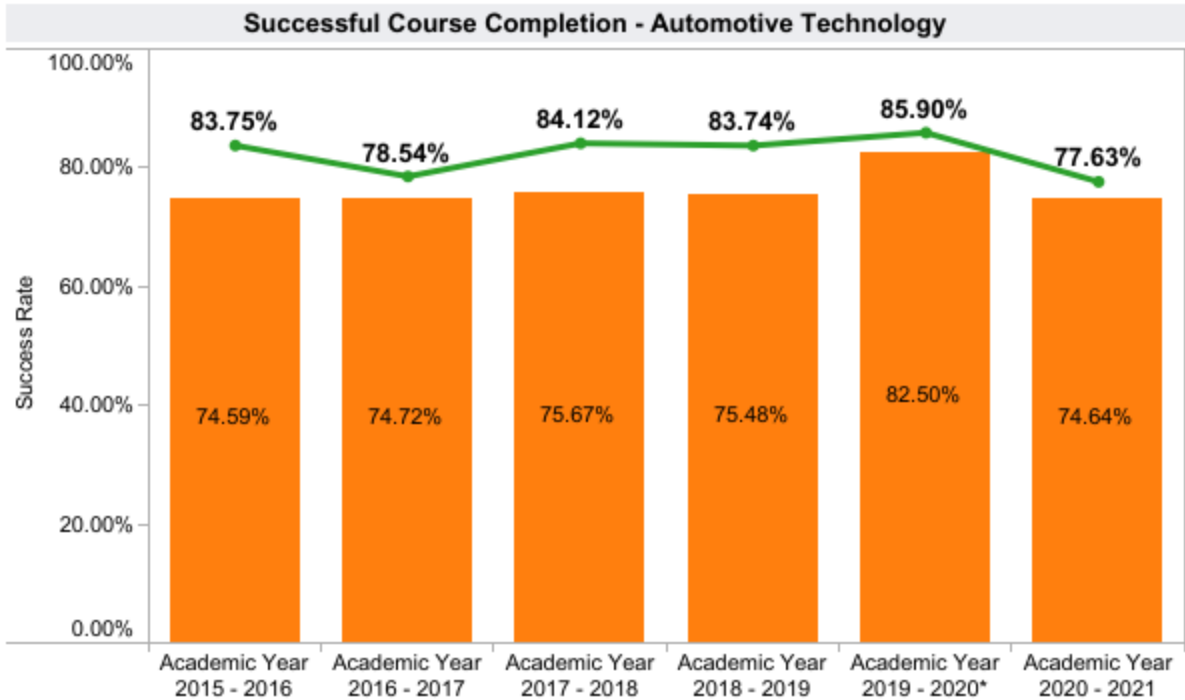
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

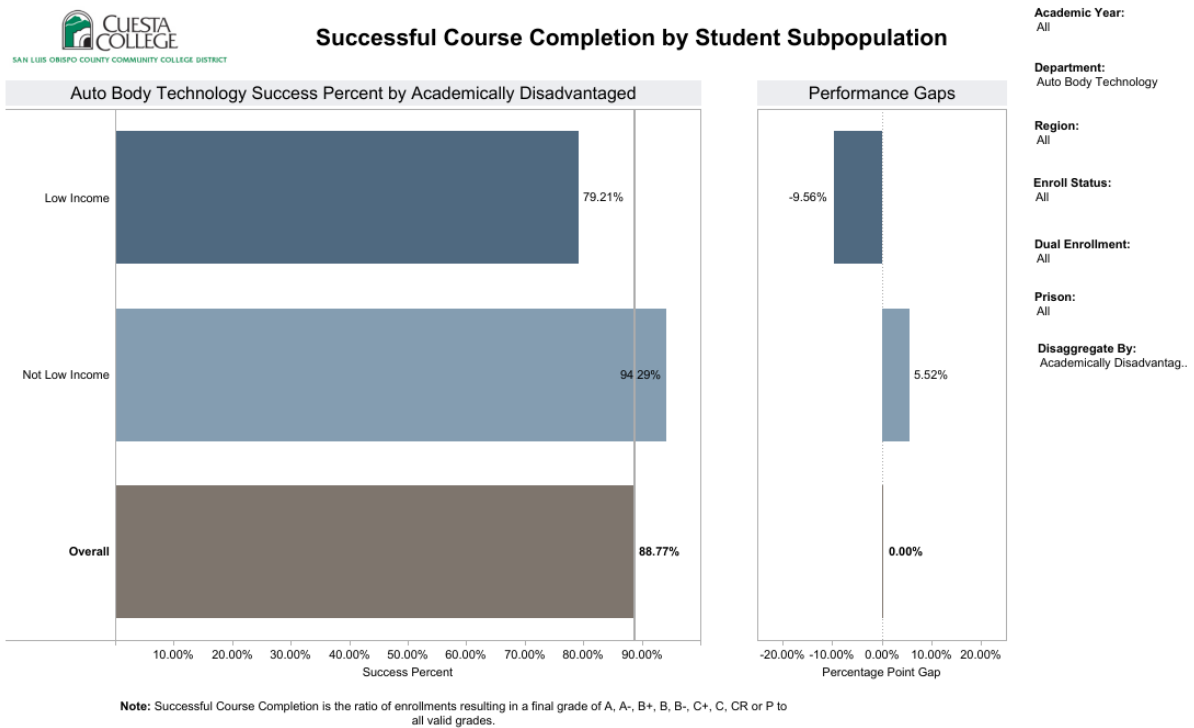
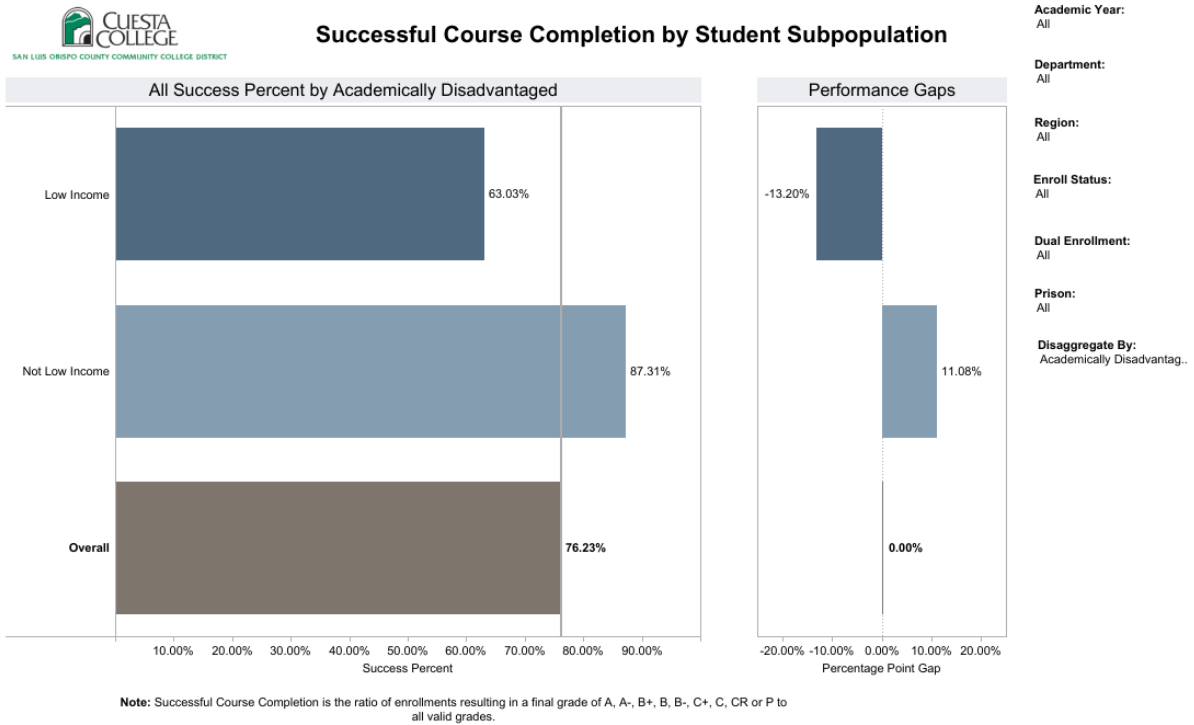
COURSE
All



	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	83.75%	78.54%	84.12%	83.74%	85.90%	77.63%
Total Enrollments	670	834	830	956	683	392

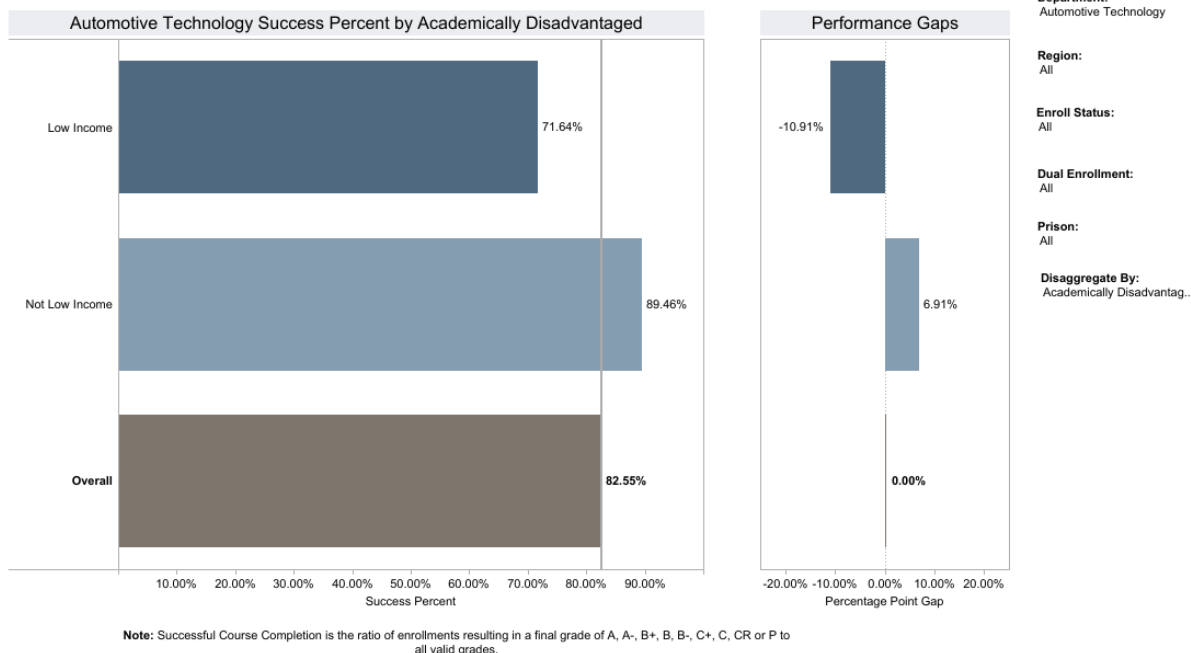
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

San Luis Obispo County Community College District Strategic Plan 2020-2023
 Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.





Successful Course Completion by Student Subpopulation



Data shows success percentage by academically disadvantaged of the college to the Auto Body program is as follows:

Low income -13.92% of the college compared to -12.65% of the Auto Body Program show encouraging data for the program that we are providing education to a greater percentage of lower income students. This field of study enables students the abilities to move out of lower paying jobs and seek a higher paying career opportunity.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Another bit of encouraging news that we are doing the right thing is:

After recently hearing from former Cuesta Auto Body student recently named Kellen Isaac, he has now become an owner of his own business - Motion Motor Sports in Kingsburg CA. He started working in the Collision Repair Industry after being in auto body classes at Cuesta College. He worked locally in a Collision repair facility for a few years and has now started his own successful business supporting his family of four by doing Auto Body repair and custom

metal forming/fabrication. Kellen was a great student played attention to detail and it shows by his successful career in the Collison Repair industry.

Gustavo Hernandez is another successful Cuesta College student that has started his own business G&H auto Body of Paso Robles. He currently employees eight full time employees. And has a busy business supporting many families of his employees also including his family and children. This is warming and heart felt that we are making a difference.

Oliver was also a former student that went to work in a local repair facility that has also branched out to have his own business with employees in Atascadero. He had no experience or knowledge of the industry prior to attending Cuesta College. All his learning about the field started at Cuesta College. This is further evidence what the school has and is offering our students are valued and gainful for our society. Another success story of the program is Jose Leon. He has opened an Auto Body a business in South County and has contacted me with the interest of having a couple students come work for him.

IV. CURRICULUM REVIEW

- D. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

None since last CPPR except for changing the Auto Body classes from being part of the Auto program to one of a standalone program ATCH to ABOD. Also, WEXP252 to ABOD 252 WORK EXPERIENCE IN AUTO BODY TECHNOLOGY. Changing the WEXP252 to ABOD 252 was done to help articulate with students and shops.

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

- Course description

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*

ABOD170	yes	no	no	no	no
ABOD 171	yes	no	no	no	no
ABOD 175	yes	no	no	no	no
ABOD 177	yes	no	no	no	no
ABOD 570	yes	no	no	no	no
ABOD 571	yes	no	no	no	no
ABOD 575	yes	no	no	no	no
ABOD 577	yes	no	no	no	no

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

- San Luis Obispo County Community College District Strategic Plan 2020-2023
- Degree and Certificate information

**CUESTA COLLEGE
PROGRAM OF STUDY**

Catalog Year: 2019-2020, 2020-2021, 2021-2022

AUTO BODY TECHNICIAN Associate in Science

Students enrolled in these courses have the opportunity to expand their knowledge relative to auto body technology and develop entry level skills required for employment in the automotive collision and repair service industry. Successful completion of course requirements prepares students for certification as a professional body and collision repair technician offered through I-CAR.

Required Courses (34.5-36.5 credits)

ATCH 160	AUTOMOTIVE ELECTRICAL ACCESSORIES	4
ATCH 168	AUTOMOTIVE REPAIR BUSINESS	3
ABOD 170	AUTO BODY REPAIR I	3
ABOD 171	ADVANCED AUTO BODY	3
	or	
ABOD 177	ADVANCED AUTOMOTIVE PAINTING	3
ABOD 175	AUTOMOTIVE PAINTING	5
ATCH 284	BRAKING SYSTEMS	4
ATCH 186	CHASSIS AND SUSPENSION SYSTEMS	3
ATCH 188	AUTOMOTIVE HEATING AND AIR CONDITIONING	3
ATCH 109	INTRODUCTION TO AUTOMOTIVE COMPUTERS	2.5
WELD 270A	BASIC WELDING	3
WELD 270C	WELDING: GMAW & GTAW	3

Plus, pass a minimum of two certification tests for the National Institute of Automotive Service Excellence (ASE)

Total Units	36.5
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PID 905

Program Outcome Report for AUTO BODY TECHNICIAN

A: Outcome

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

Assessment

1) Completion of safety tests with a 95% or higher marks. Completed orientation of personal protective equipment utilized in laboratory (100%). Completion of job safety orientation of industry tools, equipment, and materials utilized in the course (100%).

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

B: Outcome

SLO 2: Analyze, diagnose, and exhibit safe and efficient methods for repairing and refinishing vehicle collision damage.

Assessment

1) Completion of classroom and laboratory assignments and tasks with 70% or higher marks.

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

C: Outcome

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

Assessment

1) Completion of classroom and laboratory measuring, estimating, and other related assignments and tasks with 70% or higher marks.

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

D: Outcome

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

Assessment

1) Professionalism and Participation assessments by professors evaluated by:

- a. Appear on time for class. (80% or higher)
- b. Turn in assignments on time. (80% or higher)
- c. Exhibits neatness and order while working in the laboratory. (90% or higher)
- d. Care of tools and equipment while participating in functions of the lab. (99% or higher)
- e. Participation in activities throughout the semester. (80% or higher)
- f. Effectively manages time on assigned tasks. (85% or higher)

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

Program Outcome Report for AUTO BODY TECHNICIAN

A: Outcome

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

Assessment

1) Completion of safety tests with a 95% or higher marks. Completed orientation of personal protective equipment utilized in laboratory (100%). Completion of job safety orientation of industry tools, equipment, and materials utilized in the course (100%).

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

B: Outcome

SLO 2: Analyze, diagnose, and exhibit safe and efficient methods for repairing and refinishing vehicle collision damage.

Assessment

1) Completion of classroom and laboratory assignments and tasks with 70% or higher marks.

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

C: Outcome

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

Assessment

1) Completion of classroom and laboratory measuring, estimating, and other related assignments and tasks with 70% or higher marks.

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

3) Student surveys.

D: Outcome

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

Assessment

1) Professionalism and Participation assessments by professors evaluated by:

- a. Appear on time for class. (80% or higher)
- b. Turn in assignments on time. (80% or higher)
- c. Exhibits neatness and order while working in the laboratory. (90% or higher)
- d. Care of tools and equipment while participating in functions of the lab. (99% or higher)
- e. Participation in activities throughout the semester. (80% or higher)
- f. Effectively manages time on assigned tasks. (85% or higher)

2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

CUESTA COLLEGE		
PROGRAM OF STUDY		
Catalog Year: 2018-2019, 2019-2020, 2020-2021, 2021-2022		
<u>AUTOBODY TECHNICIAN Certificate of Achievement</u>		
<p>Students enrolled in these courses have the opportunity to expand their knowledge relative to auto body technology and develop entry level skills required for employment in the automotive collision and repair service industry. Successful completion of course requirements prepares students for certification as a professional body and collision repair technician offered through I-CAR.</p>		
Required Courses (18 credits)		
ATCH 160	AUTOMOTIVE ELECTRICAL ACCESSORIES	4
	or	
ATCH 158	AUTOMOTIVE ELECTRICITY AND ELECTRONICS	4
ATCH 168	AUTOMOTIVE REPAIR BUSINESS	3
ABOD 170	AUTO BODY REPAIR I	3
ABOD 175	AUTOMOTIVE PAINTING	5
ATCH 186	CHASSIS AND SUSPENSION SYSTEMS	3
	or	
ATCH 188	AUTOMOTIVE HEATING AND AIR CONDITIONING	3
Total Units		18
		PID 904

CUESTA COLLEGE PROGRAM OF STUDY		
Catalog Year: 2019-2020, 2020-2021, 2021-2022		
<u>NONCREDIT AUTO/BODY COLLISION REPAIR Certificate of Completion</u>		
<p>This program is composed of noncredit ATCH courses. Students who successfully complete all courses will be eligible for the certificate. Upon completion of this certificate, noncredit ATCH students will have acquired the skills for entry level automotive positions.</p>		
<p>Career Opportunities in Auto Body Technology Entry level positions in the automotive industry.</p>		
Required Courses (0 credits)		
ABOD 570	AUTO BODY REPAIR I	108
ABOD 571	ADVANCED AUTO BODY	108
Total Hours		216
		PID 795

CUESTA COLLEGE PROGRAM OF STUDY		
Catalog Year: 2019-2020, 2020-2021, 2021-2022		
<u>NONCREDIT AUTOMOTIVE REFINISH REPAIR Certificate of Completion</u>		
<p>This program is composed of noncredit ATCH courses. Students who successfully complete all courses will be eligible for the certificate. Upon completion of this certificate, noncredit ATCH students will have acquired the skills for entry level automotive positions.</p>		
<p>Career Opportunities in Auto Body Technology Entry level positions in the automotive industry.</p>		
Required Courses (0 credits)		
ABOD 575	AUTOMOTIVE PAINTING	162
ABOD 577	ADVANCED AUTOMOTIVE PAINTING	108
Total Hours		270
		PID 785

Program Outcome Report for NONCREDIT AUTO/BODY COLLISION REPAIR

A: Outcome

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

Assessment

Completion of safety tests with a 95% or higher marks. Completed orientation of personal protective equipment utilized in laboratory (100%). Completion of job safety orientation of industry tools.

B: Outcome

Analyze, diagnose, and exhibit safe and efficient methods for repairing vehicle collision damage.

Assessment

Completion of classroom and laboratory assignments and tasks with 70% or higher marks. 2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments.

C: Outcome

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

Assessment

Completion of classroom and laboratory metal working, measuring, estimating, and other related assignments and tasks with 70% or higher marks. 2) Evaluation of data per completed classroom and laboratory assignments.

D: Outcome

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

Assessment

Professionalism and Participation assessments by professors evaluated by: a. Appear on time for class. (80% or higher) b. Turn in assignments on time. (80% or higher) c. Exhibits neatness and order.

Program Outcome Report for **NONCREDIT** **AUTOMOTIVE REFINISH REPAIR**

A: Outcome

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

Assessment

- 1) Completion of safety tests with a 95% or higher marks. Completed orientation of personal protective equipment utilized in laboratory (100%). Completion of job safety orientation of industry tools.
- 2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments reflected by course grading rubrics and the Inter-Industry Conference on Auto Collision Repair (I-CAR) National Automotive Technicians Education Foundation (NATEF) Task lists.

B: Outcome

Analyze, diagnose, and exhibit safe and efficient methods for repairing and refinishing vehicles.

Assessment

- 1) Completion of classroom and laboratory assignments and tasks with 70% or higher marks.
- 2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments.

C: Outcome

Diagnose and demonstrate technical knowledge and critical thinking capabilities in the analysis of vehicle topcoats and material considerations pertaining to refinishing and collision damage related refinishing procedures.

Assessment

- 1) Completion of classroom and laboratory measuring, estimating, and other related assignments and tasks with 70% or higher marks.
- 2) Evaluation of data per completed classroom and laboratory assignments, projects and hands on assessments.

D: Outcome

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

Assessment

- 1) Professionalism and Participation assessments by professors evaluated by: a. Appear on time for class. (80% or higher) b. Turn in assignments on time. (80% or higher) c. Exhibits neatness and order.



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 170
Course Title: AUTO BODY REPAIR I

Total Student Hours and Credit		Hours/Week	Hours/Term
Lecture Hours	In-Class	2.00	36.00
	Out-of-Class	4.00	72
Lab Hours	In-Class	4.00	72.00
	Out-of-Class	0	0
Activity Hours	in-class	0	0
	out-of-class	0	0
TBA Hours Per Term			0
Total Student Hours Per Term:			180.00
Hours-per-unit Divisor			54.00
Units of Credit:			3.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents the fundamentals of automotive body repair. Includes instruction in body construction, welding, metalworking methods and equipment used in the auto body repair industry. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the auto body repair industry.

Schedule Description:

Presents the fundamentals of automotive body repair. Includes instruction in body construction, welding, metalworking methods and equipment used in the auto body repair industry. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the auto body repair industry. (Formerly ATCH 170)

Division: Engineering & Technology

Department: Auto Body Technology

Minimal Qualification

Discipline Designation (MQDD): Auto Body Technology

Degree Applicability: Credit - Degree Applicable

Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- Letter Grade or P/NP

Repeatability: 0

Course Cap: 21

Face-to-Face Modality Limit: 21

DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Analyze, diagnose and apply safe and efficient methods for repairing auto body collision damage
2. Demonstrate knowledge of characteristics of automotive body repair and apply methods of metalworking procedures as well as those used with automotive plastics and other automotive materials.
3. Identify different types of vehicle construction, vehicle dimensions, and measuring of vehicles.
4. Demonstrate safe and efficient welding techniques used in the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and efficient methods for repairing auto body damage.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
2. Demonstrate the operation and maintenance of tools and equipment used to repair auto collision damage.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams

- Written/Typed Homework
- 3. Demonstrate capacity to measure vehicle dimensions, analyze for damage and determine a plan of action.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 4. Identify, analyze and demonstrate metalworking and filler techniques
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 5. Identify, analyze and demonstrate various techniques for repairing plastics and fiberglass panels used in auto body repair.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 6. Identify body panel attachment methods.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 7. Demonstrate the capacity to utilize welding techniques used in auto body repair, including fusion and non-fusion.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
 - Tools
 - Materials
 - Safe handling methods
 - Utilizing tools and materials
 - (Obj 1)
2. Measuring and pulling tools
 - Lifts and jacks
 - Hand tools: grinders, sanders and other hand tools associated with auto collision repair.
 - Air tools: ratchets, sanders, grinders, and other pneumatic tools associated with auto collision repair.
 - Welding tools: MIG-steel and aluminum, MIG-brazing, STRSW
 - (Obj 1, 2)
3. Measuring using hanging gauges, tram gauge and three-dimensional measurements
- (Obj 1, 3)
4. Determining and analyzing discrepancies in vehicle measurements

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* (1st/e). Goodheart-Wilcox, (2014).
Rationale: Latest edition available.

Auto Collision Repair and Refinishing, Michael Crandell 3Rd Edition

ISBN:978- 1-64564-682-2

- (Obj 1, 3)
- 5. Plan of action to correct vehicle dimension discrepancies.
(Obj 1, 3)
- 6. Hammer and dolly
 - Metal shrinking
 - Grinding
 - Application of fillers
 - Blocking and finishing fillers(Obj 1, 4)
- 7. Straightening with heat, correct tares and superficial distortions in plastic panels.
 - Plastic weld tears and holes on plastic panels.
 - Applying plastic adhesives and filler materials to plastic panels.
 - Refining and finishing plastic surfaces prior to refinishing.(Obj 1, 5)
- 8. Removing interior and exterior body panels
 - Removing and replacing plastic fasteners and bolted panels
 - Removing and replacing welded panels(Obj 1, 6)
- 9. Plug, lap, and butt welds
 - MIG/MAG brazing techniques
 - Squeeze-type resistant spot welding (STRSW)(Obj 1, 7)
- 10. Straightening with heat, correct tares and superficial distortions in plastic panels.
 - Plastic weld tears and holes on plastic panels.
 - Applying plastic adhesives and filler materials to plastic panels.
 - Refining and finishing plastic surfaces prior to refinishing.(Obj 1, 5)

Assignments:

Examples of independent assignments to fulfill 72 total hours of required out-of-class work:

- 1. Homework: questions relating to the reading assignments (Obj 1, 3, 5, 6, 7)
- 2. Research technical manuals related to classwork and report outcomes (Obj 2, 4, 5, 6)
- 3. Individual assignments dealing with "real-world" repair scenarios, for example, identifying and completing repairs involving measuring, sanding, grinding, welding, applying fasteners and fillers, and finishing. (Obj 1, 2, 3, 4, 5, 6, 7)

Class participation and assignments require and develop critical thinking.

- 1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments to the plan and procedure as necessary (Obj 1, 2, 3, 4, 5, 6, 7)
- 2. During the repair operations, students must be able to gauge progress and determine appropriate actions. (Obj 4, 5, 6)



Course Student Learning Outcomes Report

ABOD 171 ADVANCED AUTO BODY

Student Learning Outcomes

1. Select and justify proper use of personal protection equipment (PPE), storage and handling of materials associated within the Auto Collision Industry.
2. Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation processes towards refinishing.
3. Analyze vehicle construction and repair considerations of various materials pertaining to collision damage.
4. Recognize occupational administrative processes within the Auto Body Industry.

Effective: Fall 2019
 Last Reviewed: 12/07/2019



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 171
Course Title: ADVANCED AUTO BODY

Total Student Hours and Credit		Hours/Week	Hours/Term
Lecture Hours	In-Class	2.00	36.00
	Out-of-Class	4.00	72
Lab Hours	In-Class	4.00	72.00
	Out-of-Class	0	0
Activity Hours	in-class	0	0
	out-of-class	0	0
TBA Hours Per Term			0
Total Student Hours Per Term:			180.00
Hours-per-unit Divisor			54.00
Units of Credit:			3.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents an advanced course in automotive body and fender repair which combines laboratory work on campus and on-site research in a commercial repair facility. This course covers estimating damage, frame alignment, trim work, upholstery removal and installation, shop management, and major collision damage repair. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the automotive collision repair industry.

Schedule Description:

Presents an advanced course in automotive body and fender repair which combines laboratory work on campus and on-site research in a commercial repair facility. This course covers estimating damage, frame alignment, trim work, upholstery removal and installation, shop management, and major collision damage repair. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the automotive collision repair industry. Prerequisite: ABOD 170 (Formerly ATCH 170) (Formerly ATCH 171)

Prerequisites:

- ABOD 170: AUTO BODY REPAIR I

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification
Discipline Designation Auto Body Technology
(MQDD):
Degree Applicability: Credit - Degree Applicable
Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- Letter Grade or P/NP

Repeatability:

Course Cap: 21
Face-to-Face Modality 21
Limit:
DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Select and justify proper use of personal protection equipment (PPE), storage and handling of materials associated within the Auto Collision Industry.
2. Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation processes towards refinishing.
3. Analyze vehicle construction and repair considerations of various materials pertaining to collision damage.
4. Recognize occupational administrative processes within the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and effective methods of performing automotive collision repairs.
 - Class Performance(s)
 - Performance Exams

- Quizzes/Exams
 - Written/Typed Homework
2. Demonstrate the proper operation of the various pieces of collision repair equipment associated with collision repair industry
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 3. Analyze and measure damage on unibody and full-frame vehicles.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 4. Develop an estimate of labor and material costs for repairing structural and cosmetic damage and formulate a plan of action to be followed.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 5. Apply repair methods to restore a damaged vehicle to pre-accident condition.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
 - Safe use of tools
 - Safety data sheet
 - Proper method for handling, storing, and disposing of hazardous materials
 - (Obj 1)
2. Hand, pneumatic, hydraulic tools
 - Lifts, jacks
 - Welders
 - (Obj 1, 2)
3. Body dimension specifications
 - Panel alignment
 - Tram and three-dimensional gauge
 - (Obj 1, 3)
4. Cosmetic and structural damage
 - Repair versus replace parts
 - Repair materials Labor, material and parts costs calculations
 - Repair operation plan
 - (Obj 1, 4)
5. Frame structural repair Cosmetic repair- hammer and dolly dents, body filler
 - Plastic and fiberglass repair
 - Panel welding Interior and weatherstrip removal and installation

(Obj 1, 5)

Assignments:

Examples of independent assignments to fulfill 72 total hours of required out-of-class work:

1. Homework: questions relating to the reading assignments (Obj 1, 2)
2. Research in technical manuals related to classwork and report on OEM repair procedures (Obj 1, 2, 3, 4, 5)
3. Individual assignments dealing with "real-world" repair scenarios, for example, welding and sectioning on steel. (Obj 2, 5)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments to the plan and procedure as necessary. (Obj 1, 2, 3, 4, 5)
2. Students will diagnose completed auto body damage repair and identify cause-effect relationships, recognize errors, and the apply previously known principles to the situations. (Obj 1, 2, 3, 4, 5)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* (1st/e). Goodheart-Wilcox, (2014).
Rationale: Latest edition available.

Auto Collision Repair and Refinishing, Michael Crandell 3rd Edition

ISBN:978- 1-64564-682-2



Course Student Learning Outcomes Report **ABOD 175 AUTOMOTIVE PAINTING**

Student Learning Outcomes

1. Identify various safety concerns associated with refinishing materials and associated regulations within the Auto Collision Industry.
2. Demonstrate painting processes associated within the Automotive Collision and Body shop industry.
3. Demonstrate color theory and color matching techniques as it relates to automotive painting.
4. Identify refinish damage reports, refinishing terms, and considerations involved with customer information and relationships in the industry.



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 175
Course Title: AUTOMOTIVE PAINTING

Total Student Hours and Credit		Hours/Week	Hours/Term
Lecture Hours	In-Class	3.00	54.00
	Out-of-Class	6.00	108
Lab Hours	In-Class	6.00	108.00
	Out-of-Class	0	0
Activity Hours	in-class	0	0
	out-of-class	0	0
TBA Hours Per Term			0
Total Student Hours Per Term:			270.00
Hours-per-unit Divisor			54.00
Units of Credit:			5.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Catalog Description:

Covers surface preparation, selection and application of undercoats, topcoats and other types of refinishing materials and equipment which are compliant with current Air Pollution Control District rulings and laws governing commercial automotive refinishing operations. Addresses health, safety, and environmental concerns relative to the automotive painting industry. Emphasizes development of the knowledge and manipulative skills necessary for gainful employment in the automotive painting industry.

Schedule Description:

Covers surface preparation, selection and application of undercoats, topcoats and other types of refinishing materials and equipment which are compliant with current Air Pollution Control District rulings and laws governing commercial automotive refinishing operations. Addresses health, safety, and environmental concerns relative to the automotive painting industry. Emphasizes development of the knowledge and manipulative skills necessary for gainful employment in the automotive painting industry. (Formerly ATECH75, ATCH175)

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification Discipline Designation (MQDD): Auto Body Technology
Degree Applicability: Credit - Degree Applicable

Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- Letter Grade or P/NP

Repeatability: 0
Course Cap: 21
Face-to-Face Modality Limit: 21
DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Identify various safety concerns associated with refinishing materials and associated regulations within the Auto Collision Industry.
2. Demonstrate painting processes associated within the Automotive Collision and Body shop industry.
3. Demonstrate color theory and color matching techniques as it relates to automotive painting.
4. Identify refinish damage reports, refinishing terms, and considerations involved with customer information and relationships in the industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and sane handling of chemicals before, during, and after the job, including the handling and disposal of hazardous wastes.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

2. Demonstrate proper use, care and maintenance of auto refinishing equipment.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
3. Analyze surface conditions and demonstrate associated surface preparation techniques.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
4. Demonstrate application of various undercoat and topcoat systems.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
5. Demonstrate color adjustment techniques for paint matching.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
6. Recognize various repair techniques for refinish abnormalities
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
Properly handling refinishing materials
Handling and disposal of hazardous waste
(Obj 1)
2. Paint application tools, equipment and maintenance- compressed air systems, spray booth construction and operation, breathing apparatus operation
Spray guns- spray gun construction, spray gun overhaul
(Obj 1, 2)
3. Refinishing procedures utilized for the application of undercoats and topcoats
Blocking primers and taping for refinishing
Metal treatment prior to painting,
Air pollution control district compliant coatings
Base coat - clear coat technology
Tri-coat technology
VOC's & other environmental concerns
(Obj 1, 3, 4)
4. Color tinting of paint material
Variation of gun application techniques
Spray out cards
Color variance decks

(Obj 1, 6)

5. Correcting paint problems while spraying
Correcting paint problems using buffing and polishing techniques
(Obj 1, 6)

Assignments:

Examples of independent assignments to fulfill 108 total hours of required out-of-class work:

1. Homework: questions relating to the reading assignments (Obj 1, 2, 3, 4, 5, 6)
2. Research in technical manuals related to classwork and report on OEM repair procedures (Obj 1, 2, 3, 4, 5, 6)
3. Individual assignments dealing with "real-world" repair scenarios, for example, blending panels, color matching and buffing. (Obj 1, 2, 3, 5, 6)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments as necessary (Obj 1, 2, 3, 4, 5, 6)
2. Students will diagnose completed paint repair projects to identify cause-effect relationships, recognize errors, and then apply previously known principles to the situation (Obj 1, 2, 3, 4, 5, 6)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing (1st/e)*. Goodheart-Wilcox, (2014).

Auto Collision Repair and Refinishing, Michael Crandell 3rd Edition

ISBN:978- 1-64564-682-2



Course Student Learning Outcomes Report **ABOD 177 ADVANCED AUTOMOTIVE PAINTING**

Student Learning Outcomes

1. Identify various safety concerns associated with refinishing materials and associated regulations.
2. Demonstrate an understanding of refinish planning, processes and procedures.
3. Recognize occupational administrative processes within the Auto Body Industry.

Effective: Fall 2019
 Last Reviewed: 12/07/2019



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 177
Course Title: ADVANCED AUTOMOTIVE PAINTING

Total Student Hours and Credit		
	Hours/Week	Hours/Term
Lecture Hours	In-Class	2.00
	Out-of-Class	4.00
Lab Hours	In-Class	4.00
	Out-of-Class	0
Activity Hours	in-class	0
	out-of-class	0
TBA Hours Per Term		0
Total Student Hours Per Term:		180.00
Hours-per-unit Divisor		54.00
Units of Credit:		3.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents complete vehicle refinishing, color matching techniques, color theory and custom painting as well as vehicle detailing. Prepares students for employment as an automotive painter.

Schedule Description:

Presents complete vehicle refinishing, color matching techniques, color theory and custom painting as well as vehicle detailing. Prepares students for employment as an automotive painter. Prerequisite: ABOD 170 (Formerly ATCH 170) and ABOD 175 (Formerly ATCH 175). (Formerly ATCH 177)

Prerequisites:

- ABOD 170: AUTO BODY REPAIR I
and
- ABOD 175: AUTOMOTIVE PAINTING

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification
Discipline Designation Auto Body Technology
(MQDD):
Degree Applicability: Credit - Degree Applicable

Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- Letter Grade or P/NP

Repeatability: 0
Course Cap: 22
Face-to-Face Modality
Limit: 22
DE Modality Limit: 22

STUDENT LEARNING OUTCOMES

1. Identify various safety concerns associated with refinishing materials and associated regulations.
2. Demonstrate an understanding of refinish planning, processes and procedures.
3. Recognize occupational administrative processes within the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate industry-standard auto refinishing safety practices
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
2. Devise a refinish plan to follow during the painting process.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

3. Refinish spot and complete vehicle refinish according to the refinish plan.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
4. Define color theory as it relates to automotive painting and demonstrate color matching techniques
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
5. Describe custom painting techniques.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
6. Perform interior and exterior detail using body shop safe products.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
 - Safety data sheets- chemicals precautions and first aid measures
 - Technical service bulletins
 - Hazardous waste disposal
 - (Obj 1)
2. Refinish Plan.
 - Estimating repair labor hours.
 - Determining proper repair procedures
 - Estimating cost of refinish materials
 - Determining customer expectations
 - Preparing a vehicle for delivery to the customer
 - (Obj 1, 2)
3. Spot paint refinishing on a Vehicle
 - Completing vehicle refinish
 - Surface evaluation of existing paint film
 - Paint stripping or removal of partial material
 - Masking techniques or part removal
 - Base coat application
 - Clear coat application
 - (Obj 1, 3)
4. Color Theory according to Munsell color wheel
 - Analyzing paint toners/pigments
 - Adjusting color hue
 - Adjusting color value

Adjusting color chroma

(Obj 1, 4)

5. Custom Painting Procedures

Proper use of the air brush and pin striping brush Flame layout and fades Paint layering and sequencing

(Obj 1, 5)

6. Interior and Exterior washing and detail

Carpet cleaning methods Vinyl conditioning

Exterior detail including scratch removal buffing and polishing

(Obj 1, 6)

Assignments:

Examples of independent assignments to fulfill 72 total hours of required out-of-class work:

1. Research of paint manufacturer technical manuals and report outcomes (Obj 1, 2, 3, 4, 5, 6)
2. Research materials for compliance locally and nationally and report outcomes (Obj 1, 2, 3, 4, 5, 6)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan and proceed with the plan and make necessary adjustments (Obj 1, 2, 3, 4, 5, 6)
2. Students will diagnose completed paint repair projects and identify cause-effect relationships, recognize errors, and then apply previously known principles to the situation. (Obj 1, 2, 3, 4, 5, 6)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Group Work
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* (1st/e). Goodheart-Wilcox, (2014).



Course Student Learning Outcomes Report **ABOD 570 AUTO BODY REPAIR I**

Student Learning Outcomes

1. Analyze, diagnose and apply safe and efficient methods for repairing auto body collision damage.
2. Demonstrate knowledge of characteristics of automotive body repair and apply methods of metalworking procedures as well as those used with automotive plastics and other automotive materials.
3. Identify different types of vehicle construction, vehicle dimensions, and measuring of vehicles.
4. Demonstrate safe and efficient welding techniques used in the Auto Body Industry.

Effective: Fall 2019
 Last Reviewed: 12/07/2019



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 570
Course Title: AUTO BODY REPAIR I

Total Student Hours and Credit		
Lecture Hours Per Week	In-Class	2.00
	Out-of-Class	
Lab Hours Per Week	In-Class	4.00
	Out-of-Class	
Additional Instructor Contact Hours Per Week		
Total Contact Hours Per Week		6.00 - 6.00
Total Lecture Hours		36.00
Total Lab Hours		72.00
Total Contact Hours		108.00 - 108.00
Units of Credit:		0

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.
 Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents the fundamentals of automotive body repair. Includes instruction in body construction, welding, metalworking methods and equipment used in the auto body repair industry. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the auto body repair industry.

Schedule Description:

Presents the fundamentals of automotive body repair. Includes instruction in body construction, welding, metalworking methods and equipment used in the auto body repair industry. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the auto body repair industry. (Formerly ATCH570)

Division: Engineering & Technology
Department: Auto Body Technology

Minimal Qualification

Discipline Designation (MQDD): Auto Body Technology

Degree Applicability: Noncredit

Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- P/NP Only
- Non-Credit Gradeable Course/SP

Repeatability: 99

Course Cap: 21

Face-to-Face Modality Limit: 21

DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Analyze, diagnose and apply safe and efficient methods for repairing auto body collision damage.
2. Demonstrate knowledge of characteristics of automotive body repair and apply methods of metalworking procedures as well as those used with automotive plastics and other automotive materials.
3. Identify different types of vehicle construction, vehicle dimensions, and measuring of vehicles.
4. Demonstrate safe and efficient welding techniques used in the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and efficient methods for repairing auto body damage.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
2. Demonstrate the operation and maintenance of tools and equipment used to repair auto collision damage.
 - Class Performance(s)
 - Performance Exams

- Quizzes/Exams
 - Written/Typed Homework
3. Demonstrate capacity to measure vehicle dimensions, analyze for damage and determine a plan of action.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 4. Identify, analyze and demonstrate metalworking and filler techniques
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 5. Identify, analyze and demonstrate various techniques for repairing plastics and fiberglass panels used in auto body repair.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 6. Identify body panel attachment methods.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
 7. Demonstrate the capacity to utilize welding techniques used in auto body repair, including fusion and non-fusion.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
 - Tools
 - Materials
 - Safe handling methods
 - Utilizing tools and materials
 - (Obj 1)
 2. Measuring and pulling tools
 - Lifts and jacks
 - Hand tools: grinders, sanders and other hand tools associated with auto collision repair.
 - Air tools: ratchets, sanders, grinders, and other pneumatic tools associated with auto collision repair.
 - Welding tools: MIG-steel and aluminum, MIG-brazing, STRSW
 - (Obj 1, 2)
 3. Measuring using hanging gauges, tram gauge and three-dimensional measurements
 - (Obj 1, 3)
-

4. Determining and analyzing discrepancies in vehicle measurements
(Obj 1, 3)
5. Plan of action to correct vehicle dimension discrepancies.
(Obj 1, 3)
6. Hammer and dolly
Metal shrinking
Grinding
Application of fillers
Blocking and finishing fillers
(Obj 1, 4)
7. Straightening with heat, correct tears and superficial distortions in plastic panels.
Plastic weld tears and holes on plastic panels.
Applying plastic adhesives and filler materials to plastic panels.
Refining and finishing plastic surfaces prior to refinishing.
(Obj 1, 5)
8. Removing interior and exterior body panels
Removing and replacing plastic fasteners and bolted panels
Removing and replacing welded panels

(Obj 1, 6)
9. Plug, lap, and butt welds
MIG/MAG brazing techniques
Squeeze-type resistant spot welding (STRSW)
(Obj 1, 7)
10. Straightening with heat, correct tears and superficial distortions in plastic panels.
Plastic weld tears and holes on plastic panels.
Applying plastic adhesives and filler materials to plastic panels.
Refining and finishing plastic surfaces prior to refinishing.
(Obj 1, 5)

Assignments:

Examples of independent assignments to fulfill total hours of required out-of-class work:

1. Homework: questions relating to the reading assignments (Obj 1, 3, 5, 6, 7)
2. Research technical manuals related to classwork and report outcomes (Obj 1, 2, 3, 4, 5, 6, 7)
3. Individual assignments dealing with "real-world" repair scenarios, for example, identifying and completing repairs involving measuring, sanding, grinding, welding, applying fasteners and fillers, and finishing. (Obj 1, 2, 3, 4, 5, 6, 7)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments to the plan and procedure as necessary (Obj 1, 2, 3, 4, 5, 6, 7)
2. During the repair operations, students must be able to gauge progress and determine appropriate actions. (Obj 1, 2, 3, 4, 5, 6, 7)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* ((1st/e)/e). Goodheart-Wilcox, (2014).



Course Student Learning Outcomes Report
ABOD 571 ADVANCED AUTO BODY

Student Learning Outcomes

1. Select and justify proper use of personal protection equipment (PPE), storage and handling of materials associated within the Auto Collision Industry.
2. Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation processes towards refinishing.
3. Analyze vehicle construction and repair considerations of various materials pertaining to collision damage.
4. Recognize occupational administrative processes within the Auto Body Industry.

Effective: Fall 2019
Last Reviewed: 12/07/2019



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 571
Course Title: ADVANCED AUTO BODY

Total Student Hours and Credit		
Lecture Hours Per Week	In-Class	2.00
	Out-of-Class	
Lab Hours Per Week	In-Class	4.00
	Out-of-Class	
Additional Instructor Contact Hours Per Week		
Total Contact Hours Per Week		6.00 - 6.00
Total Lecture Hours		36.00
Total Lab Hours		72.00
Total Contact Hours		108.00 - 108.00
Units of Credit:		0

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.
Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents an advanced course in automotive body and fender repair which combines laboratory work on campus and on-site research in a commercial repair facility. This course covers estimating damage, frame alignment, trim work, upholstery removal and installation, shop management, and major collision damage repair. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the automotive collision repair industry.

Schedule Description:

Presents an advanced course in automotive body and fender repair which combines laboratory work on campus and on-site research in a commercial repair facility. This course covers estimating damage, frame alignment, trim work, upholstery removal and installation, shop management, and major collision damage repair. Emphasis is placed on developing the knowledge and manipulative skill necessary for gainful employment in the automotive collision repair industry. (Formerly ATCH571)

Division: Engineering & Technology

Department: Auto Body Technology

**Minimal Qualification
Discipline Designation
(MQDD):** Auto Body Technology

Degree Applicability: Noncredit

Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- P/NP Only
- Non-Credit Gradeable Course/SP

Repeatability: 99

Course Cap: 21

**Face-to-Face Modality
Limit:** 21

DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Select and justify proper use of personal protection equipment (PPE), storage and handling of materials associated within the Auto Collision Industry.
2. Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation processes towards refinishing.
3. Analyze vehicle construction and repair considerations of various materials pertaining to collision damage.
4. Recognize occupational administrative processes within the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and effective methods of performing automotive collision repairs.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
2. Demonstrate the proper operation of the various pieces of collision repair equipment

- associated with collision repair industry
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 3. Analyze and measure damage on unibody and full-frame vehicles.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 4. Develop an estimate of labor and material costs for repairing structural and cosmetic damage and formulate a plan of action to be followed.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 5. Apply repair methods to restore a damaged vehicle to pre-accident condition.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
 - Safe use of tools
 - Safety data sheet
 - Proper method for handling, storing, and disposing of hazardous materials
 - (Obj 1)
2. Hand, pneumatic, hydraulic tools
 - Lifts, jacks
 - Welders
 - (Obj 1, 2)
3. Body dimension specifications
 - Panel alignment
 - Tram and three-dimensional gauge
 - (Obj 1, 3)
4. Identify cosmetic and structural damage
 - Repair versus replace parts
 - Repair materials
 - Labor, material and parts costs calculations
 - Repair operation plan
 - (Obj 1, 4)
5. Frame structural repair
 - Cosmetic repair- hammer and dolly dents, body filler
 - Plastic and fiberglass repair
 - Panel welding
 - Interior and weatherstrip removal and installation

(Obj 1, 5)

Assignments:

Examples of independent assignments to fulfill total hours of required out-of-class work:

1. Homework: questions relating to the reading assignments. (Obj 1, 2)
2. Research in technical manuals related to classwork (Obj 1, 2, 3, 4, 5)
3. Individual laboratory assignments dealing with "real-world" repair scenarios (Obj 1, 2, 3, 4, 5)
4. Research manufacturer repair requirements (Obj 1, 2, 3, 4, 5)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments to the plan and procedure as necessary. (Obj 1, 2, 3, 4, 5)
2. Students will identify cause-effect relationships, recognize errors, analyze completed work, and apply previously known principles to new situations. (Obj 1, 2, 3, 4, 5)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* ((1st/e)/e). Goodheart-Wilcox, (2014).



Course Student Learning Outcomes Report

ABOD 575 AUTOMOTIVE PAINTING

Student Learning Outcomes

1. Identify various safety concerns associated with refinishing materials and associated regulations within the Auto Collision Industry.
2. Demonstrate painting processes associated within the Automotive Collision and Body shop industry.
3. Demonstrate color theory and color matching techniques as it relates to automotive painting.
4. Identify refinish damage reports, refinishing terms, and considerations involved with customer information and relationships in the industry.



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 575
Course Title: AUTOMOTIVE PAINTING

Total Student Hours and Credit		
Lecture Hours Per Week	In-Class	3.00
	Out-of-Class	
Lab Hours Per Week	In-Class	6.00
	Out-of-Class	
Additional Instructor Contact Hours Per Week		
Total Contact Hours Per Week		9.00 - 9.00
Total Lecture Hours		54.00
Total Lab Hours		108.00
Total Contact Hours		162.00 - 162.00
Units of Credit:		0

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.
Curriculum is calculated based on 18 weeks.

Catalog Description:

Covers surface preparation, selection and application of undercoats, topcoats and other types of refinishing materials and equipment which are compliant with current Air Pollution Control District rulings and laws governing commercial automotive refinishing operations. Addresses health, safety, and environmental concerns relative to the automotive painting industry. Emphasizes development of the knowledge and manipulative skills necessary for gainful employment in the automotive painting industry.

Schedule Description:

Covers surface preparation, selection and application of undercoats, topcoats and other types of refinishing materials and equipment which are compliant with current Air Pollution Control District rulings and laws governing commercial automotive refinishing operations. Addresses health, safety, and environmental concerns relative to the automotive painting industry. Emphasizes development of the knowledge and manipulative skills necessary for gainful employment in the automotive painting industry. (Formerly ATCH575)

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification
Discipline Designation Auto Body Technology
(MQDD):
Degree Applicability: Noncredit
Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- Non-Credit Gradeable Course/SP
- P/NP Only

Repeatability: 99
Course Cap: 21
Face-to-Face Modality 21
Limit:
DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Identify various safety concerns associated with refinishing materials and associated regulations within the Auto Collision Industry.
2. Demonstrate painting processes associated within the Automotive Collision and Body shop industry.
3. Demonstrate color theory and color matching techniques as it relates to automotive painting.
4. Identify refinish damage reports, refinishing terms, and considerations involved with customer information and relationships in the industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate safe and sane handling of chemicals before, during, and after the job, including the handling and disposal of hazardous wastes.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams

- Written/Typed Homework
- 2. Demonstrate proper use, care and maintenance of auto refinishing equipment.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 3. Analyze surface conditions and demonstrate associated surface preparation techniques.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 4. Demonstrate application of various undercoat and topcoat systems.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 5. Demonstrate color adjustment techniques for paint matching.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 6. Recognize various repair techniques for refinish abnormalities
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
Properly handling refinishing materials
Handling and disposal of hazardous waste
(Obj 1)
2. Paint application tools, equipment and maintenance- compressed air systems, spray booth construction and operation, breathing apparatus operation
Spray guns- spray gun construction, spray gun overhaul

(Obj 1, 2)
3. Refinishing procedures utilized for the application of undercoats and topcoats,
Blocking primers and taping for refinishing
Metal treatment prior to painting,
Air pollution control district compliant coatings
Base coat - clear coat technology
Tri-coat technology
VOC's & other environmental concerns
(Obj 1, 3, 4)
4. Color tinting of paint material
Variation of gun application techniques

Spray out cards

Color variance decks

(Obj 1, 5)

5. Correcting paint problems while spraying

Correcting paint problems using buffing and polishing techniques

(Obj 1, 6)

Assignments:

Examples of independent assignments to fulfill total hours of required out-of-class work:

1. Homework: questions relating to the reading assignments (Obj 1, 2, 3, 4, 5, 6)
2. Research in technical manuals related to classwork and report on OEM repair procedures (Obj 1, 2, 3, 4, 5, 6)
3. Individual assignments dealing with "real-world" repair scenarios, for example, blending panels, color matching and buffing (Obj 1, 2, 3, 4, 5, 6)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan, and proceed with the plan and make necessary adjustments as necessary. (Obj 1, 2, 3, 4, 5, 6)
2. Students will diagnose completed paint repair projects to identify cause-effect relationships, recognize errors, and then apply previously known principles to the situation (Obj 1, 2, 3, 4, 5, 6)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Quizzes/Exams
- Performance Exams

Texts, Readings, and Materials:

- **Textbooks**
Crandell, M. *Auto Collision Repair and Refinishing* ((1st/e)/e). Goodheart-Wilcox, (2014).



Course Student Learning Outcomes Report
ABOD 577 ADVANCED AUTOMOTIVE PAINTING

Student Learning Outcomes

1. Identify various safety concerns associated with refinishing materials and associated regulations.
2. Demonstrate an understanding of refinish planning, processes and procedures.
3. Recognize occupational administrative processes within the Auto Body Industry.



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 577

Course Title: ADVANCED AUTOMOTIVE PAINTING

Total Student Hours and Credit		
Lecture Hours Per Week	In-Class	2.00
	Out-of-Class	
Lab Hours Per Week	In-Class	4.00
	Out-of-Class	
Additional Instructor Contact Hours Per Week		
Total Contact Hours Per Week		6.00 - 6.00
Total Lecture Hours		36.00
Total Lab Hours		72.00
Total Contact Hours		108.00 - 108.00
Units of Credit:		0

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks.
Curriculum is calculated based on 18 weeks.

Catalog Description:

Presents complete vehicle refinishing, color matching techniques, color theory and custom painting as well as vehicle detailing. Prepares students for employment as an automotive painter.

Schedule Description:

Presents complete vehicle refinishing, color matching techniques, color theory and custom painting as well as vehicle detailing. Prepares students for employment as an automotive painter. Prerequisite: ABOD 570 and ABOD 575. (Formerly ATCH 570 and ATCH 575)
Advisory: ESL 706 (Formerly ATCH577)

Prerequisites:

- ABOD 570: AUTO BODY REPAIR I
- ABOD 575: AUTOMOTIVE PAINTING

Advisories:

• **ESL 706: LOW-ADVANCED INTEGRATED SKILLS**

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification
Discipline Designation Auto Body Technology
(MQDD):
Degree Applicability: Noncredit
Methods of Instruction:

- Lecture and/or discussion
- Laboratory/Studio/Activity
- Distance Education
- Lecture/Lab

Grading Method:

- P/NP Only
- Non-Credit Gradeable Course/SP

Repeatability: 99
Course Cap: 21
Face-to-Face Modality 21
Limit:
DE Modality Limit: 21

STUDENT LEARNING OUTCOMES

1. Identify various safety concerns associated with refinishing materials and associated regulations.
2. Demonstrate an understanding of refinish planning, processes and procedures.
3. Recognize occupational administrative processes within the Auto Body Industry.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Demonstrate industry-standard auto refinishing safety practices
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
2. Devise a refinish plan to follow during the painting process.
 - Class Performance(s)
 - Performance Exams

- Quizzes/Exams
- Written/Typed Homework
- 3. Refinish spot and complete vehicle refinish according to the refinish plan.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 4. Define color theory as it relates to automotive painting and demonstrate color matching techniques
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 5. Describe custom painting techniques.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework
- 6. Perform interior and exterior detail using body shop safe products.
 - Class Performance(s)
 - Performance Exams
 - Quizzes/Exams
 - Written/Typed Homework

Topics & Scope:

1. Personal protective equipment
Safety data sheets- chemicals precautions and first aid measures
Technical service bulletins
Hazardous waste disposal
(Obj 1)
2. Refinish Plan.
Estimating repair labor hours.
Determining proper repair procedures
Estimating cost of refinish materials
Determining customer expectations
Preparing a vehicle for delivery to the customer
(Obj 1, 2)
3. Spot paint refinishing on a Vehicle
Completing vehicle refinish
Surface evaluation of existing paint film
Paint stripping or removal of partial material
Masking techniques or part removal
Base coat application
Clear coat application
(Obj 1, 3)
4. Color Theory according to Munsell color wheel
Analyzing paint toners/pigments

- Adjusting color hue
- Adjusting color value
- Adjusting color chroma
(Obj 1, 4)
- 5. Custom Painting Procedures
 - Proper use of the air brush and pin striping brush
 - Flame layout and fades
 - Paint layering and sequencing
(Obj 1, 5)
- 6. Interior and Exterior washing and detail
 - Carpet cleaning methods
 - Vinyl conditioning
 - Exterior detail including scratch removal buffing and polishing
(Obj 1, 6)

Assignments:

Examples of independent assignments to fulfill total hours of required out-of-class work:

1. Research of paint manufacturer technical manuals and report outcomes (Obj 1, 2, 3, 4, 5, 6)
2. Research materials for compliance locally and nationally and report outcomes (Obj 1, 2, 3, 4, 5, 6)

Class participation and assignments require and develop critical thinking.

1. Students will be required to analyze damage, develop a repair plan and proceed with the plan and make necessary adjustments. (Obj 1, 2, 3, 4, 5, 6)
2. Students will diagnose completed paint repair projects and identify cause-effect relationships, recognize errors, and then apply previously known principles to the situation. (Obj 1, 2, 3, 4, 5, 6)

Methods of Evaluation:

- Written/Typed Homework
- Class Performance(s)
- Group Work
- Performance Exams

Texts, Readings, and Materials:

- **Other**
Instructor-prepared materials



Course Student Learning Outcomes Report
ABOD 252 WORK EXPERIENCE IN AUTO BODY TECHNOLOGY

Student Learning Outcomes

1. Develop measurable learning objectives that relate to workplace competencies and skills.
2. Use the context of on-the-job learning to develop and apply workplace competencies.
3. Apply knowledge and skills gained in classroom instruction to the employment environment.



Course Outline

BASIC COURSE INFORMATION

Course Number: ABOD 252
Course Title: WORK EXPERIENCE IN AUTO BODY TECHNOLOGY

Total Student Hours and Credit	
Units of Credit:	0.50 - 4.00

Cooperative Work Experience Total 75-300 hours (Paid Work Placement)
Semester Contact Hours: 60-240 hours (Unpaid Volunteer Work Placement)

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Cooperative Work Experience Credits Earned	Paid Work Placement	Unpaid Volunteer Work Placement
1	75 hours	60 hours
2	150 hours	120 hours
3	225 hours	180 hours
4	300 hours	240 hours

Catalog Description:

Provides opportunities for students in Auto Body Technology to acquire and demonstrate employer-desired workplace competencies and skills. Employment is related to the student's educational major and/or career goals. Students may earn a maximum of four credits per semester and a total of 16 Work Experience credits over four semesters. Students must work 75 paid work hours or 60 non-paid work hours for each credit earned. There are required meetings with the Faculty Advisor and workplace supervisor.

Schedule Description:

Provides opportunities for students in Auto Body Technology to acquire and demonstrate employer-desired workplace competencies and skills. Employment is related to the student's educational major and/or career goals. Students may earn a maximum of four credits per semester and a total of 16 Work Experience credits over four semesters. Students must work 75 paid work hours or 60 non-paid work hours for each credit earned. There are required meetings with the Faculty Advisor and workplace supervisor. Transfer: CSU.

Division: Engineering & Technology
Department: Auto Body Technology
Minimal Qualification Discipline Designation (MQDD): Auto Mechanics, Auto Body, Work Experience Instructors or Coordinators
Degree Applicability: Credit - Degree Applicable
Methods of Instruction:

- Work experience credits
- Distance Education

Grading Method:

- Letter Grade Only

Repeatability:
Course Cap: 30
Face-to-Face Modality Limit: 30
DE Modality Limit: 30

STUDENT LEARNING OUTCOMES

1. Develop measurable learning objectives that relate to workplace competencies and skills.
2. Use the context of on-the-job learning to develop and apply workplace competencies.
3. Apply knowledge and skills gained in classroom instruction to the employment environment.

COURSE CONTENT

Objectives:

Upon completion of this course the student will be able to:

1. Use internet and learning management system for course communication and assignments.
 - Internet Research
2. Identify workplace competencies and skills that can be improved on the job and formulate learning objectives based on student's perceived needed areas of growth.
 - Written/Typed Homework
3. Communicate effectively with Faculty Advisor and Program staff as well as with job supervisor.
 - Field Work
4. Set goals, schedule time, and accurately track hours worked for the semester.
 - Written/Typed Homework

5. Demonstrate core workplace competencies including critical thinking, time management, communication skills, use of basic technologies, organization, accountability, and the ability to follow instructions.
 - Field Work
 - Quizzes/Exams
 - Term or Other Papers
 - Written/Typed Homework
6. Demonstrate occupational competencies related to the student's major or career goals in Auto Body Technology.
 - Field Work
 - Term or Other Papers
7. Follow employer's policies, rules and regulations and perform all job duties to the satisfaction of the employer.
 - Field Work
 - Written/Typed Homework

Topics & Scope:

1. Program orientation:
 - a) Cooperative Work Experience regulations and requirements
 - b) Required forms, timelines and due dates
 - c) Communicating with Faculty Advisor and Program staff
 - d) Job Site visit requirements
 - e) The process of developing S.M.A.R.T. goals/learning objectives
 - f) Grading criteria in Cooperative Work Experience(Obj 1, 2, 4)
2. Concepts and approaches for developing new or expanded measurable learning objectives in workplace competencies and skills.
(Obj 2, 4)
3. Core Workplace Competencies and Employability Skills, which, depending on the student's learning objectives and work environment and assignment, may include:
 - a) Interpersonal Relations
 - b) Communication in the Workplace
 - c) Critical Thinking
 - d) Professionalism
 - e) Time Management and Attendance
 - f) Organization
 - g) Personal Responsibility and Initiative

h) Use of Technology

i) Attitude

j) Taking Direction

k) Teamwork

(Obj 1, 2, 3, 4, 5, 6, 7)

4. Technical knowledge and/or skills in Auto Body Technology gained as a result of completing on-the-job learning objectives.

(Obj 2, 4, 5, 6, 7)

5. Accountability:

a) Taking responsibility for job tasks, performance outcomes and meeting deadlines

b) Completing the necessary work hours prescribed for the number of units earned

c) Attendance at required conferences with Faculty Advisor and supervisor

(Obj 2, 3, 4, 5, 6, 7)

6. Forms required to verify participation and accomplishment of requirements in Cooperative Work Experience course.

(Obj 1, 3, 4, 5, 6, 7)

Assignments:

Examples of independent assignments to fulfill total hours of required out-of-class work:

1. Complete all program forms thoroughly, accurately and in a timely manner. (Obj 1, 2, 5, 6)
2. Schedule and facilitate a mandatory job site visit involving the student, Faculty Advisor, and employer/supervisor. (Obj 2, 3, 5, 6)

Class participation and assignments require and develop critical thinking.

1. Development and pursuit of Specific, Measurable, Achievable, Relevant, and Time-Bound (S.M.A.R.T.) objectives related to new or expanded workplace skills and responsibilities. Accomplishment of the student's agreed-upon on-the-job learning objectives will be determined by the employer with a final assessment by the Faculty Advisor. (Obj 2, 4, 5, 6, 7)
2. Timely completion and submission of an essay describing, discussing, and analyzing the accomplishment of learning objectives and assessing the quality of the student's development process during employment. (Obj 1, 2, 3, 4, 5, 6, 7)

Methods of Evaluation:

- Written/Typed Homework
- Term or Other Papers
- Field Work
- Internet Research
- Quizzes/Exams
- Evaluation of the student's achievement of on-the-job objectives will include input from the employer with final assessment by the Faculty Advisor.

Texts, Readings, and Materials:

- **Other**
All documents will be provided to students through online (learning management system) access. Documents include the course syllabus, the work experience application and official forms, a course orientation presentation and quiz, and specific handout materials on developing learning objectives and topics related to work experience.

CSU Transfer Course

California Polytechnic State University

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

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

CYCLE STAGE	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
SLO Assessment	175	177	170	171	175	177	170	171	175
	575	577	570	571	575	577	570	571	575
Analyze Results & Plan Improvements	171	175	177	170	171	175	177	170	171
	571	575	577	570	571	575	577	570	571
Plan Implementation	170	171	175	177	170	171	175	177	170
	570	571	575	577	570	571	575	577	570
Post-Implementation SLO Assessment	177	170	171	175	177	170	171	175	177
	577	570	571	575	577	570	571	575	577

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

Yes, all up to date.

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

ATCH170 - Auto Body Repair I

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

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

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

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

ATCH171 - Advanced Auto Body

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

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

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

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

ATCH175 - Automotive Painting

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

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

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

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

ATCH177 - Adv Automotive Painting

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

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

Students will acquire technical knowledge and develop critical thinking regarding safety in and

ABOD570 - Auto Body Repair I

Active from 08/17/2015

SLO	Start Date	End Date
Analyze, diagnose and apply safe and efficient methods for repairing auto body collision damage.	08/12/2019	Not specified
Demonstrate knowledge of characteristics of automotive body repair and apply methods of metalworking procedures as well as those used with automotive plastics and other automotive materials.	08/12/2019	Not specified
Demonstrate safe and efficient welding techniques used in the Auto Body Industry	08/12/2019	Not specified
Identify different types of vehicle construction, vehicle dimensions, and measuring of vehicles.	08/12/2019	Not specified

ABOD571 - Advanced Auto Body

Active from 08/17/2015

SLO	Start Date	End Date
Analyze vehicle construction and repair considerations of various materials pertaining to collision damage.	01/21/2020	Not specified
Analyze, diagnose, and exhibit safe and efficient methods for repairing collision damage, vehicle renovation, and preparation processes towards refinishing.	01/21/2020	Not specified
Recognize occupational administrative processes within the Auto Body Industry.	01/21/2020	Not specified
Select and justify proper use of personal protection equipment (PPE), storage and handling of materials associated within the Auto Collision Industry.	01/21/2020	Not specified

ABOD575 - Automotive Painting

Active from 08/17/2015

SLO	Start Date	End Date
Demonstrate color theory and color matching techniques as it relates to automotive painting.	08/12/2019	Not specified
Demonstrate painting processes associated within the Automotive Collision and Body shop industry.	08/12/2019	Not specified
Identify refinish damage reports, refinishing terms, and considerations involved with customer information and relationships in the industry.	08/12/2019	Not specified
Identify various safety concerns associated with refinishing materials and associated regulations within the Auto Collision Industry.	08/12/2019	Not specified

ABOD577 - Advanced Automotive Painting

Active from 08/17/2015

SLO	Start Date	End Date
Demonstrate an understanding of refinish planning, processes and procedures.	01/21/2020	Not specified
Identify various safety concerns associated with refinishing materials and associated regulations.	01/21/2020	Not specified
Recognize occupational administrative processes within the Auto Body Industry.	01/21/2020	Not specified

- I. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Title of Program: Auto Body Repair

Program Assessment Mapping and Calendar

Program SLOs

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

2. Analyze, diagnose, and exhibit safe and effective methods for repairing and refinishing vehicle collision damage.
3. Diagnose and demonstrate technical knowledge and critical thinking capabilities in the analysis of vehicle construction and material considerations pertaining to collision damage.
4. Exemplify and characterize professional behaviors and traits necessary to be successful in the Auto Collision Industry.

Relationship between assessed course level SLOs and Program Level SLOs.

Course	Course name	Program Student Learning Outcomes						
		1	2	3	4	5		
170 570	Auto Body Repair 1	ABC	ABC	ABC	ABC			
175 575	Automotive Painting	ABC	ABC	ABC	ABC			
171 571	Advanced Auto Body	ABC	ABC	ABC	ABC			
177 577	Advanced Auto Painting	ABC	ABC	ABC	ABC			

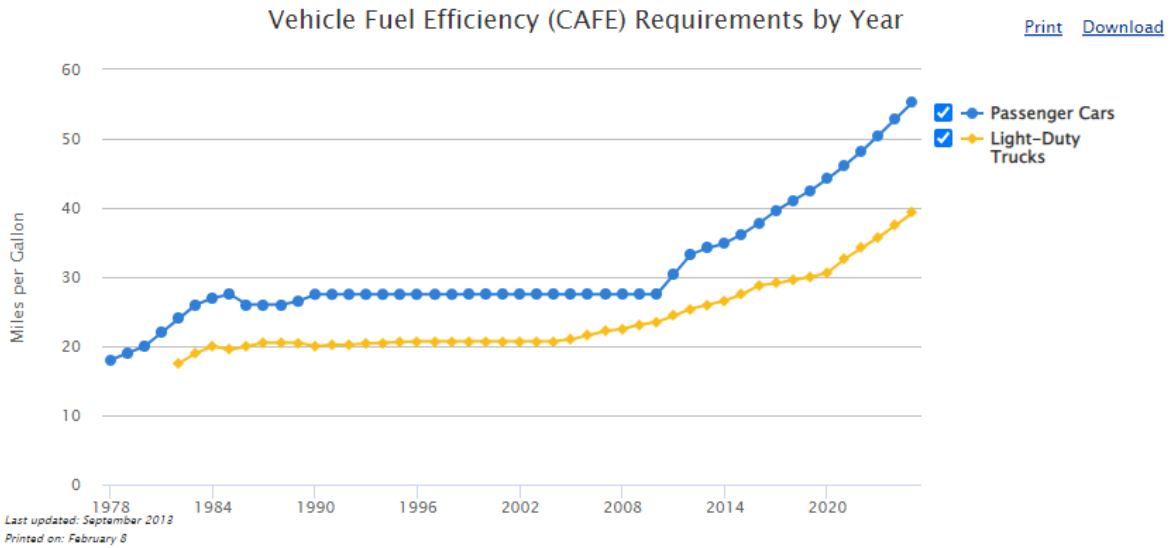
Key: A (SLOs exist for course) B (SLOs is assessed in course) C (course assessment report completed)

CYCLE STAGE	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
SLO Assessment	175	177	170	171	175	177	170	171	175
	575	577	570	571	575	577	570	571	575
Analyze Results & Plan Improvements	171	175	177	170	171	175	177	170	171
	571	575	577	570	571	575	577	570	571

	170	171	175	177	170	171	175	177	170
Plan Implementation	570	571	575	577	570	571	575	577	570
Post-Implementation SLO Assessment	177	170	171	175	177	170	171	175	177
	577	570	571	575	577	570	571	575	577

J. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Many lesson plans have been altered or modified to help retention and bring a robust learning experience in certain prescribed areas. One example is bringing MiG Brazing and aluminum MIG welding using pulse welders so students can understand and learn to repair Aluminum thin material found on newer vehicles. Aluminum is being integrated more to meet CAFÉ standards Corporate Average Fuel Economy (CAFE) standards (fuel Mileage mandates put on manufactures’)



Source:
[CAFE Standards 1978-2010](#): National Highway Traffic Safety Administration
[CAFE Standards 2011-2016](#): U.S. Environmental Protection Agency CAFE 2012-2016 Final Rule
[CAFE Standards 2017-2025](#): U.S. Environmental Protection Agency CAFE 2017-2025 Final Rule

Notes: CAFE standards for light-duty trucks were not introduced until 1982. CAFE Standards for model years 2017-2025 introduce alternative compliance mechanisms, such as improvements in air conditioning efficiency and greater production of electric and alternative fuel vehicles. Passenger cars and light-duty trucks are defined in Code of Federal Regulations (CFR) 49 CFR part 523. Each of these definitions has two separate "footprint" classifications that are based on the vehicle's size and are used to determine CAFE requirements for a particular vehicle. Required average fuel economy for years 2017-2025 is projected using the 2010 model year as a baseline.

Corporate Average Fuel Economy (CAFE) fuel economy standards were put in place after the 1974 and 1980 oil price shocks. Cheap oil throughout the 1980s and 1990s reduced the pressure for CAFE to be used as a tool to reduce petroleum use. The oil price shock of 2008 renewed interest in CAFE and the president changed the trajectory of fuel economy improvements to 2025.

One example that lesson plans have changed and newer implantations put in place are: attention to STRSW (Squeeze Type Resistance Spot Welding), MIG Brazing and Aluminum Pulse Welding, rivet Bonding and hot air nitrogen plastic welding. These were brought about from newer OEM Mandated repair processes and dialog with the advisory committee. These are procedures utilizing these processes are found utilized in most up to date repair facilities. The older way of doing things is not relevant and may cause faulty repairs on the newer materials found on newer vehicles. (These materials have been used on many portions of the vehicle structure for the last 10+ years. These newer OEM Mandated repair processes must be followed to limit liabilities to repairers. A resent court settlement (2017) has now set a precedence

“A Texas jury on Monday found John Eagle Collision Center’s incorrect repair liable for much of the severity of the crash of a 2010 Honda Fit, and awarded the couple injured and trapped inside the burning vehicle \$42 million in damages.”

<https://www.repairerdrivenews.com/2017/10/02/jury-awards-42m-over-incorrect-texas-auto-body-repair/>

<https://www.vehiclesafetyfirm.com/blog/safety-defect/car-repair/john-eagle-collision-center-defective-car-repair-secrets-lies/>

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

- K. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

VI. PROGRAM DEVELOPMENT

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

Institutional Goals and Objectives

ILO 1. Personal, Academic, and Professional Development

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

ILO 2. Critical Thinking and Communication

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

ILO 3. Scientific and Environmental Understanding

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

ILO 4. Social, Historical, and Global Knowledge and Engagement

Students in the program learn about employee obligations, employer obligations, insurance dealings, commitments to potential customers and the offering of entrepreneurship.

Global knowledge is fulfilled thru the many opportunities available thru pathways within the collision and related industries.

ILO 5. Artistic and Cultural Knowledge and Engagement

In this line of work, it is, a form of artwork. Whether it is evaluating damage, developing a repair plan, the manipulating of metal during straightening, refinishing, or doing custom painting, it all requires artistic knowledge of how to achieve desired results.

It is important to recognize, understand, and embrace the dynamics involving an immense assortment of philosophies, values, and perspectives of a diverse populace within a cultural to accomplish the agreed conclusion.

ILO 6. Technical and Informational Fluency

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

L.

M. Institutional Learning Outcomes

N. Program outcomes

Indicate any anticipated changes in the following areas:

O. Curriculum and scheduling

Curriculum is currently staying up to industry standards. There is some talk of the possibly redoing some of the curriculum to bring in more classes and newer standards found on late model vehicles. ADAS and such,

Scheduling: The ABOD program works closely with the ATCH program to be sure to not have overlapping class times that would create hardships for students for which they need/like to have relating classes. This has helped students from filling out overlap time forms.

P. Support services to promote success, persistence and retention

Q. Facilities needs

Facilities are good on the San Luis Obispo campus with many upgrades recently done.

It would be nice to have some capabilities up on the north county campus to further expand the program.

R. Staffing needs/projections

Staffing prioritization of a full time faculty in the next few years. Reitirement is closing in with age.

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

Cost are rising across the borard increase the budget to keep up with inflation of materials.

VII. END NOTES

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

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

SIGNATURE PAGE

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

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

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

John Stokes

Division Chair/Director Name	Signature	Date
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Ronald McDonald

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

Genevieve Sivabesay

Vice President/Dean

Date

John Stokes

Division Chair/Director/Designee

Date

Other (when applicable)

Date

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

CAREER TECHNICAL EDUCATION(CTE) TWO-YEAR PROGRAM REVIEW FOR 2022

Program: Auto Body Collision Repair

Planning Year: 2022

Unit: Eng./Tech

Cluster: Health, Workforce, & Kinesiology Last Year of CPPR/Voc. Ed Review: 2018

INSTRUCTIONS: CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
 - B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review, and comments shall occur prior to any decision by the appropriate governing body.
 - C. This section shall apply to each program commenced subsequent to July 28, 1983.
 - D. A written summary of the findings of each review shall be made available to the public.

NARRATIVE: Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

If assistance is needed to retrieve data, please contact the Dean of Instruction for Health, Workforce and Kinesiology.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

I. Meets a documented labor market demand, <http://www.labormarketinfo.edd.ca.gov/>.

Skilled Jobs are in very high demand throughout the region, state, and nation. Employers are constantly asking for trained and qualified employees. Statistics show that there is a shortage of skilled worker in this field of discipline. Employment is available in the area; however, technicians are not moving around or retiring as much as years past. Jobs are hard to come by currently in most lines of work. Contrary to the preceding, skilled Auto Collision repair and refinishing technicians with the latest knowledge of newer materials and trained skill sets are in short supply and are in very high demand in the collision industry. Many past Cuesta College collision students are currently employed across the region and afar within the industry due to their skill training, educational gains and industry traits learned while attending Cuesta College.

The Collision Repair Education Foundation and I-CAR have collaborated to provide an updated executive summary of the Snapshot of the Collision Repair Industry survey, which is now [available for download](#). The survey provides data on both the business environment and the technician workforce. Over 675 collision repair businesses responded to the survey, representing over 4,500 technicians. The survey provides unique insights on industry trends such as average age, incomes, entry-level worker task expectations, and more going back more than two decades.

“The research clearly shows the collision repair industry’s urgent need to build its skilled workforce development efforts,” said Jeanne Silver, from CARSTAR Mundelein who serves as chair of the Collision Repair Education Foundation Board of Trustees. “The Snapshot Survey of the Collision Industry results provides a detailed view of the challenges facing the collision industry’s workforce and clearly identifies the path, opportunities and solid financial rewards available to people seeking to train for a career in the industry. We urge the industry to help the Foundation deliver these solutions.”

“We are pleased to again work with the Collision Repair Education Foundation in conducting this important industry survey,” said John Van Alstyne, I-CAR CEO & President. “The survey verifies the critical need for well-trained collision repair technicians – both today and in the future – and it also confirms the outstanding professional and financial opportunities that are available in the industry. Today’s rapidly changing vehicle technologies and materials require technicians who have the training and ability to utilize information, knowledge, and skills to repair damaged vehicles correctly. There has never been a better time to consider a rewarding career in the collision repair industry.”

Chris Northup, Collision Repair Education Foundation Board of Trustees Chairman and Professional Parts Group CEO & Managing General Partner noted, "The collision industry is facing the perfect storm of an aging workforce, shortage of qualified entry-level technicians, and a technical tsunami of new technology entering the marketplace with an under-trained workforce. This being the case, the need for the Collision Repair Education Foundation has never been greater. Because the success of the collision industry starts with education at the school level, the Foundation is committed to closing the curriculum gap, creating the optimal training environment, and ensuring students have the fundamental skills necessary to be job-ready on day one of employment."

As noted in a survey conducted nationally every three years by the collision education foundation below, (the latest 2019), The average age of a Collision Technician is now 41 years of age. This is an indication that there is a need for younger folks to enter the industry and follow the older generation that will soon be ageing out /moving out of the industry.

The industry needs younger technicians. Three out of five shops reported hiring at least one entry level technician in the past year.

<https://www.collisioeducationfoundation.org/wp-content/uploads/2019/07/2019-Snapshot-of-the-Collision-Industry-Executive-Summary.pdf>

Concluding, Cuesta College Collision Repair program is giving every effort and has been successful in producing skilled workers to fulfill the needs of the industry.

The link and charts below are for Auto Body occupation statewide and for Kern County. There is no listing for our area so as a reference.

[Ca\\$OccProj2020-2022.xlsx \(live.com\)](#)

2020-2022 Occupational Employment Projections														
California														
Statewide														
SOC Level ^[1]	SOC Code ^[2]	Occupational Title	Second Quarter Estimated Employment 2020 ^{[3][4]}	Second Quarter Projected Employment 2022	Numeric Change 2020-2022 ^[5]	Percentage Change 2020-2022	Exits ^[6]	Transfers ^[7]	Total Job Openings ^[8]	Median Hourly Wages ^[9]	Median Annual Wages ^[9]	Entry Level Education ^{[10][11]}	Work Experience ^{[10][11]}	On-the-Job Training ^{[10][11]}
4	49-3021	Automotive Body and Related Repairers	12,600	15,200	2,600	20.6%	890	1,770	5,260	\$25.62	\$53,279	High school diploma or equivalent	None	Long-term on-the-job training

2018-2028 Occupational Employment Projections														
Bakersfield Metropolitan Statistical Area														
Kern County														
SOC Level ^[1]	SOC Code ^[2]	Occupational Title	Base Year Employment Estimate 2018 ^{[3][4]}	Projected Year Employment Estimate 2028	Numeric Change 2018-2028 ^[5]	Percentage Change 2018-2028	Exits ^[6]	Transfers ^[7]	Total Job Openings ^[8]	Median Hourly Wages ^[9]	Median Annual Wages ^[9]	Entry Level Education ^{[10][11]}	Work Experience ^{[10][11]}	On-the-Job Training ^{[10][11]}
4	49-3021	Automotive Body and Related Repairers	300	320	20	6.7%	100	200	320	\$22.82	\$47,452	High school diploma or equivalent	None	Long-term on-the-job training

There are no data charts for our area so above are two Data Charts for statewide and for neighboring Kern county. Labor rates of shops are approximately 30% cheaper than hour. Our area is righting a labor rate of \$85-90 dollars where Kern county area are stinn writing around \$55.00-\$60.00.

Jobs in the field show 6.7% increase of jobs projected for Kern County with medium annual wage of \$47,452

State figures show an increase of projected job of 20.6% with medium annual wage \$53,279.00

2020-2022 Industry Employment Projections					
California					
Statewide					
NAICS Code ^[1]	Industry Title	Second Quarter Estimated Employment 2020 ^{[2][3]}	Second Quarter Projected Employment 2022	Numeric Change 2020-2022	Percentage Change 2020-2022
3111	Automotive Repair and Maintenance	98,500	119,400	20,900	21.2%

II. Does not represent unnecessary duplication of other manpower training programs in the area.

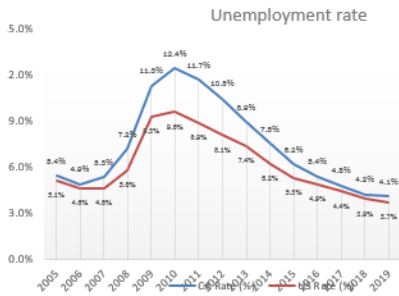
Cuesta College is the only Collision Repair school in the county and is the only I-CAR (Inter-Industry Conference on Auto Collision Repair) Test/Training site north of Los Angeles and South of San Francisco. This school services a large geographical area for industry training.

There are no other secondary, post-secondary or private collision repair programs in our area or the county. Cuesta College is the only facility in the region that has the ability to offer training to students with the standards and opportunities set forth by the Inter-Industry Conference on Auto Collision Repair. Regionally, while attending Cuesta College our students are the only students capable of achieving industry I-CAR Pro-Level Certifications. Additionally, Cuesta College students have the ability to also earn both an institutional degree (Associate of Science) Auto Body Technician and/or a Certificate of Achievement certification (Auto Body Technician). These I-CAR training requirements and standards are a valued and sought out competencies of employers, students, and employees within the industry. The education available at Cuesta College is the only institution in the vicinity that offers students the opportunity to develop the required aptitudes necessary to realize meaningful employment in the industry with these conditions.

III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,

[https://misweb.cccco.edu/perkins/Core Indicator Reports/Summ CoreIndi TOPCode.aspx](https://misweb.cccco.edu/perkins/Core%20Indicator%20Reports/Summ%20CoreIndi%20TOPCode.aspx)

CALIFORNIA CIVILIAN LABOR FORCE AND EMPLOYMENT (Seasonally Adjusted)						
	In thousands			California Unemployment CA Rate (%)	U.S. Unemployment US Rate (%)	California Employment (Mill E)
	Civilian Labor Force	Civilian Employment	Unemployment			
2005	17,545	16,532	953	5.4%	5.1%	94.6%
2006	17,687	16,821	865	4.9%	4.6%	95.1%
2007	17,929	16,970	959	5.3%	4.6%	94.7%
2008	18,191	16,883	1,308	7.2%	5.8%	92.8%
2009	18,204	16,142	2,063	11.3%	9.3%	88.7%
2010	18,176	15,916	2,260	12.4%	9.6%	87.6%
2011	18,385	16,227	2,158	11.7%	8.9%	88.3%
2012	18,433	16,500	1,933	10.5%	8.1%	89.5%
2013	18,537	16,933	1,604	8.9%	7.4%	91.1%
2014	18,811	17,397	1,414	7.5%	6.2%	92.5%
				5.3%	5.3%	93.8%
				4.9%	4.9%	94.6%
				4.4%	4.4%	95.2%
				3.9%	3.9%	95.8%
				3.7%	3.7%	95.9%



Updated: Feb12, 2020
Source: CA EDD, LMIC
Filename: bbclf
<https://www.labormarketinfo.edd.ca.gov/Publications/Labor-Market-Analysis/calmr.pdf>

SSSSSSSSSS

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx#P33bb8069d73814b178930eaa1c1ec4971_4_80iTOR0x8

Summary Core Indicators by TOP Code - Report
Top Code 0949 Auto Collision Repair

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☒ 01	AGRICULTURE AND NATURAL RESOURCES	88.17	89.90	87.46	79.38	39.72	39.68
☒ 02	ARCHITECTURE AND RELATED TECHNOLOGIES	94.27	94.05	91.59	66.28	36.69	37.99
☒ 03	ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	85.23	88.59	81.71	77.06	36.36	39.04
☒ 04	BIOLOGICAL SCIENCES	78.39	98.18	89.11	74.80	55.90	54.19
☒ 05	BUSINESS AND MANAGEMENT	81.91	93.08	87.97	74.10	45.36	47.28
☒ 06	MEDIA AND COMMUNICATIONS	91.72	91.04	87.73	72.22	36.16	38.29
☒ 07	INFORMATION TECHNOLOGY	91.46	92.15	88.34	69.16	19.54	19.08
☒ 08	EDUCATION	76.75	94.59	88.89	74.91	14.16	12.90
☒ 09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	92.25	70.88	79.46	84.91	6.14	8.68
☒ 0901	ENGINEERING, GENERAL	97.85	98.88	94.62	76.47	21.51	21.98
☒ 0924	ENGINEERING TECHNOLOGY, GENERAL	79.70	96.64	94.47	75.19	21.28	0.00
☒ 0934	ELECTRONICS AND ELECTRIC TECHNOLOGY	89.70	83.00	80.39	82.16	6.57	7.13
☒ 0935	ELECTRO-MECHANICAL TECHNOLOGY	90.36	95.83	94.44	79.07	8.51	6.90
☒ 0936	PRINTING AND LITHOGRAPHY	88.89	80.00	70.45	71.43	15.56	22.73
☒ 0943	INSTRUMENTATION TECHNOLOGY	0.00	100.00	0.00	100.00	0.00	0.00
☒ 0945	INDUSTRIAL SYSTEMS TECHNOLOGY AND MAINTENANCE	94.31	90.83	67.16	89.92	4.74	2.21
☒ 0946	ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)	91.34	76.83	78.85	86.34	2.59	2.95
☒ 0947	DIESEL TECHNOLOGY	94.22	62.79	77.81	85.09	4.22	4.66
☒ 0948	AUTOMOTIVE TECHNOLOGY	87.92	75.06	81.56	81.58	5.98	6.17
☒ 0949	AUTOMOTIVE COLLISION REPAIR	93.11	58.16	75.63	73.78	8.17	10.66
☒ 0950	AERONAUTICAL AND AVIATION TECHNOLOGY	95.03	95.46	91.01	82.99	11.82	14.00
☒ 0952	CONSTRUCTION CRAFTS TECHNOLOGY	96.57	36.36	78.71	92.40	2.92	5.13



To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
⊞ 01 AGRICULTURE AND NATURAL RESOURCES	89.13	88.47	87.45	79.37	36.95	37.84
⊞ 02 ARCHITECTURE AND RELATED TECHNOLOGIES	93.36	93.15	92.33	71.12	32.31	34.10
⊞ 03 ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	77.74	90.63	82.31	77.12	33.22	34.87
⊞ 04 BIOLOGICAL SCIENCES	78.38	96.75	85.79	77.82	56.85	55.44
⊞ 05 BUSINESS AND MANAGEMENT	82.49	93.07	89.05	72.60	44.82	47.14
⊞ 06 MEDIA AND COMMUNICATIONS	92.08	90.56	88.23	71.81	37.56	38.65
⊞ 07 INFORMATION TECHNOLOGY	91.81	92.28	89.86	67.48	19.13	18.51
⊞ 08 EDUCATION	79.37	94.33	89.36	81.09	15.26	14.46
⊞ 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	91.74	74.74	82.41	82.79	6.48	8.28
⊞ 0901 ENGINEERING, GENERAL	95.60	100.00	98.90	80.95	16.48	16.67
⊞ 0924 ENGINEERING TECHNOLOGY, GENERAL	83.07	96.26	96.06	74.19	17.07	0.00
⊞ 0934 ELECTRONICS AND ELECTRIC TECHNOLOGY	91.07	84.66	84.44	78.74	6.43	6.75
⊞ 0935 ELECTRO-MECHANICAL TECHNOLOGY	82.00	87.88	85.71	61.76	4.65	0.00
⊞ 0936 PRINTING AND LITHOGRAPHY	93.62	79.17	69.57	72.73	19.15	15.79
⊞ 0943 INSTRUMENTATION TECHNOLOGY	50.00	100.00	100.00	0.00	0.00	0.00
⊞ 0945 INDUSTRIAL SYSTEMS TECHNOLOGY AND MAINTENANCE	89.84	91.14	79.10	90.99	7.16	6.22
⊞ 0946 ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)	92.26	76.24	78.92	86.86	2.70	2.71
⊞ 0947 DIESEL TECHNOLOGY	94.38	73.07	79.95	86.02	3.61	3.41
⊞ 0948 AUTOMOTIVE TECHNOLOGY	88.29	74.23	82.58	80.79	6.36	6.41
⊞ 0949 AUTOMOTIVE COLLISION REPAIR	92.13	63.28	77.01	74.27	8.57	8.83
⊞ 0950 AERONAUTICAL AND AVIATION TECHNOLOGY	93.93	91.26	87.12	81.10	10.58	11.98
⊞ 0952 CONSTRUCTION CRAFTS TECHNOLOGY	95.03	52.08	83.28	87.47	3.42	4.61



PERKINS IV Core Indicators of Performance by Vocational TOP Code
 Indicators for 2020-2021 Fiscal Year Planning
 Summary Districtwide for SAN LUIS OBISPO

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01 AGRICULTURE AND NATURAL RESOURCES	25.00	100.00	100.00	33.33	75.00	75.00
02 ARCHITECTURE AND RELATED TECHNOLOGIES	93.10	100.00	93.10	40.00	27.59	32.00
05 BUSINESS AND MANAGEMENT	85.62	97.42	94.50	73.91	52.21	55.39
06 MEDIA AND COMMUNICATIONS	84.78	96.88	95.65	100.00	25.93	27.78
07 INFORMATION TECHNOLOGY	97.30	97.87	91.89	55.56	9.46	8.16
08 EDUCATION	95.00	87.50	90.00	75.00		
09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	91.23	85.23	88.30	82.29	6.44	7.45
0924 ENGINEERING TECHNOLOGY, GENERAL	96.55	97.87	98.28	87.50	10.00	0.00
0934 ELECTRONICS AND ELECTRIC TECHNOLOGY	92.86	100.00	92.86	100.00	7.14	7.69
0948 AUTOMOTIVE TECHNOLOGY	92.59	45.45	86.79	81.82	11.11	28.57
0949 AUTOMOTIVE COLLISION REPAIR	88.89	25.00	77.78	60.00	11.11	0.00
0952 CONSTRUCTION CRAFTS TECHNOLOGY	95.52	68.18	86.15	80.95	3.17	7.14
0953 DRAFTING TECHNOLOGY	100.00	100.00	100.00		0.00	0.00
0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	82.19	90.38	84.93	81.40	4.11	6.25
10 FINF AND APPLIED ARTS	100.00	85.49	90.48	86.67	50.00	47.62

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: % Performance Goal - (2016- 2017)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: % Performance Goal - (2016- 2017)
 Core 3 - Persistence in Higher Education: % Performance Goal - (2016- 2017)
 Core 4 - Employment: % Performance Goal - (2016- 2017)
 Core 5 - Training Leading to Non-traditional Employment: Greater than % Participation & % Completion - (2016- 2017)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

While some of the data numbers are showing low, it does not necessarily reflect the effectiveness of the program. Many students go out to other jobs only to return the collision repair industry and work in facilities, finding employment and making it a career. This is due to the exposure and skills learned while at Cuesta College. Many former students have found careers in the Auto Body repair field due to responsibilities they came upon like marriage and having children later in life. Some are able to support themselves and families due to the training learned while at Cuesta. I can think of a few (over five recently) that have even gone on to starting their own business after working for other companies. Of those a majority have employees working for them, some Cuesta Students, others are from outside sources. Needless to say, what training students experience while at Cuesta (perhaps not right away) many go on to find good jobs and careers in the collision repair industry. Many have fallen back on their learned skill sets to start business, seek sustainable employments, raise families all due to their exposure of training while students at Cuesta Colleges. State data does not always capture all the true stories and always tell an accurate perspective.

In a summation of what I run across when dialoguing with Collision Repair facilities/ shop owners, managers and employees for years now is - they all need more skilled workers. Many are willing to train folks with entry level knowledge - all they must do is make effort.

One can review data from various sources, but the reality of the collision repair industry in all regions in the country (United States, also Canada) is that employers cannot find enough workers to fill needed positions. Shop owners, suppliers, and others contact me constantly (many times each week) looking for someone to fill positions in their businesses. With the shortages in the workforce opportunities are out there. Looking at all this state data I often wonder what is truly reflected? Jobs are everywhere in the Collision Repair Industry. Candidates just need a little entry level experience and determination. Wages are good in the industry and many experienced technicians make wages well above six figures. In my over thirty years of working as a technician in the repair facilities, there was never a time of unemployment. Good jobs are there. Many of my former students of the Auto Body classes at Cuesta did not go seek employment right away, but only to later to run into them or hear from them, that they are now working in the industry supporting themselves and their families from what they learned while at Cuesta. Of those many have moved on to have their own businesses in the field and of those a large percentage have employees and call me looking for more help. Many of my students both past and present do not obtain certificates or degrees at Cuesta but what they did learn is tangible skills that can “put bread on the table” and a roof over their head.

Bottom line, one can look at all the collected data, graphs and polling, but what is really needed is folks with their acquired knowledge and skill sets learned at Cuesta is to apply for a position. For the most part shops are willing to give folks with entry level knowledge a chance. They will mold and train someone to their liking/requirements.

One large Collision Repair corporation (with over 1400 locations/facilities) spanning forty states has even gone so far as providing start up employees with a large rollaway toolbox full of tools. If they are willing to work as a helper in an internship/apprentice program under a journeyman technician for two years (or until they prove themselves), they can retain all the tools and toolbox free of charge. All while earning a livable wage.

Title of Unit:	Auto Body Technology
Planning Year:	2022
Cluster (Select One):	Health, Workforce & Kinesiology

Narrative for your Resource (Unit) Plan: The Resource Plan ties program planning and review to resource allocation. For this first segment of the Resource Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.). You may type directly in the box below, but you won't be able to spell check your work. Alternatively, you can paste the narrative from Word after spell checking directly in the formula bar.

Excel Worksheets: Resource (Unit) Plan

For the remainder of the Resource Plan, complete the following Excel Worksheets:

- Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests
- Personnel Unit Plan Worksheet — Personnel Funding Requests
- Supplies Unit Plan Worksheet — Supplies Funding Requests
- Equipment Unit Plan Worksheet – Equipment Funding Requests
- Facility Unit Plan Worksheet — Facility Funding Requests
- Technology Unit Plan Worksheet – Technology Funding Requests
- Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs

RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. Copy and paste the first four Columns from the Top Ten Prioritized List of Immediate Unit Needs from the prior year.
2. Complete Columns E through G.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R).
4. Briefly explain the impact on your program.

	Program	Item/Description	Cost	Funded?	Source (s)	Impact on Program
1	English	Computers for Lab	\$ 40,000	Not Funded		Not receiving this funding restricts ability to use updated English software in the lab.
2	Math	Student Tutors	\$ 10,000	Fully Funded	AS, R	Supplemental staffing for math lab - Provides adequate level of support for students.
3	Chemistry	Laptops	\$ 12,000	Partially Funded	Foundation	Half of our students had a good educational experience - the other half of continued to use outdated technology.

PRIOR YEAR'S (2020-2021) PRIORITIZED LIST OF UNIT FUNDING REQUESTS -- ALL PROGRAMS

	Program	Item/Description	Cost	Funded?	Source(s)	Impact on Program
1	Autobody Technology	Instructional materials ,booth mainten	\$ 22,000	Fully Funded	Local Program Funding	
2	Autobody Technology	Replacement hand and air tools,welde	\$ 8,000	Partially Funded	Local Program Funding	
3	Autobody Technology	Wire more 220 volt outlets/plugs for v	\$ 7,000	Fully Funded	SWF	
4	Autobody Technology	Hot air nitrogen welder	\$ 6,500	Fully Funded	SWF	
5	Autobody Technology	Covered awning behind cross flow booth and in front of 4602	\$ 8,000	Not Funded	Not Funded	
6	Autobody Technology	Ventilation System in 4601 & 4602	\$ 50,000	Not Funded	Not Funded	
7	Autobody Technology	Upgrade breathing air cross flow bootl	\$ 6,500	Fully Funded	SWF	
8	Autobody Technology	Annual Chief 3-D Measuring Subsriptic	\$ 1,200	Not Funded	Not Funded	
9	Autobody Technology	Electronic three dimensional measurin	\$ 40,000	Fully Funded	SWF	
10	Autobody Technology	Scanning equipment	\$ 20,000	Not Funded	Not Funded	

RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replac ement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why?(1-2 Sentences)
NCC Site Specialist	Continuing Education	Request to convert existing position from .75 to 1.0	\$ 10,240	NCC	N	IMM	Supports Institutional Goal Objective 1.4 (increase ESL success rates) by adding additional staff to ESL advising office. Additional staffing hours will allow for 28 new support appointments per semester.
Distance Education Support Specialist	DE	Support Service Specialist 0.5 FTE	\$ 23,000	DE	N	IMM	Supports Institutional Objective 1.3, Increase success in DE courses. New support position will provide training and technical support for students enrolled in DE courses.

Personnel - Full-Time Faculty

A. Full-Time Faculty	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							
Prioritization of full-time auto	Auto Body	Replacement full time faculty in the future	?	SLO	R	INT	At some point my age is going to require my retiring

Personnel - Academic Managers, Classified Managers & Confidential

B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - What?	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Personnel - Classified Employee: Permanent, Short-Term & Substitute

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

Personnel - Student Worker

D. Student Worker	Program	Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Title							

RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
NCC Instructional Supplies	NCC	Augmentation of instructional supplies.	\$ 5,000	NCC	N	IMM	Need to augment account based on historical spending pattern.
Instructional Supply	Humanities	Maps for History and Philosophy	\$ 4,000	SLO	N	IMM	Many of our maps are outdated and several classrooms lack even basic maps.

Instructional Supplies

A. Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Supply							
	Autobody Technology	Replace small hand and power tools	\$8,000	SLO	R	IMM	Aged, broken, worn or lost hand tools
	Autobody Technology	Paint and Body Supplies	\$18,000	SLO	N	IMM	Materials used during instruction
	Autobody Technology	Welding Supplies	\$2,000	SLO	N	IMM	Metal and welding materials
	Autobody Technology	Paint Booth Supplies	\$1,500	SLO	R	IMM	Booth maintenance materials, Wrap replacement
	Autobody Technology	Safety supplies	\$2,500	SLO	R	IMM	PPE (Gloves, glasses, hearing protection, Welding, and lense replacements...)

Non-Instructional Supplies

B. Non-Instructional Supply	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Supply							
	Autobody Technology	Annual Booth Filter replacement	\$ 2,500	SLO	N	IMM	Biannual Filter replacement
	Autobody Technology	Saftey supplies	\$ 750	SLO	N	IMM	PPE , Safety, glasses, gloves, dust masks and ear plugs.
	Autobody Technology	Annual compressed/breathing air	\$ 700	SLO	N	IMM	Annual Filter replacement for fresh air breathing
	Autobody Technology	Set up cross flow booth with breating air system	\$ 6,500	SLO	N	IMM	Currently the crossflow booth is not compliant regarding to the fresh air breathing system. It needs to be hard wired, a new manometer replaced, and a CO monitor installed.
	Autobody Technology	Sandblast cabinet supplies and update	\$ 800	SLO	R	IMM	Componets -glass, covers,latches,hoses and gun require maintenance and replacements.

RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
3 Mannikins	LVN	3 mannikins for simulation/skills lab	\$ 5,000	NCC	N	IMM	LVN APPW Program Development/ Forecasting. New or modified action steps for achieving program outcomes; IG #1; ILO #2,#3 - We are increasing the use of our simulation lab. Wear and tear on the mannikins over time requires replacement.
3 Potter's Wheels	Art Studio	Laguna potter's wheels (3)	\$ 4,505	SLO	N	IMM	Art Studio CPPR Program Development/Forecasting. Anticipated changes in curriculum and scheduling; student demand has increased in our ceramics classes, we require three more potter's wheels to accommodate six students per class.

Instructional Equipment

A. Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Equipment							
	Autobody Technology	Hand tools and tool boxes	\$ 8,000	SLO	N	IMM	Replace broken, worn or lost tools. Have sets for students to do R&I work
	Autobody Technology	Hot Air Nitrogen welder	\$ 6,500	SLO	N	IMM	Only one have one machine for 20 students. Second or third machine would be good.
	Autobody Technology	Frame machine	\$ 40,000	SLO	R	INT	Upgrade to current frame machine/ rack technology
	Autobody Technology	scanning equipment	\$ 20,000	SLO	N		Newer vehicles require scanning for of safety systems, calibration, and electronic health checks.
	Autobody Technology	Dustless sander/vacuum supplies	\$ 6,500	SLO	N	IMM	Cleaner vacuume sander- no air supply demand. Easier containment of hazardous waste dust. Healthier for Instructor and students.

Non-Instructional Equipment

B. Non-Instructional Equipment	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Equipment							

RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

- Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
- All funding requests should be listed regardless of anticipated funding source.
- Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Fox Building Landscaping	NCC	Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.	\$ 100,000	NCC	N	IMM	The building has been on-line since 2005 with only modest improvements to the exterior landscaping of the area. During Community Focus groups - local residents describe the site as looking "unfinished".
Building 6200	Humanities	Replace carpeting and paint in 6200 Office Bldgs.	\$ 45,000	SLO	R	IMM	The carpeting is old and worn.

New Facilities Requests and/or Renovations

Facility	Program	Item/Description	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Building 4602	Autobody Technology	Refrigerated Air Driers for compressed air	\$ 14,000	SLO	N	IMM	Service lights are on. Facilities say units are old, not serviceable, and need replacing.
Building 4600	Autobody Technology	Timmer switches for manuel operation of overhead heater controls	Minimal under	SLO	R	IMM	Upgrade to a permanent pump plumbing and fittings
Building 4600	Autobody Technology	Fix heating in rooms 4601 and 4603	???	SLO	R	IMM	New unit was put on roof and tempature control has been a issue ever since the instalation.
Building 4600	Autobody Technology	Expand mixing Room and Ventilation	\$ 5,500	SLO	N	IMM	Room is small and very crowded with students during class, ventilation is currently deficient.Close proximity Covid Virus concerns.
Building 4600	Autobody Technology	Control Panel on Down draft booth	\$ 9,000	SLO	R	IMM	Controler does not always work on touch screen Hard to have respond on scre
Building 4600	Autobody Technology	Ventilation System in 4601&2	\$ 35,000	SLO	N	INT	Current Single Fan in 4602 is inadequate
Building 4600	Autobody Technology	Dedicated classroom	??	SLO	N	IMM	Currently lectures were to be held in 4603 which is a lab, due to classroom unavailability. Acoustics are loud and climate temperatures fluctuate which are not conducive to learning during lectures.
Building 4600	Autobody Technology	Hydrodynamic Drain Seperator	\$ 25,000	SLO	N	INT	Catch debris and mud from going into storm drainage in 4000 compound
Building 4600	Autobody Technology	Covered area behind cross flow booth	\$ 5,000	SLO	N	IMM	Cover/ protect assignment and projects pieces to minimize clutter in the lab.

Building 4600	Autobody Technology	Upgrade breathing air cross flow booth	\$ 6,000	SLO	N	INT	Upgrade to a permanent pump plumbing and fittings
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RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructure components to support college-wide technology.
2. All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
3. For Technology Plan Initiatives, please refer to San Luis Obispo County Community College District Technology Plan 2012-2017.

Note: If technology acquisition is not listed in the IPPR, IT may not support the purchase.

3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Sustainability Center	NCC	Grant funding for the new Sustainability Center will have equipment/furniture & lab components.	9-New Tech	\$ 100,000	NCC	N	INT	The Sustainability Center will consist of classrooms and live indoor and field laboratories.
Computers	English	(5) Windows Low-Range Computers for Faculty Offices (@ \$500 each)	4-Maintain Inventory	\$ 2,500	SLO	R	INT	As computers in faculty offices become older and fail, they need to be replaced.

Instructional Technology

A. Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Instructional Technology								
	Autobody Technology	Alldata Collision Program	2-Classroom Media	\$ 2,500	SLO	N	INT	Obtain OEM repair procedures
	Autobody Technology	Annual Measuring Subscription	2-Classroom Media	\$ 2,200	SLO	N	INT	Obtain OEM repair specifications and procedures
	Autobody Technology	I-CAR Professional development prog	2-Classroom Media	\$ 1,500	SLO	N	IMM	Allow students to obtain Industry Certificates
	Autobody Technology	Lap top Computers for Estimating	1-Tech Instr	\$ 3,500	SLO	R	IMM	Current lap tops are windows 98- outdated.So students can use estimating programs and log on and do online training.

Non-Instructional Technology

B. Non-Instructional Technology	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Non-Instructional Technology								

Technology Infrastructure

C. Technology Infrastructure	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
Technology Infrastructure								

Overall Top 3 Technology Requests

D. Top 3 Technology Funding Requests	Program	Item/Description	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)

RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: Auto Body Technology
 Cluster: Health, Workforce & Kinesiology
 Planning Year: 2022

1. ****PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST**
2. Identify and prioritize unit needs based on immediate (upcoming year) requirements of all unit programs.
3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.
4. ****This does NOT include new faculty requests.**

	Program	Item/Description	Cost	Frequency
1	Autobody Technology	Instructional materials ,booth maintenance, and safety supplies,	\$ 22,000	Annual/Recurring
2	Autobody Technology	Replacement hand and air tools,welders/nail guns, hand tools,....	\$ 8,000	Annual/Recurring
3	Autobody Technology	Refrigerated Air Driers for compressed air	\$ 14,000	One-Time Only
4	Autobody Technology	Control Panel on Down draft booth	\$ 9,000	One-Time Only
5	Autobody Technology	Covered awning behind cross flow booth and in front of 4602	\$ 8,000	One-Time Only
6	Autobody Technology	Timmer switches for manual operation of overhead heater controls	\$ 250	One-Time Only
7	Autobody Technology	Upgrade breathing air plumbing cross flow booth	\$ 1,500	One-Time Only
8	Autobody Technology	Annual Measuring Subsription and Alldata Collision Program	\$ 1,200	Annual/Recurring
9	Autobody Technology	Expand mixing Room and Ventilation	\$ 15,000	One-Time Only
10	Autobody Technology	Scanning equipment and parts carts	\$ 20,000	Annual/Recurring


Final 2022 Auto Body Instructional Comprehensive Program

Final Audit Report


2022-03-24

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