2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023 **PROGRAM: ABOD AUTO BODY /COLLISION REPAIR**
CLUSTER: Health, Workforce and Kinesiology **LAST YEAR CPPR COMPLETED: 2022**
NEXT SCHEDULED CPPR: 2026 **CURRENT DATE: 3/1/2023**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan (download from this folder) (Please review the Resource Allocation Rubric when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the ***same*** program ***may be consolidated*** into one APPW.

This APPW encompasses the following degrees and/or certificates:

Auto Body Technician A.S. and Auto Body Technician C.A.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

There has been upgrades to a three-dimensional measuring system, MIG welders, Pulse welders and Aluminum repair equipment. These newer additions bring updated repair potentials found in the industry for our students.

Another area of study to consider in the future is the study of electric vehicles and repairs associated with them. Electric vehicles are becoming much more prevalent. Electric vehicles bring a new dimension in the repair and maintenance of these type of vehicles that were not a concertation before. Safety is a real concern and how to deal with the new batteries and electric systems. Students need to know how to safely deal with these new vehicles. There are many new procedures and concerns related to EV's (electric vehicles.)

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☐ If no, you do not need to complete a Progress Report.

No, the ABOD program does not have an established Program Sustainability report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

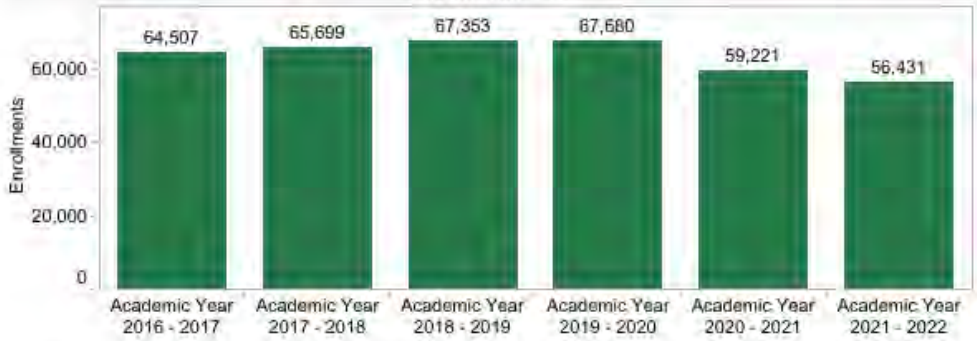
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)
   Insert the data chart and explain observed differences between the program and the college.

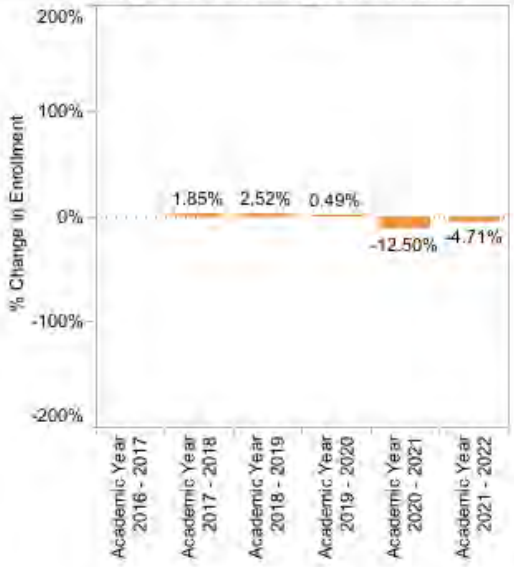
SLOCCCD Program Review Data - Enrollment

Department: All
Course: All
Dual Enrollment: All
Prison: All
Region: All

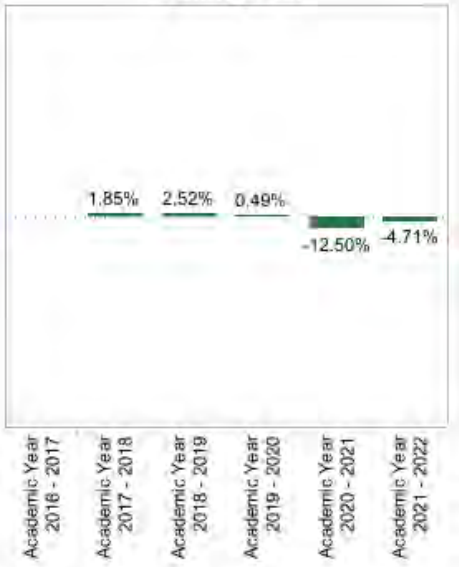
All Enrollments



% Change - Overall College Enrollments



% Change - All

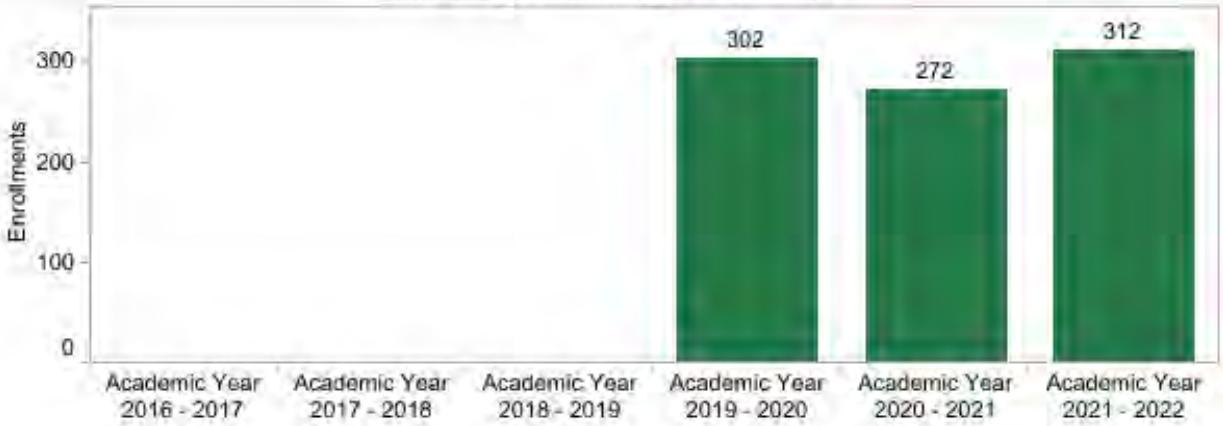


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

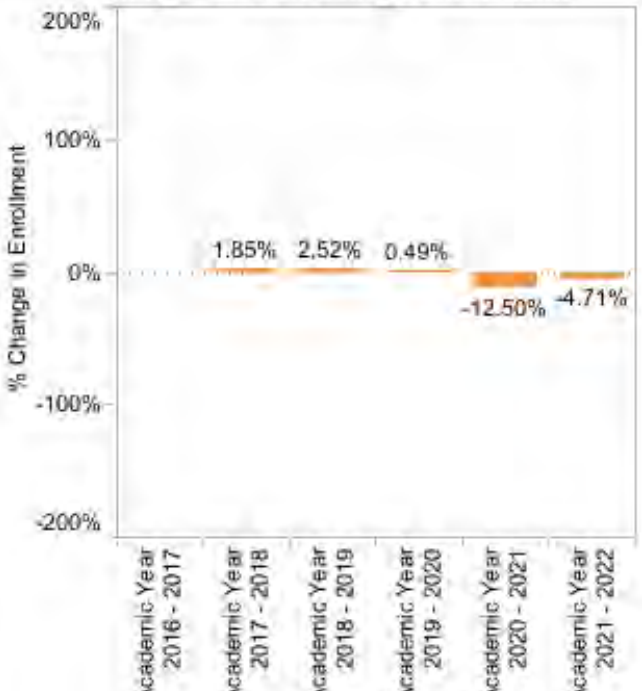
SLOCCCD Program Review Data - Enrollment

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

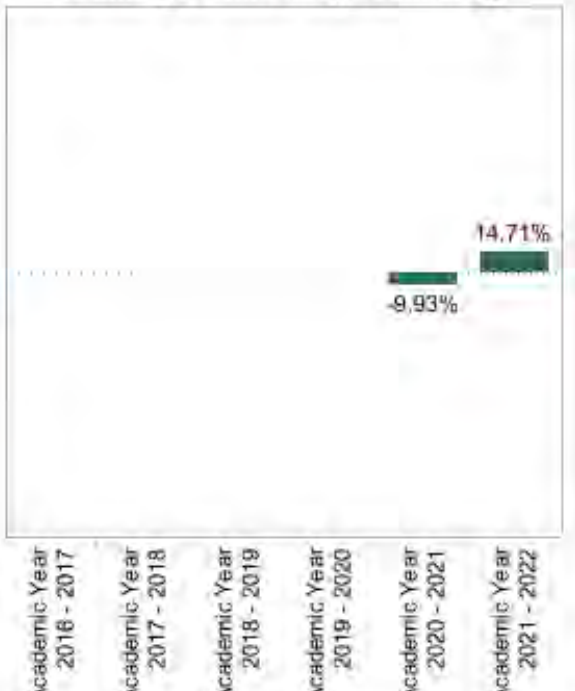
Auto Body Technology Enrollments



% Change - Overall College Enrollments



% Change - Auto Body Technology



From the charts: enrollments are listed for the college for the 2020-2021 year at a decrease of -12.5% and for year 2021-2022 the college had a decrease of enrollment of -4.7%. This may be from pandemic related issues or other overlying conditions, who knows what contributes to the decline?
However, for a comparison the ABOD program showed only a decrease of -9.93%s enrollments for the 2020-2021 year compared to a decrease of -12.5% of the college, a much better decrease. And for the 2021-2022 school year the ABOD program had an increase of 14.71%, compared to a decrease of the college of -4.7%. This show that the program grew and is outpacing the college enrollments. A 2.57% ABOD positive increase difference for 2020-2021 and a huge 10.01% positive increase difference compared to that of the college enrollment for the 2021-2022 school year!!! This data shows that the program is a vital asset to the college. Not only the numbers are better than the colleges but the program also provide students with tangible skill sets that can be directly and immediately taken into the workforce.

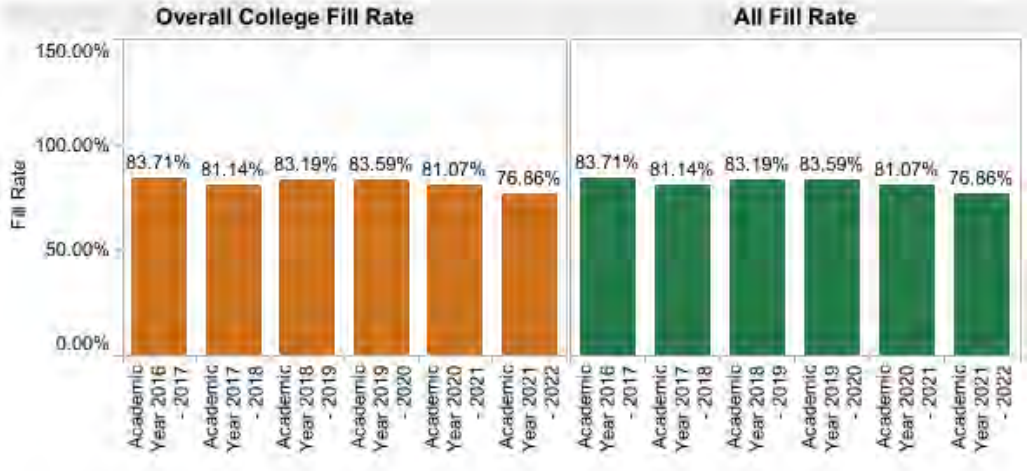
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

While the college had a fill rate of 81.07% in the 2000-2021 year and a 76.86% for 2021-2022 year. This showed a decrease of 4.21%. The ABOD program had a fill rate of 92.52% in the 2000-2021 year and a 106.12% for the 2021-2022 year. This is a higher fill rate of the program compared to that of the school by 11.45% in the 2000-2021 school year and an enormous 29.26% higher than that of college for the 2021-2022 school year. This is a marvelous increase which will greatly improve the colleges FTES's. This proves that the program is doing much more with the same resources to benefit the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

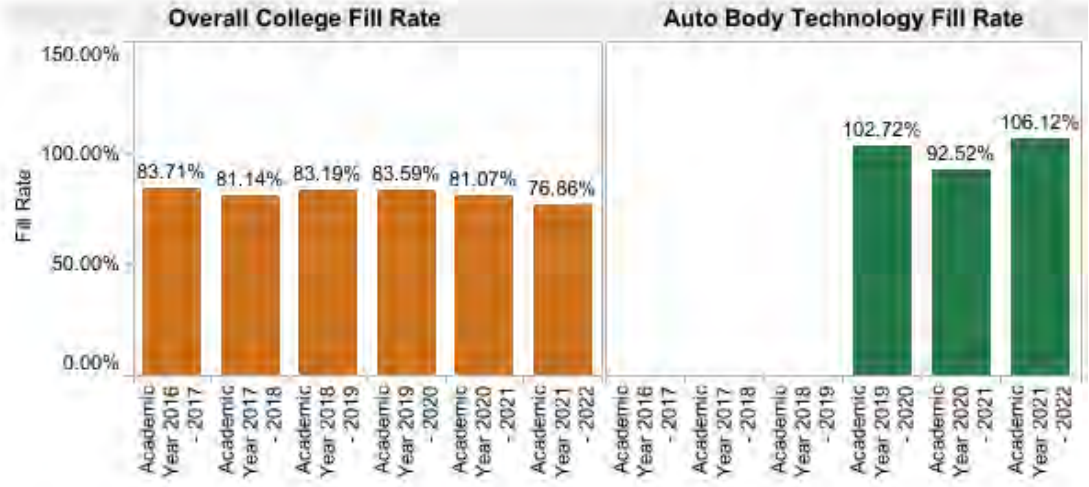
Department: All
Course: All
Dual Enrollment: All
Prison All



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



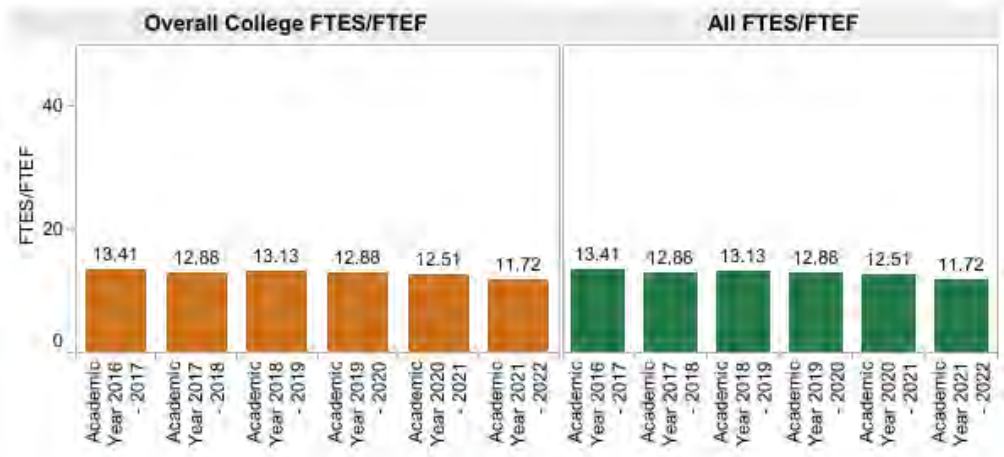
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

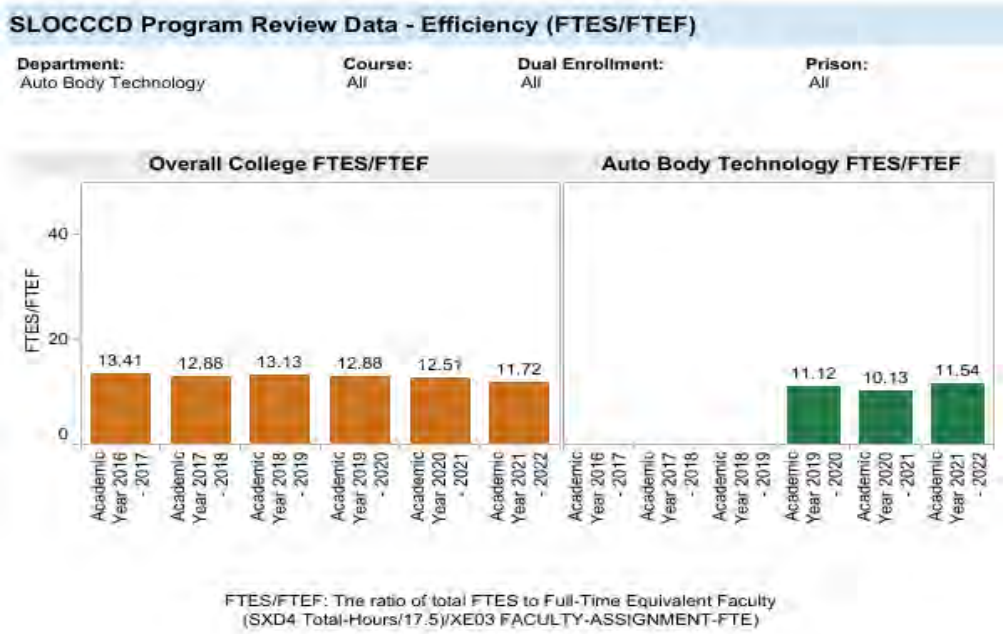
Insert the data chart and explain observed differences between the program and the college.

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)



The (FTES/FTEF) ratio of the program is comparatively close and in line with that of the colleges this last year. For the 2021-2022 school year the college had a (FTES/FTEF) of 11.72% compared to that of the ABOD program of 11.54%. This is a very close (FTES/FTEF) ratio only being 0.18% lower than that of the school. This last year's (FTES/FTEF) ratio is a wonderful improvement and shows the program has a very close ratio with that of the college.
This FTES/FTEF ratio is a difficult ratio to have in the CTE area where classroom sizes are limited to facilities and student safety concerns. Compared to lecture only classes in other disciplines where class can potentially be much large with no concerns of labs, equipment, or safety factors.

D. Student Success—Course Completion by Modality (Insert Data Chart)

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

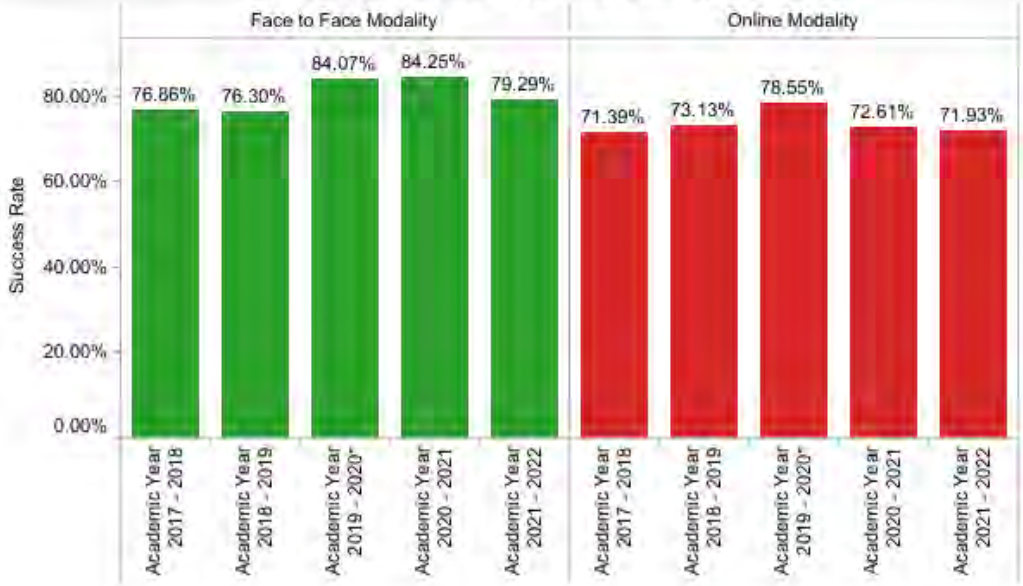
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -All



Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

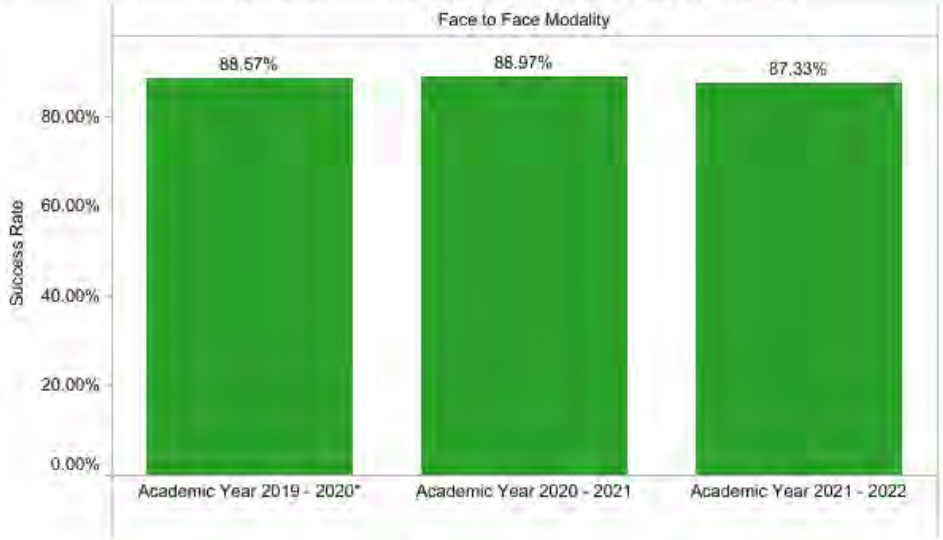
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Auto Body Technology

Course: All

Legend: Face to Face Modality

Successful Course Competion by Modality -Auto Body Technology



Successful Course Competion by Modality Table - Auto Body Technology

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	88.57%	88.97%	87.33%
	Total Department Enrollments	148.0	136.0	155.0

College success rates have been steady over the past years only varying by a few couple percentage points. The ABOD program had a success rate of 87.33% for the 2021-2022 school year compared to a 79.29% success rate of the college for that year. A positive success rate difference of 8.04% for the ABOD program compared to that of the college is a very positive sign.

E. Degrees and Certificates Awarded (Insert Data Chart)

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

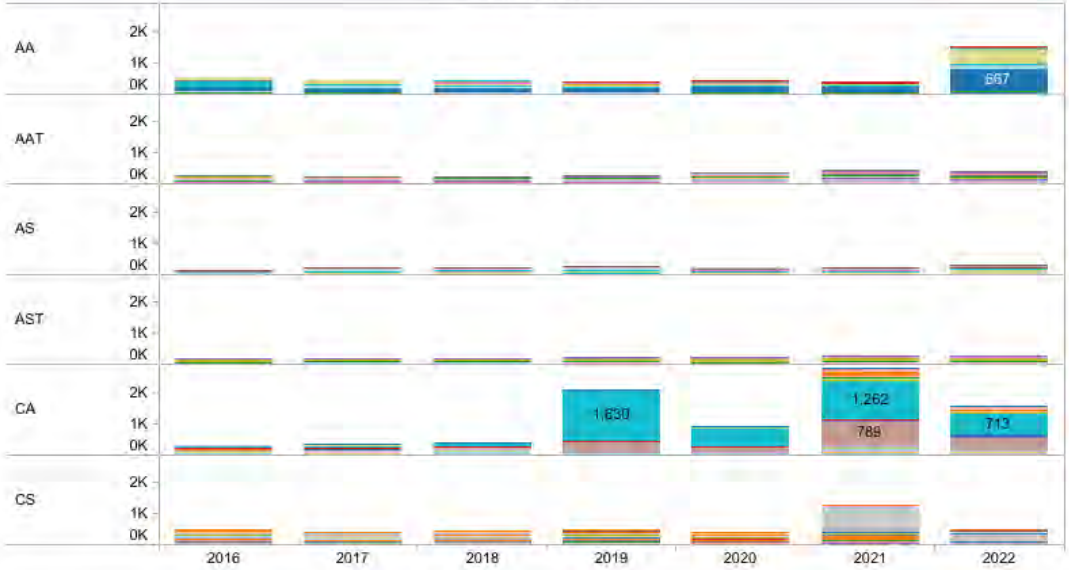
Program: All

Award Type: All

Area of Study All

Program Awards

Top Code Description(s): All
Award(s): All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AA	Addiction Treatmnt Stdies (AA)				5	8	2	9
	Art History & Prof Pract (AA)	1	1		2			1
	Art Studio (AA)	6	9	6	8	9	5	14
	Broadcast Communications (A..	7	5	5	1			
	Bus Admin - Career Path (AA)	26	12	3	9	2	2	

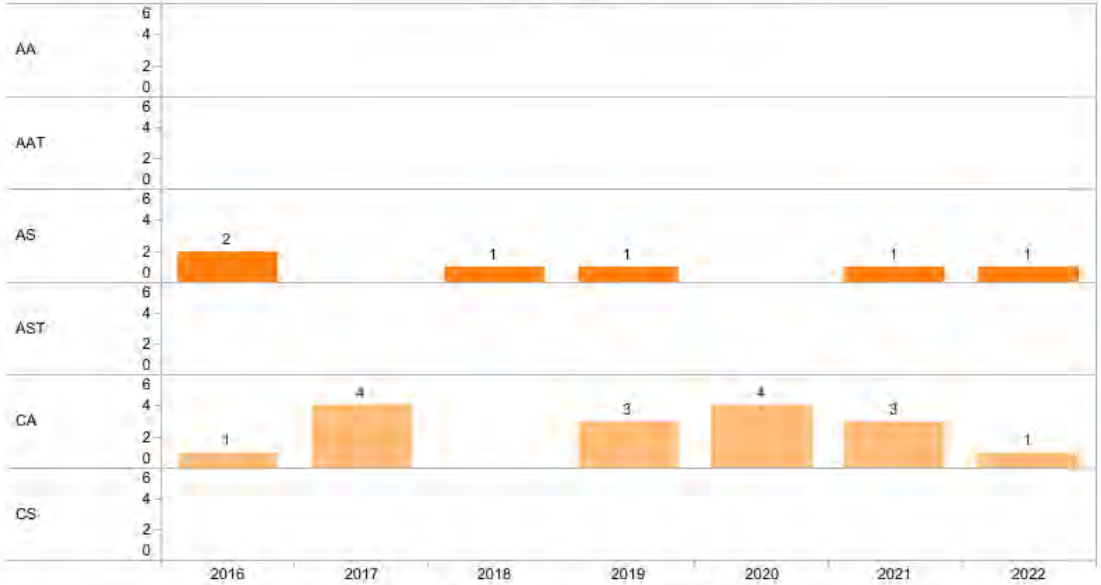
Program Awards. The number of degress and certificates awarded by program type

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Collision Repair
Award Type: All
Area of Study All

Program Awards

Top Code Description(s): Automotive Collision Repair
Award(s): All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AS	Auto Body Technician (AS)	2		1	1		1	1
	Total	2		1	1		1	1
CA	Auto Body Technician (CA)	1	4		3	4	3	1
	Total	1	4		3	4	3	1
Grand Total		3	4	1	4	4	4	2

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

Degrees and certificates:
The program has had A.S. degrees awarded for all the past six years except for two (2017 and 2020). While the certificate of achievement completions has grown in the last few years,2022 shows that only one A.S. degree and C.A. was awarded. In dialog with various current students on campus there are many students in the process of currently working on taking other classes on campus to fulfill degree requirements towards an ABOD A.S. degree. Several students are in the program hoping to learn knowledge and tangible skill sets that can give them employment in the industry. Although strongly encouraged to get a degree or /and a certificate, many students are learning skill sets that take them directly into the industry and find employment. 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.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

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

The following are some questions you might want to consider:

· What specific groups are experiencing inequities?

None. We try to serve all our students with the potential to learn entry level skills and knowledge that will serve them in their endeavors no matter what path they chose.

What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

What professional opportunities are your program faculty participating in to address closing equity gaps?

There are many opportunities with I-CAR and local businesses. Students are directed to utilize these resources. Many students have ended up in local repair facilities over the past decade and more.

What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Attendance and dedication are all that is required from our students. Practice and repetition of procedures bring distinction and proficiency. All are welcome. We have autistic and other students with academic disabilities that are learning procedures they can utilize in their future and for potential employment opportunities. This is a substantial way to fill equity gaps.

The San Luis Obispo County Community College District has a strong commitment to inspire, support and prepare a diverse student population to achieve their educational goals[1]. In support of this commitment, the institution sets a Standard of Achievement Rate for successful course completion, persistence, degree completion, certificate rate, transfer, State licensing scores and Job placement. These standards serve as a focal point in the Institution's ongoing and systematic dialogue, evaluation, planning, and goal and objective setting in an effort to promote student learning and Institutional effectiveness.

[1] **The Cuesta College Mission defines this commitment.**

CUESTA COLLEGE Institutional
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

SLOCCCD Standards of Achievement

Successful Course Completion

Report Year		2017	2018	2019	2020	2021	2022
Cohort: ALL STUDENTS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Course Completion	N	42,581	42,659	43,318	45,312	41,930	38,824
	%	74.0%	74.7%	75.4%	74.0%	74.6%	74.7%
Stretch Goal		76.4%	75.4%	76.2%	76.9%	75.5%	76.1%
Total Cohort (Annual)	N	57,570	57,118	57,450	61,256	56,204	51,963
						SLOCCCD COURSE COMPLETION STRETCH GOAL	76.1%
						SLOCCCD COURSE COMPLETION BASELINE STANDARD	74.0%

Persistence Rate

Report Year	2017	2018	2019	2020	2021	2022
Cohort: 1st time students	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Persistence Rate	1548	1805	1837	1913	1167	1175
	63.5%	69.7%	69.4%	69.2%	63.0%	72.8%
Stretch Goal	64.8%	64.8%	71.1%	70.8%	70.6%	64.2%
Total Cohort	2438	2590	2648	2765	1853	1615
					SLOCCCD PERSISTENCE RATE STRETCH GOAL	64.2%
					SLOCCCD PERSISTENCE RATE BASELINE STANDARD	

Persistence of the Auto Body/Collision Repair program are above the above chart. For year 2019-2020 ABOD program 88.57% compared to 69.2% and for the 2020-2021 ABOD program 88.57% compared to 63.0% and lastly for the 9021-2022 year the ABOD program had a 87.33% compared to 72.8% > this shows are students are working hard to be successful and learn skills that will help them use tangible knowledge they can take directly into their future endeavors.

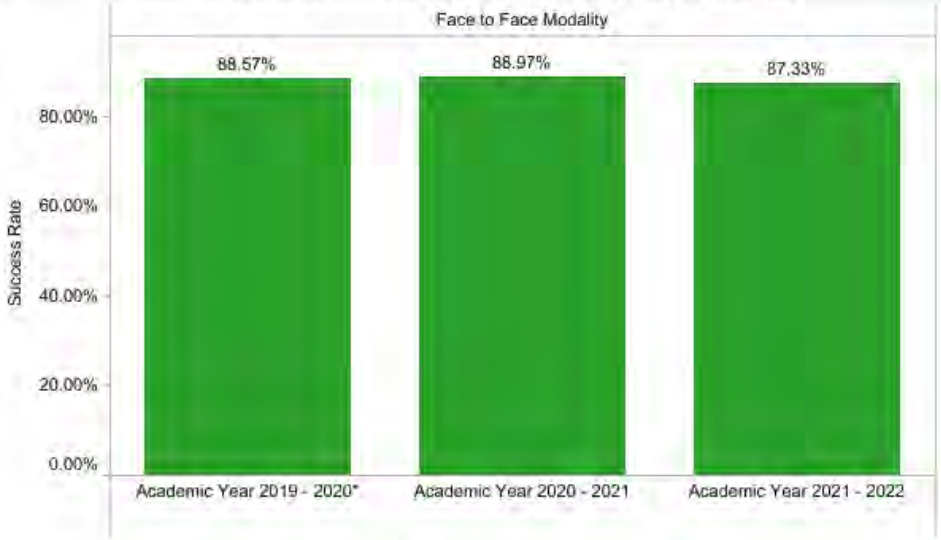
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Auto Body Technology

Course:
All

Legend:
Face to Face Modality

Successful Course Competion by Modality -Auto Body Technology



Successful Course Competion by Modality Table - Auto Body Technology

		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	88.57%	88.97%	87.33%
	Total Department Enrollments	148.0	136.0	155.0

CUESTA COLLEGE Institutional
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

SLOCCCD Standards of Achievement

Degree Completion

Report Year		2017	2018	2019	2020	2021	2022
Cohort: SCORECARD		2010-2016	2011-2017	2012-2018	2013-2019	2014-2020	2015-2021
Degree Completion	N	279	315	348	245	248	286
	%	18.1%	22.4%	26.7%	22.0%	23.3%	22.9%
Stretch Goal		19.3%	18.5%	22.8%	27.2%	22.5%	23.8%
Total Cohort	N	1542	1409	1303	1112	1064	1248
		SLOCCCD DEGREE RATE STRETCH GOAL					23.8%
		SLOCCCD DEGREE RATE BASELINE STANDARD					18.1%

Certificate Rate

Report Year		2017	2018	2019	2020	2021	2022
Cohort: SCORECARD		2010-2016	2011-2017	2012-2018	2013-2019	2014-2020	2015-2021
Certificate Completion	N	141	99	91	218	225	257
	%	9.1%	7.0%	7.0%	19.6%	21.1%	20.6%
Stretch Goal		10.5%	9.3%	7.1%	7.1%	20.0%	21.6%
Total Cohort	N	1542	1409	1303	1112	1064	1248
		SLOCCCD CERTIFICATE RATE STRETCH GOAL					21.6%
		SLOCCCD CERTIFICATE RATE BASELINE STANDARD					7.0%

Transfer Rate

Report Year		2017	2018	2019	2020	2021	2022
Cohort: SCORECARD		2010-2016	2011-2017	2012-2018	2013-2019	2014-2020	2015-2021
Transfer Number	N	596	500	516	307	364	422
	%	38.7%	35.5%	40.0%	27.6%	34.2%	33.8%
Stretch Goal		38.4%	39.5%	36.2%	40.8%	28.2%	34.9%
Total Cohort	N	1542	1409	1303	1112	1064	1248
		SLOCCCD TRANSFER RATE STRETCH GOAL					34.9%
		SLOCCCD TRANSFER RATE BASELINE STANDARD					27.6%

CUESTA COLLEGE Institutional
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

SLOCCCD Standards of Achievement

Job Placement

Report Year		2017	2018	2019	2020	2021	2022
Cohort: CTE STUDENTS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Job Placement	N	264	245	283	264	246	283
	%	87.7%	84.8%	87.1%	87.7%	84.8%	87.1%
Stretch Goal		86.2%	89.5%	86.5%	88.8%	89.5%	86.5%
Total Cohort	N	301	290	325	301	290	325
				SLOCCCD JOB PLACEMENT STRETCH GOAL			89.5%
				SLOCCCD JOB PLACEMENT BASELINE STANDARD			67.5%

Registered Nurse

Report Year		2016	2017	2018	2019	2020	2021
Cohort: Cuesta College		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Registered Nurse	N	45	43	32	39	40	45
RN License Pass Overall		100.0%	100.0%	100.0%	97.5%	93.0%	100.0%
Total Cohort	N	45	43	32	40	43	45
				SLOCCCD SET STANDARD			
				REGISTERED NURSE	85.0%		

Licensed Vocational Nurse

Report Year	2016	2017	2018	2019	2020	2021
Cohort: Cuesta College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
LVN NCLEX pass #	30	21	23	28	28	covid cancelled
NCLEX Pass Rate Overall %	67.0%	90.0%	95.8%	100.0%	100.0%	#VALUE!
Total Cohort N	44	23	24	28	28	covid cancelled
			SLOCCCD SET STANDARD			
			LICENSED VOCATIONAL NURSE	85.0%		

CUESTA COLLEGE Institutional
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

SLOCCCD Standards of Achievement

Licensed Paramedic

Report Year		2016	2017	2018	2019	2020	2021
Cohort: Cuesta College		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Paramedic	N	17	11	14	17	18	8 (IP)*
NREMT-P Pass Rate	%	94.4%	91.7%	100.0%	94.4%	90.0%	#VALUE!
Total Cohort	N	18	12	14	18	20	15
		SLOCCCD SET STANDARD PARAMEDIC			70.0%		

Certified Emergency Medical Technician

Report Year		2016	2017	2018	2019	2020	2021
Cohort: Cuesta College		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Emergency Medical Tech	N	70	68	73	95	77	63
NREMT Pass Rate	%	88.6%	81.0%	92.4%	84.1%	82.8%	86.3%
Total Cohort	N	79	84	79	113	93	73
		EMERGENCY MEDICAL TECH			63.0%		

Licensed Psychiatric Technician

Report Year		2016	2017	2018	2019	2020	2021
Cohort: Cuesta College		QTRS. 1-4	QTRS. 1-4	QTRS. 1-4	QTRS. 1-4	QTRS. 1-4	QTRS. 1-4
Psychiatric Technician	N	78	72	63	62	34	45
Licensure Pass Rate	%	87.0%	88.0%	80.8%	87.0%	77.3%	84.9%
Total Cohort	N	90	82	78	71	44	53
		SLOCCCD SET STANDARD PSYCHIATRIC TECHNICIAN			72.0%		

Certified Nursing Assistant

Report Year	2016	2017	2018	2019	2020	2021
Cohort: Cuesta College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Certified Nursing Assistant N	56	53	51	26	55	20
State Certificate Pass Rate	100.0%	100.0%	98.1%	100.0%	80.9%	100.0%
Total Cohort N	56	53	52	26	68	20
	SLOCCCD SET STANDARD CERTIFIED NURSING ASST			85.0%		

Certified Phlebotomist

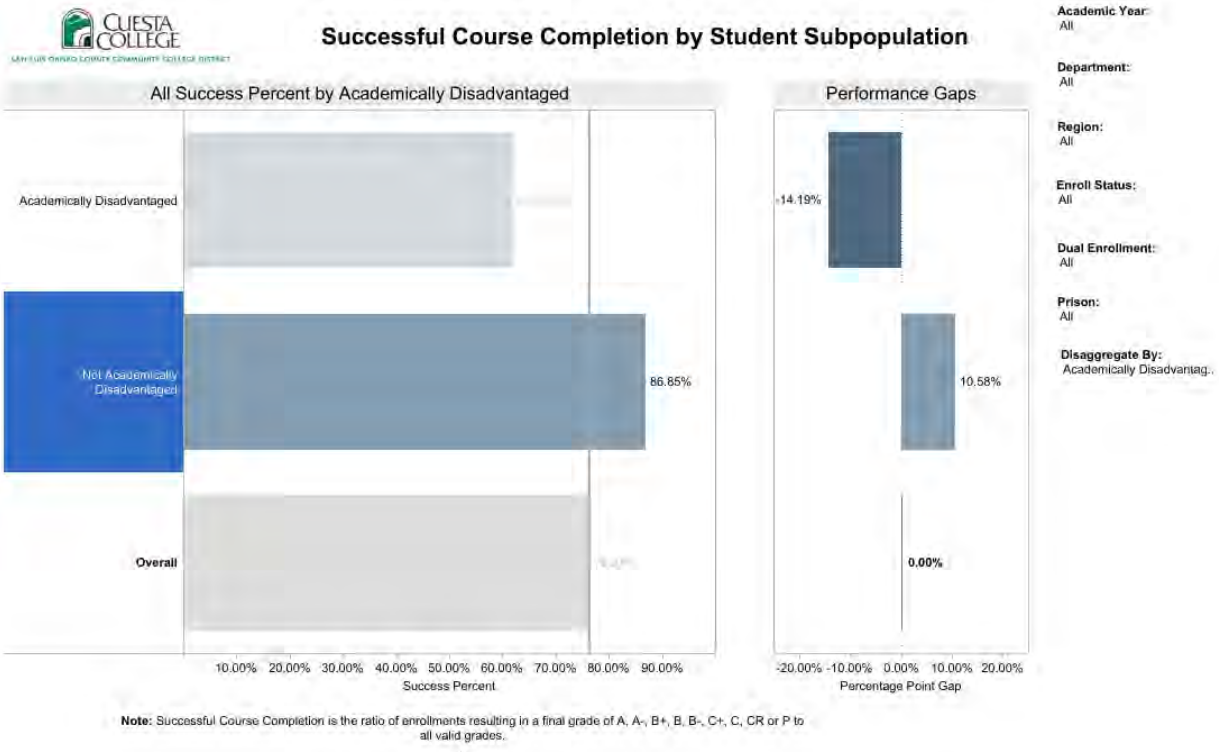
Report Year	2016	2017	2018	2019	2020	2021
Cohort: Cuesta College	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Phlebotomy Technician N	64	58	49	58	54	39
Licensure Pass Rate	100.0%	98.3%	98.0%	100.0%	98.2%	100.0%
Total Cohort N	64	59	50	58	55	39
	SLOCCCD SET STANDARD PHLEBOTOMY TECHNICIAN			75.0%		

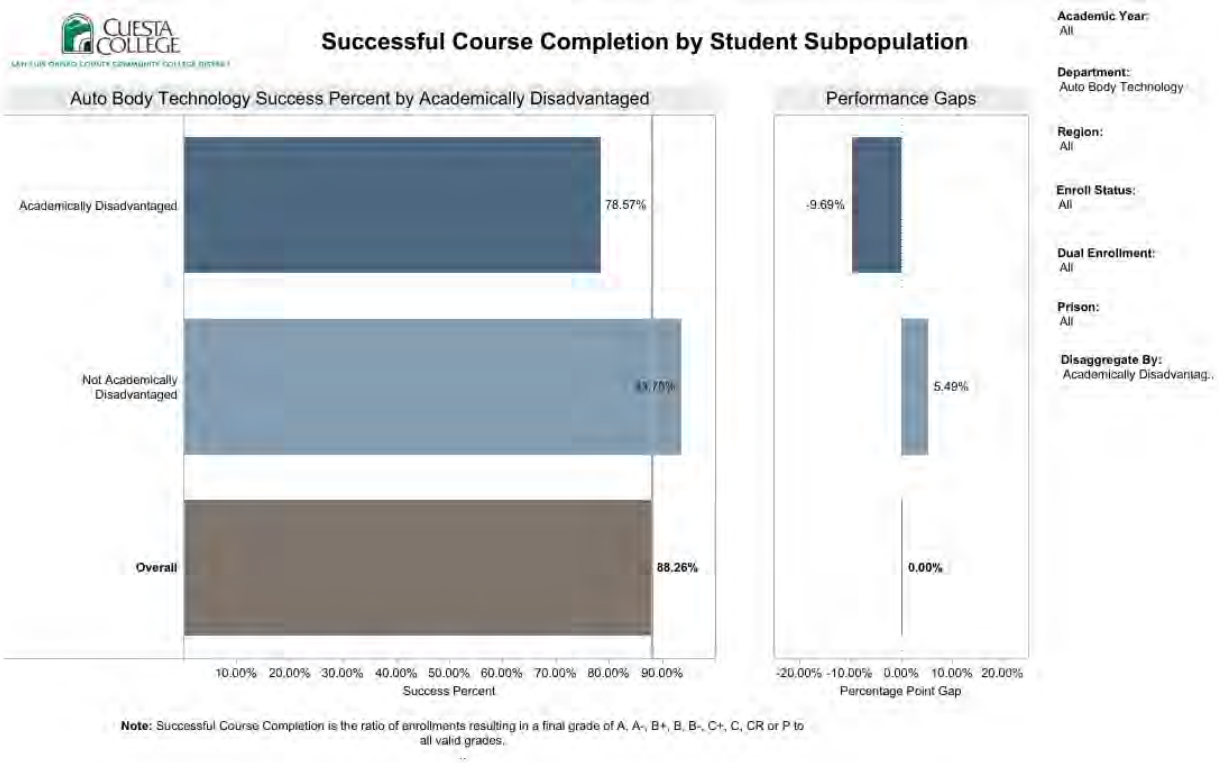
Click here to enter text.

G. 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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





From the charts it shows that:
Success percentage for Academically Disadvantaged for the school was 62.08% with a performance gap of negative 14.19%.
In comparison to that of the Auto Body/Collision repair Technology was 78.27% with a performance gap of negative 9.69%.
This is a 4.5% difference between the school and the Collision repair program. This shows that the population that we serve is often not as academically fortunate and shows the importance of offering such possibilities and education to students that need means to find employment and make way in our society.
These under represented populations are often seeking skills and trades that can provide employment without a degree or transfer abilities due to many things. One of which may be academic learning complications. The program provides an alternative educational knowledge and skill sets toward positive achievements that can carry students in their future for decades. Many of our students are challenged academically and find their education by practicing procedures and honing skill levels that will gain entry level employment possibilities. The program helps our under privileged population the best we can to learn tangible skills and edification.

Success percentage for Not Academically Disadvantaged for the school was 86.85% with a performance gap of positive 10.58 %.
In comparison to that of the Auto Body/Collision repair Technology was 93.75% with a performance gap of positive 5.49%.
This once again shows that the many of the students the program serve are not like the rest of the institution. They are looking for physically applications of various education and procedures that

can be noticeably utilized in the Collision repair industry.
Program students are gaining distinguishable skill attainment and knowledge that can be taken into industry anywhere.

Overall Success percentage Academically Disadvantaged for the school was 76.27%. In comparison to that of the Auto Body/Collision repair Technology was 88.26%.
This proves that the ABOD students have persistence and dedication to learn techniques of various procedures and refine knowledge and skill sets that will be beneficial to them for the rest of their lives.

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.

There are many former ABOD students currently working and have careers in local facilities. Some have gone on to start their own business and have employees working for them. Many former students of the program found their start at Cuesta College in auto and auto body that led them to lifelong career opportunities. On a recent visit to the SEMA show Mr. Stokes and I had run into a former student that had gone up to the bay area and has a successful collision and retrofitting auto motive business. All from skill sets and knowledge learned at Cuesta Colleges Auto Body/Collision program. Another student as a collision repair technician (learned from Cuesta) has moved to Texas and is currently supporting his family while working in a collision repair facility. This further shows that degree and certificates while good does not necessarily required to be successful in the trades. What we do is very important to give students the ability to explore and find ways to support themselves and family in society.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☐ SLO assessment cycle calendar is up to date. Yes

CYCLE STAGE	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
SLO Assessment	175 575	177 577	170 570	171 571	175 575	177 577	170 570	171 571	175 575

Analyze Results & Plan Improvements	171 571	175 575	177 577	170 570	171 571	175 575	177 577	170 570	171 571
Plan Implementation	170 570	171 571	175 575	177 577	170 570	171 571	175 575	177 577	170 570
Post-Implementation SLO Assessment	177 577	170 570	171 571	175 575	177 577	170 570	171 571	175 575	177 577

☐ All courses scheduled for assessment have been assessed in eLumen.
Yes

☐ Program Sustainability Plan progress report completed (if applicable).
N/A

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Some implementations that have occurred is the enactments of study regarding various systems and materials used in newer vehicles. These systems and materials bring explicit O.E.M. (manufactures) procedures and repair concerns. An example of such items are high strength steels, aluminum, A.D.A.S. (advanced driver assist systems), composites, energy load path directions. New equipment is often required to follow mandated repair procedure. These are just a few examples as today's vehicles are very advanced compared to years past. Newer vehicle platforms and systems bring newer concerns and liability for facilities and technicians. Students need to be aware of newer procedure mandated by manufactures for knowledge for safe and effective repairs.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are

not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes.

Plans include more aluminum repair procedure activities, various welding requirements and procedures such as MIG Brazing and STRSW (squeeze type resistance spot welding), composite and plastic repairs with concerns of sensors and ADAS and estimating procedures regarding newer concerns/mandates.

B. Anticipated changes in curriculum, scheduling or delivery modality

I-CAR (Inter-Industry Conference on Auto Collision Repair) is bringing out a new curriculum for schools. Currently is being utilized as a pilot program in a few places to work out any corrections before its final rollout. This curriculum is accredited and updated for use in schools across the nation and Canada. Programs for students are a mix of face-to-face lecture, on-line modules and laboratory activities all designed to bring education to newer repair requirements and procedures and safety concerns used in the Collision repair industry. This curriculum may want to be considered for use at the college. Another area of study to consider is the study of repairs of electric vehicles. Electric vehicles are becoming much more prevalent. Students need to know how to safely deal with these new vehicles. There are many new procedures and concerns related to EV's (electric vehicles.)

C. Levels, delivery or types of services

Perhaps the new I-CAR educational program designed for school in the upcoming years.

D. Facilities changes

Heat and ventilation upgrades for the 4600 building. The heat is not functional in 4601, 4602 & 4603.

Covered storage area with parts carts so items can be stored outside the laboratory and help overcrowding and clutter.

Expand the mixing room so more students can access it without congestion.

E. Staffing projections. None at this time.

F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.