Instructional Program Review – Annual Update
2019

Date:	
Program and Department:	Auto Body
CTE Program?	☒ Yes ☐ No
Additional programs included in this review:	
Date of last comprehensive review:	2018
Submitted By:	Eric Mason
Attachments (* as needed):	☐ 6-year assessment plan – All programs, when applicable ☒ 2-year scheduling plan ☐ Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

a. Have there been any changes that would require a change to your Program Mission?

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:
http://www.hancockcollege.edu/public_affairs/mission.php

The Auto Collision Program is dedicated to providing the theory, knowledge, and manipulative skills necessary to succeed in the industry. We encourage our students to conduct themselves with integrity and foster a commitment towards safety, environmental responsibility, and lifelong learning. The Auto Body Technology Program trains students for entry-level employment in the Auto Body Industry. These core qualities align with the college's mission.

II. Student Success, Program Accessibility and Program Capacity

*Data for this section provided by the office of Institutional Effectiveness.

Auto Body	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Sections	15	15	14	19	19	16
Headcount	126	130	120	127	116	118
Enrollment	189	182	172	183	167	170
Retention % F2F	95.20%	91.20%	94.20%	91.30%	87.40%	87.27%
Retention % Online						
Retention %	95.20%	91.20%	94.20%	91.30%	87.40%	87.27%
Success % F2F	82.00%	79.70%	78.50%	74.30%	73.10%	73.64%
Success % Online						
Success %	82.00%	79.70%	78.50%	74.30%	73.10%	73.64%

Auto Body	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
FTES	37.94	36.47	34.28	36.2	33.95	33.98
FTEF+	3.129	3.186	3.188	3.556	3.556	3.16
FTES/FTEF	12.13	11.45	10.75	10.18	9.55	10.27

Auto Body	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Degrees	1	3	4	1	1	1.9
Certificates	10	15	11	7	6	9.3
Total	11	18	15	8	7	11.2

a. Please comment on data and trends

The program has struggled to meet enrollment in some of the beginning classes and has made the decision to pull one course offering from both Fall and Spring schedule. This is traditionally the typical course offerings as one part time instructor was added when the lead instructor was acting as Department Chair. The Collision Program still struggles with the necessary budget to cover water born paint application in the advanced AB 358 course. The program has also struggled with ageing equipment. The two sets of spray guns used for the beginning paint class are ten and thirteen years old. These sets include six spray guns total and are all outdated technology, at the end of their life cycle. There is also a need to update our plastic welding system. According to our advisory committee members, plastic repair is becoming more important and the welding systems more advanced. The suggestion was for the program to purchase a nitrogen plastic welder to meet these challenging requirements. The last challenges the program faces is the maintenance of the facilities. The outer covered work area that backs up to the football field gets wet any time there is rain. This makes it very difficult for the students to work in the lab on rainy days. The Department has been trying to get this fixed since moving into the new building with no success. The program has also struggled getting maintenance items fixed when submitting work orders. The program's success and retention rates remain in positive numbers except for the AB 351 course taught in the Fall of both 2016 and 2017. This low period may in part be due to an increase of part time instructors teaching the course for those semesters. At that time period one of the instructors were new and learning the curriculum. Another issue with the beginning courses is that many students find the courses to physically demanding and drop out before finishing the semester. I expect this to improve in the future.

b. If this year's figures for the program are below the set standard explain steps you will take to improve.

The auto collision program exceeds standards.

c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

The auto collision program exceeds standards.

d. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The Auto Collision staff uses the SLO data to work on improving instructional methodology by focusing on any problem areas uncovered by the data. The information helps to prioritize needed equipment and tools that may be impeding student growth and performance. It is a good tool to check if the program is keeping up with industry standards in both skill attainment and technology. SLO's also help foster meaningful discussion within the department about long-term goals and cooperative training opportunities.

e. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

The Auto Collision Program awarded several scholarships last year worth over 5,000.00. The students also repaired the Allan Hancock College Police Department patrol car by repainting the four doors white and detailing the entire car. Five students in the advanced AB 360 class attended SEMA this year with the lead instructor to work on career goals and see new technologies on display.

III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:
http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes.

b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, the SLO assessments and improvement plans have been shared with the department and the advisory committee members. The process of sharing these results help the program, the Industrial Technology Department, and students by fostering an honest discussion about where a program and its courses are focused at a particular time over a historic period. By looking at our SLO's as a whole and seeing how we fit into the bigger Allan Hancock College mission. As program coordinators, we can work on the soft skills that all of our shared students need to be successful in our complex, ever changing world. By seeing where our ILO's fit in with the mission of the college, as an instructor we begin to understand that we teach more than just our subject matter. We teach our students ways to function better and more prosperously in our society. This coupled with our discipline specific instructional approach helps foster an ever more affective teaching paradigm focused on creating a more complete individual upon degree/certificate completion.

c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

The data indicated that more water-born paint training is needed along with updated spray guns dedicated to spraying this type of spray paint materials. The advisory committee also has stressed the need to cover nitrogen plastic welding due to the ever increasing use of plastics in the manufacturing of modern vehicles.

d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

No cource modifications have been identified at this annual review.

e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes.

f. For **CTE courses/programs only**, as per §55003, have prerequisits, corerequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

Yes.

IV. Focus and Engagement of the Program

a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Home Motors is expanding their Auto Body facility and Dealership scheduled for 2019-2020. The new shop will include two new paint booths, updated paint, and body shop stalls. This will include the need for several new technicians. Demand form community collision shops for graduating students remains steady.

b. List any (internal or external) conditions that have influenced the program in the past year.

Technology subscriptions needed for our laser measuring system, which is running on 2017 data. The budget is still an issue for meeting SLO's related to water-born paint application, material costs continue to rise; ageing spray gun equipment needs replacement, purchase of a nitrogen plastic welder suggested by advisory committee. Facilities; the back wall needs to be closed in, electric cord reels need to be fixed in lab, and outer paint booth filters need to be changed.

Data for Program with Vocational TOP Codes (CTE):
http://www.hancockcollege.edu/institutional_effectiveness/reports.php
Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

Projections of Employment by Occupation, 2014 - 2024

Selections:

TOP Code(s):

- 094900 Automotive Collision Repair

Geography: Santa Barbara County
Includes: Santa Barbara County

Annual Job Openings by Occupation			
SOC Code	**Occupation Title (Linked to "Occupation Profile")**	**2014 Employment**	**Annual Job Openings (1)**
493021	Automotive Body and Related Repairers	100	3
519122	Painters, Transportation Equipment	80	2
	Total	180	5

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2)This occupation has been suppressed due to confidentiality.

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d. Industry employment and wage trends

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Occupation Profile

Painters, Transportation Equipment

(SOC Code : 51-9122)

in Santa Barbara County

Operate or tend painting machines to paint surfaces of transportation equipment, such as automobiles, buses, trucks, trains, boats, and airplanes. Include painters in auto body repair facilities.

Employers usually expect an employee in this occupation to be able to do the job after Moderate-term on-the-job training (1-12 months) .

Santa Barbara County is part of the Santa Maria-Santa Barbara MSA, which includes Santa Barbara and Santa Maria-Santa Barb counties.

Occupational Wages [Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
nta Maria-Santa Barbara MSA	18	t Qtr	$20.48	$13.	$17.	$24.

Data for Santa Barbara County are not available. Data for Santa Maria-Santa Barbara MSA has been substituted.

View Wages for All Areas About Wages

V. Core indicator report

Summary Core Indicators by TOP Code - Report

PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code

Summary Detail Report for 2017-2018 Fiscal Year Planning

ALLAN HANCOCK COLLEGE

094900 Automotive Collision Repair

	Core 1 Skill Attainment			*Core 2 Completions*			*Core 3 Persistence*		
	Percent	*Count*	*Total*	*Percent*	*Count*	*Total*	*Percent*	*Count*	*Total*
Program Area Total	*78.26*	*18*	*23*	*100.00*	*10*	*10*	*100.00*	*22*	*22*
Female		*0*	*0*		*0*	*0*		*0*	*0*
Male	*78.26*	*18*	*23*	*100.00*	*10*	*10*	*100.00*	*22*	*22*
Non-traditional		*0*	*0*		*0*	*0*		*0*	*0*
Displaced Homemaker		*0*	*0*		*0*	*0*		*0*	*0*
Economically Disadvantaged	*88.89*	*16*	*18*	*100.00*	*7*	*7*	*100.00*	*17*	*17*
				100.00	*1*	*1*	*100.00*	*2*	*2*

Limited English Proficiency	*100.00*	*2*	*2*		*0*	*0*	*100.00*	*1*	*1*
Single Parent	*100.00*	*1*	*1*		*0*	*0*		*0*	*0*
Students with Disabilities		*0*	*0*		*0*	*0*		*0*	*0*
Technical Preparation		*0*	*0*	*100.00*	*10*	*10*	*100.00*	*22*	*22*
				62.63	*1,981*	*3,163*	*80.97*	*8,084*	*9,984*
District	*78.26*	*18*	*23*						
State	*89.97*	*9,036*	*10,043*						

	Core 4 Employment			*Core 5a NT Participation*			*Core 5b NT Completion*		
	Percent	*Count*	*Total*	*Percent*	*Count*	*Total*	*Percent*	*Count*	*Total*
Program Area Total	*90.00*	*9*	*10*	*0.00*	*0*	*23*	*0.00*	*0*	*10*
Female		*0*	*0*		*0*	*0*		*0*	*0*
Male	*90.00*	*9*	*10*	*0.00*	*0*	*23*	*0.00*	*0*	*10*
Non-traditional		*0*	*0*	*0.00*	*0*	*23*	*0.00*	*0*	*10*
Displaced Homemaker		*0*	*0*		*0*	*0*		*0*	*0*
Economically Disadvantaged	*100.00*	*7*	*7*	*0.00*	*0*	*18*	*0.00*	*0*	*7*
				0.00	*0*	*2*	*0.00*	*0*	*1*
Limited English Proficiency	*100.00*	*1*	*1*	*0.00*	*0*	*1*		*0*	*0*
Single Parent		*0*	*0*		*0*	*0*		*0*	*0*
Students with Disabilities		*0*	*0*		*0*	*0*		*0*	*0*
Technical Preparation		*0*	*0*	*0.00*	*0*	*23*	*0.00*	*0*	*10*

				6.60	*848*	*12,856*	*7.25*	*196*	*2,702*
District	*90.00*	*9*	*10*						
State	*74.92*	*2,226*	*2,971*						

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2014- 2015)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 88.00% Performance Goal - (2014- 2015)

Core 3 - Persistance in Higher Education: 90.00% Performance Goal - (2014- 2015)

Core 4 - Employment: 68.00% Performance Goal - (2014- 2015)

Core 5 - Training Leading to Non-traditional Employment: Greater than 18.34% Participation & 21.42% Completion - (2014- 2015)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,

e. Advisory committee recommendations

Replace outdated spray guns (6), purchase nitrogen plastic welder, and provide water-born paint to train students.

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Frame clamp and air jack needed	Purchesed

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount $	Impact on program or course outcomes
Department funds	Frame clamp, and air jack	1,100.00	Improved frame repair safety and efficiency.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going

(Program, RRX year)