

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024 **PROGRAM(s): Auto Body Technology /Collision Repair**
CLUSTER: Eng/Tech, Kines, Health Sciences, Nursing/Allied Health
AREA OF STUDY: Auto Body Technology /Collision Repair
LAST YEAR CPPR 2021-2022
NEXT SCHEDULED CPPR: 2026
CURRENT DATE: 2/22/2024

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](#), which can be downloaded from this [SharePoint 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 programs of study (degrees and/or certificates):

Auto Body Technician — Associate in Science

Auto Body Technician — Certificate of Achievement

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

Currently this is my last full-time semester. Program needs another full-time instructor. Managing the facility tools and materials for is a full-time job. I will come back if needed to help and take one class.

Please consider floating a full- time replacement next year!! The industry is in dire need of technicians and workers.

How else will this need be met without exposure and training for our students and possible future employees in the industry. This is a great career with high earning potential.

No matter what state data shows, I have been in shops doing training frequently and many journeyman technicians are making well over six figures annually. This is a well-paying career with many possibilities.

There have been many of our former students going out and starting and running their own businesses with employees. All from their education at Cuesta College. This is a valuable and viable education program for our industry and the college.

The program has provided students with an area of study for great careers. This industry is in serious need of new technicians and employees. This program has provided students with many opportunities for many years. Some have become technicians, estimators, and business owners in the Collision repair industry. Degrees are important but not necessarily mandated to be successful in this industry. What is needed is education and skill building to be provided for our students, so they can be introduced to the possibilities for employment and careers so desperately needed in the collision repair industry. The college has invested in the program and has many up-to-date equipment and tools that is essential for student training necessary to stay current on mandate OEM repair procedures.

“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.

A. 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 where it 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 courses 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 by purchasing 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 lectures and 15 labs was also created. Added additionally that year was a course called Numerical Communication Standards and Related Technical Application which was basically an 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, 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 taught 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 the 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 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:

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 on the central coast.

Many former and current Cuesta College auto body/collision repair students have found careers in the trade. Some remain local, others have moved to other portions of the state and some even to other states across the US. Surprisingly you never know when you may see a former Cuesta Auto Body student that has found their way into a sustainable career across the nation. Recently I was in a shop in Arizona doing industry training when low a beholds there was the lead refinish tech that was a former Cuesta College auto Body student. He had stated "that if it wasn't for Cuesta College he might be in jail or homeless".

This once again shows the importance of the Auto Body Collision repair program at the College that helps student and our society. What a blessing for this to help students and individuals to become productive members of the nations culture.

Another area of study that is very important to ponder for our students is the future of electric vehicles and repairs associated with them. Electric vehicles are becoming much more prevalent and are here to stay. Electric vehicles bring a new dimension to the repair and maintenance of these types of vehicles that were not previously an asserted worry before. Safety is a real concern and how to deal with the new vehicles, batteries, and

electric systems. Students need to know how to safely deal with these new vehicles. There are many new procedures and important 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.

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.

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

From the charts: enrollments are listed for the college:

For the year 2022-2023 the college had an increase in enrollment of +3.23%.

For the year 2021-2022 the college had a decrease in enrollment of -4.7%.

And for the 2020-2021 year at a decrease of -12.5%.

The 2020 through 2022 years may be related to pandemic related issues.

For comparison, the ABOD program had a dip this last year 2022-2023 of -17.95% with 256 enrolments compared to 312 enrollments in 2021-2022 year. A surprise this last year when compared to the 2021-2022 year which had a 14.71% increase from the previous year. In that year the ABOD program had an increase of 14.71%, compared to a decrease of the college of -4.7%. This showed that the program is viable as it grew and is outpacing the college enrollments during the college dips of 2020-2021 and 2021-2022. Another factor for the ATCH program is

the positive effect that dual enrolment has on enrolment numbers. Unfortunately, dual enrolment is not a possibility for ABOD program as none of the high schools have an auto body program. Another important reason is the ABOD program is vital to place students in an industry that is in dire need of technicians. The ABOD program has fluctuated slightly over the years but in the last four years has averaged 285.5 students. An asset to the college. In those years the school had a decrease in enrolments, the ABOD program had a 2.57% 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!!! Another point to notice is the effect the ABOD program had on the ATCH program for years 2019-2020 and 2020-2021 when their enrolments dropped 37.97% and 42.86% respectfully. This may be a likely possibility to the fact that this was the time when ABOD separated out of the ATCH program.

This data shows that the program is a vital asset to the college. Not only were the numbers better than the colleges in the past two school years prior to last year, but the program also provides students with tangible skill sets that can be directly and immediately taken into the workforce.

SLOCCCD Program Review Data - Enrollment

Department:
Auto Body Technology

Course:
All

Dual Enrollment:
All

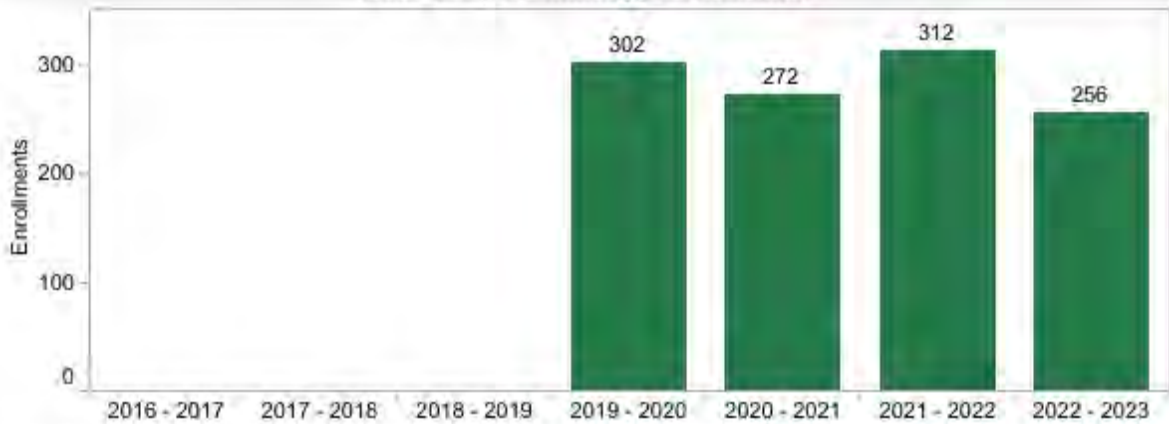
Prison:
All

Region: All

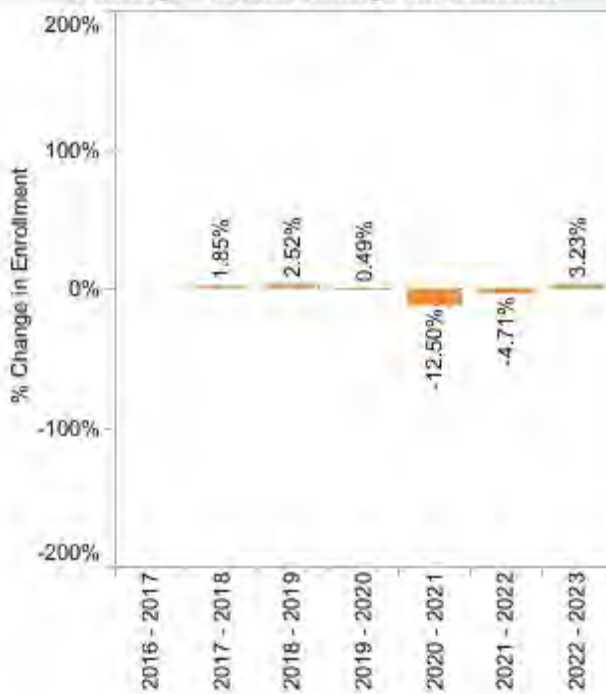
TERM

All

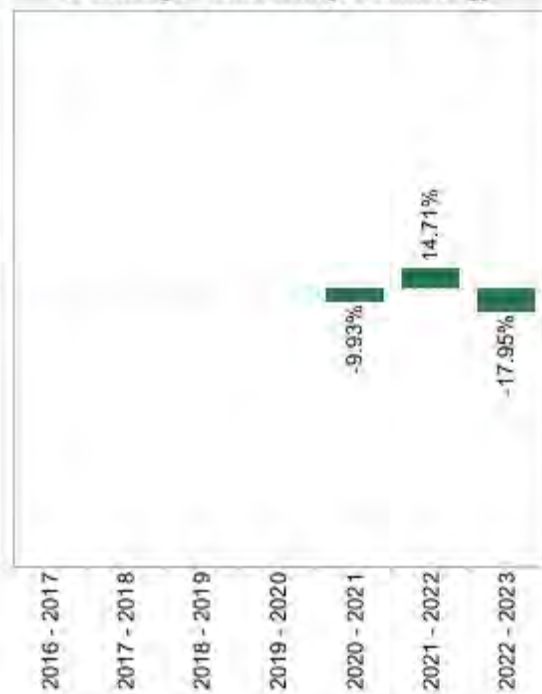
Auto Body Technology Enrollments



% 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.

SLOCCCD Program Review Data - Enrollment

Department:
Automotive Technology

Course:
All

Dual Enrollment:
All

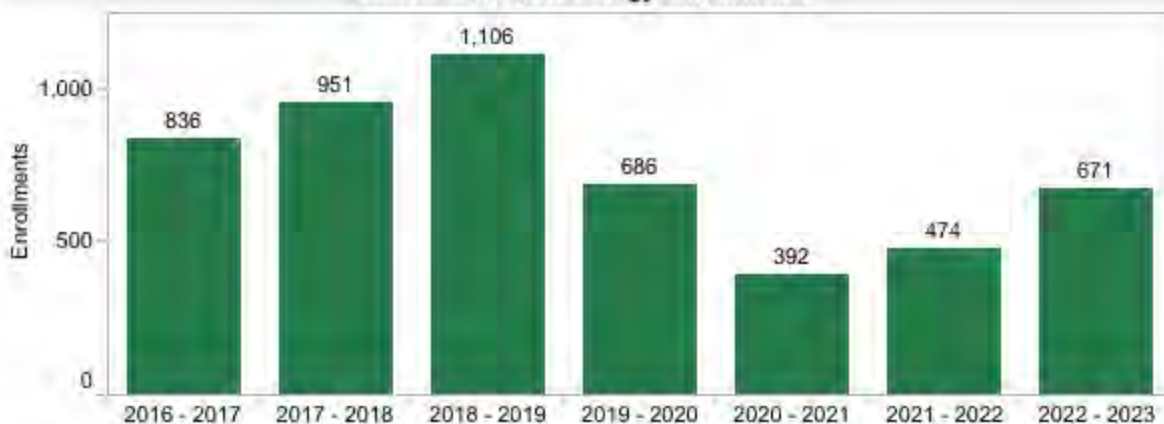
Prison:
All

Region: All

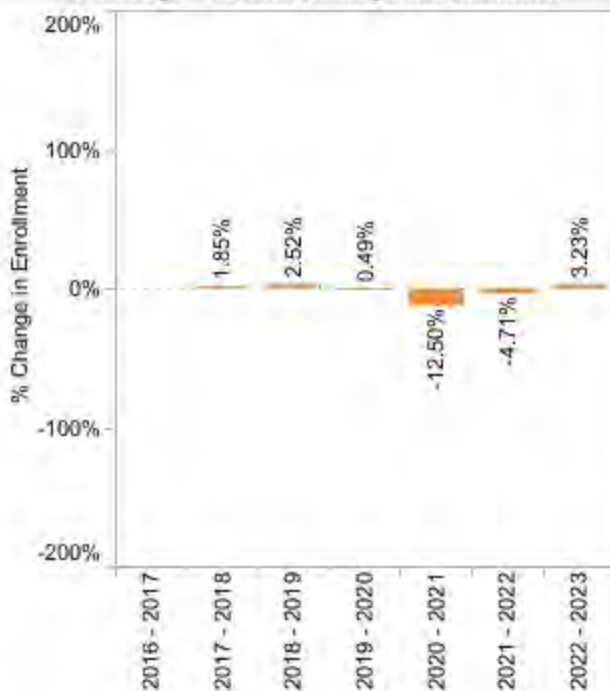
TERM

All

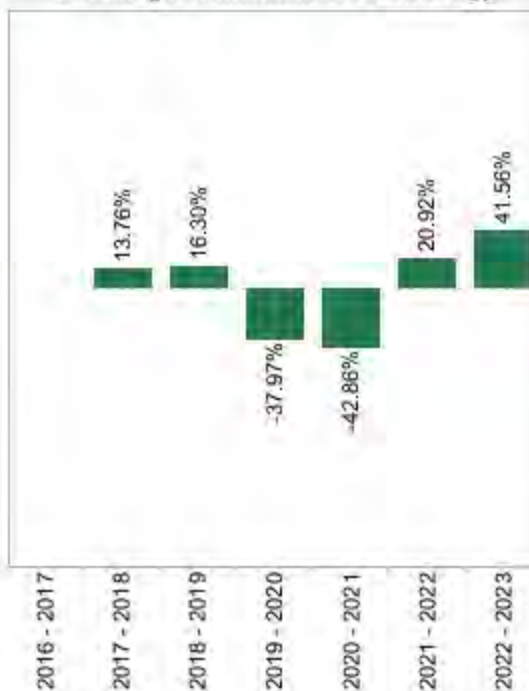
Automotive Technology Enrollments



% 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.

Previous years auto Body while part of ATCH before ABOD was created.

SLOCCCD Program Review Data - Enrollment

Department:
Automotive Technology

Course:
Multiple values

Dual Enrollment:
All

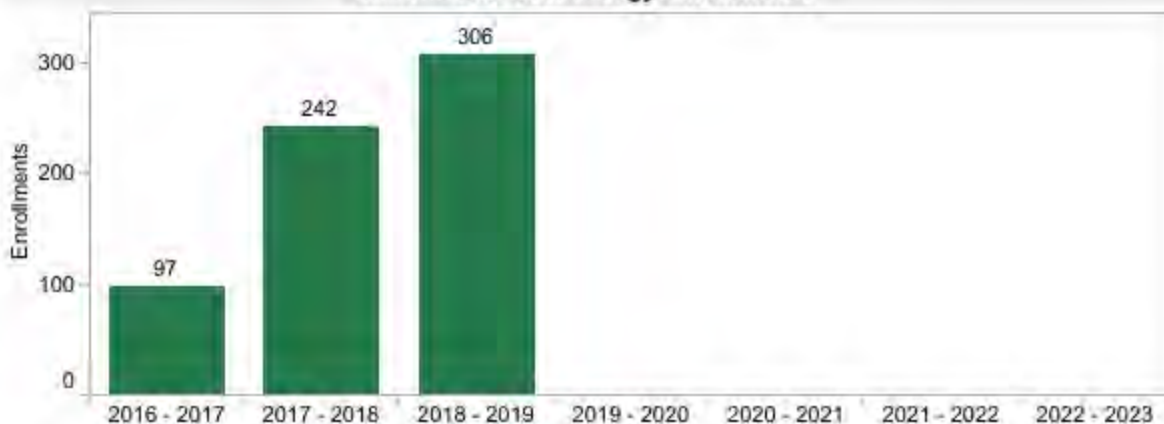
Prison:
All

Region: All

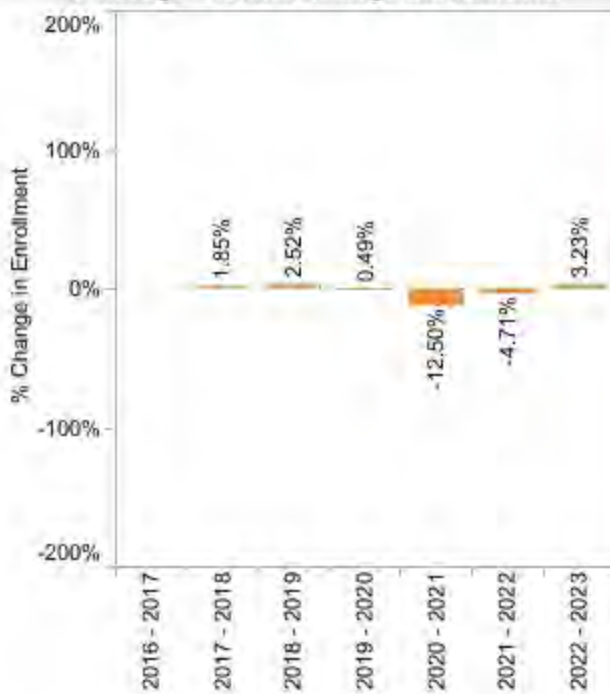
TERM

All

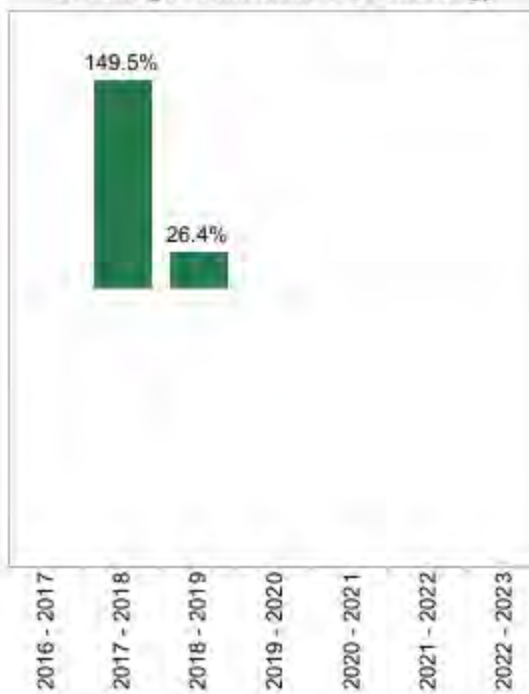
Automotive Technology Enrollments



% Change - Overall College Enrollments



% Change - Automotive Technology

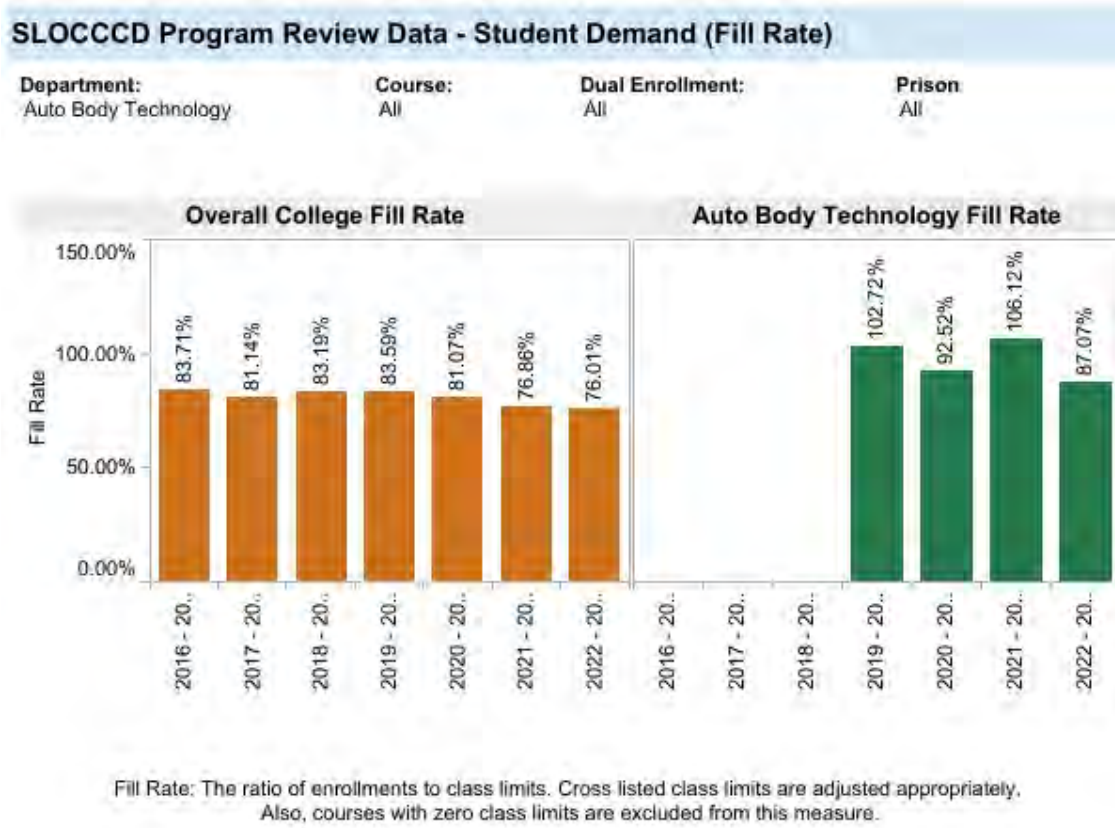


Enrollment. Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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

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

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



The college had a fill rate of 76.01% for 2022-2023 year compared to 87.07% fill rate of the ABOD program. A 11.06% greater fill rate for the ABOD program than that of the college.

In the 2021-2022 year the college had a fill rate of 76.86% compared to 106.12% of the ABOD program. A 29.26% greater fill rate for the ABOD program than that of the college.

And for the 2020-2021 year the college had a fill rate of 81.06% compared to 92.52% of the ABOD program. A 11.45% greater fill rate for the ABOD program than that of the college.

This is a wonderful continuous increase in fill rates for the ABOD program compared to that of the college. This is a great indication the program is in demand and must importantly improve the colleges FTES's. This proves that the program is doing much more with the same resources to benefit the college.

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

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

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

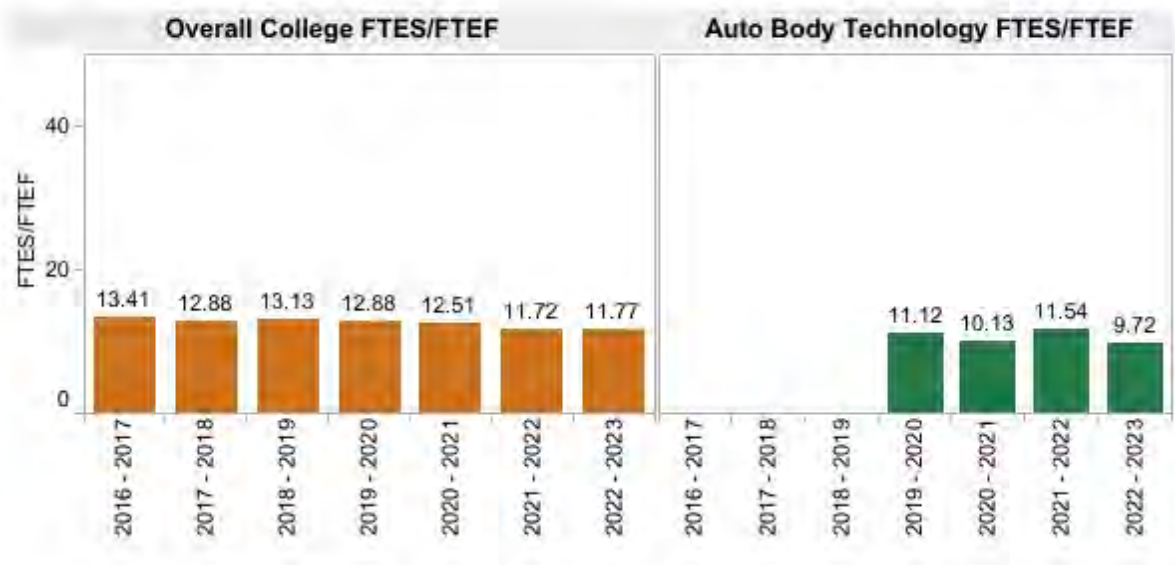
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Auto Body Technology

Course:
All

Dual Enrollment:
All

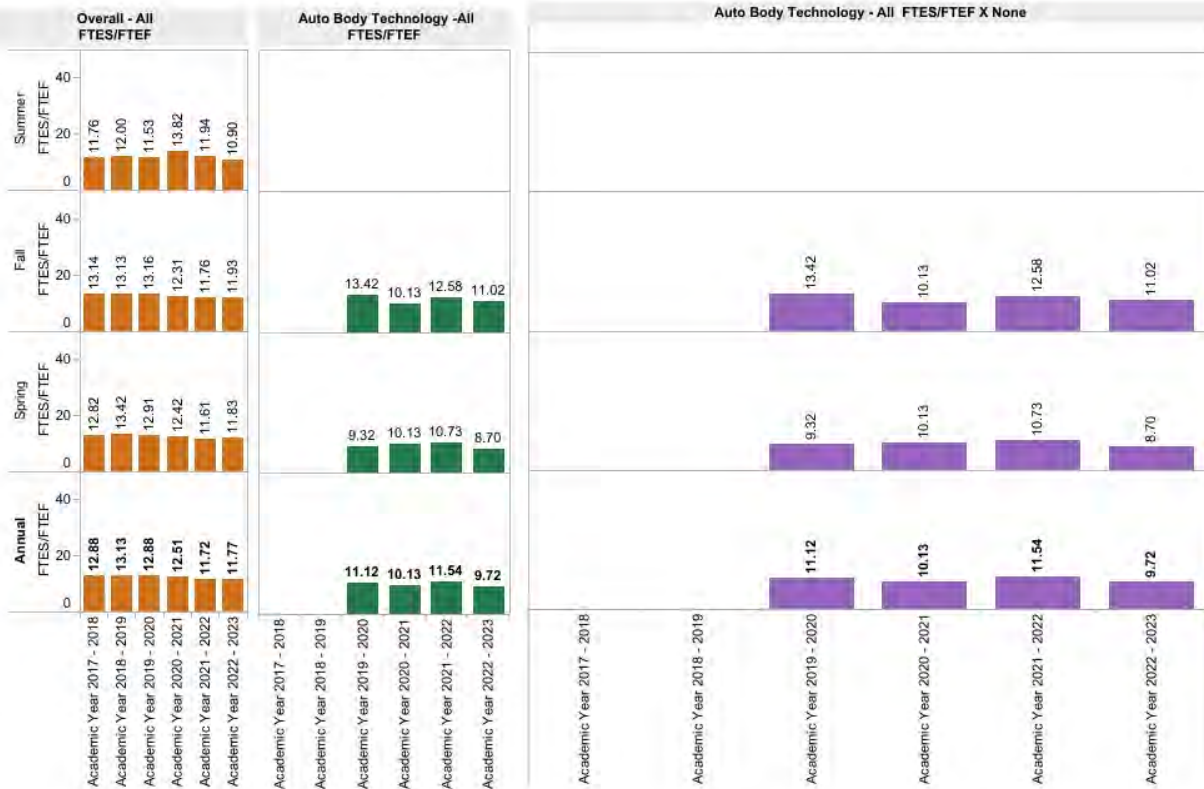
Prison:
All



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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

Department: Auto Body Technology Course: All Region: All Disaggregate by: None Dual Enrollment: All Prison: All Legend:



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 has been relatively close and in line with that of the colleges for the last few years. This last year 2022-2023 showed a two-point dip due to lower enrolment numbers only 87% vs previous years where fill rates were over 100% and high 90's%.

From the disaggregated data chart shows the ABOD program had a very close FTES/FTEF ration for the fall 2022 semester 11.02 of the program compared to the 11.93 of the colleges that semester. Spring 2023 the ABOD program had a slight dip of a 8.7 ratio which greatly affected the overall school year average (FTES/FTEF) of 9.72.

This affected this FTE ratio, but this ratio is good for a CTE class where student caps must be lower than a large lecture class due to facility and safety limitations and concerns. 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. The previous few years' (FTES/FTEF) ratio is a wonderful improvement and shows the program has a very close ratio to that of the college.

Yet again, the FTES/FTEF ratio is a difficult ratio to have in the CTE areas 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.

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

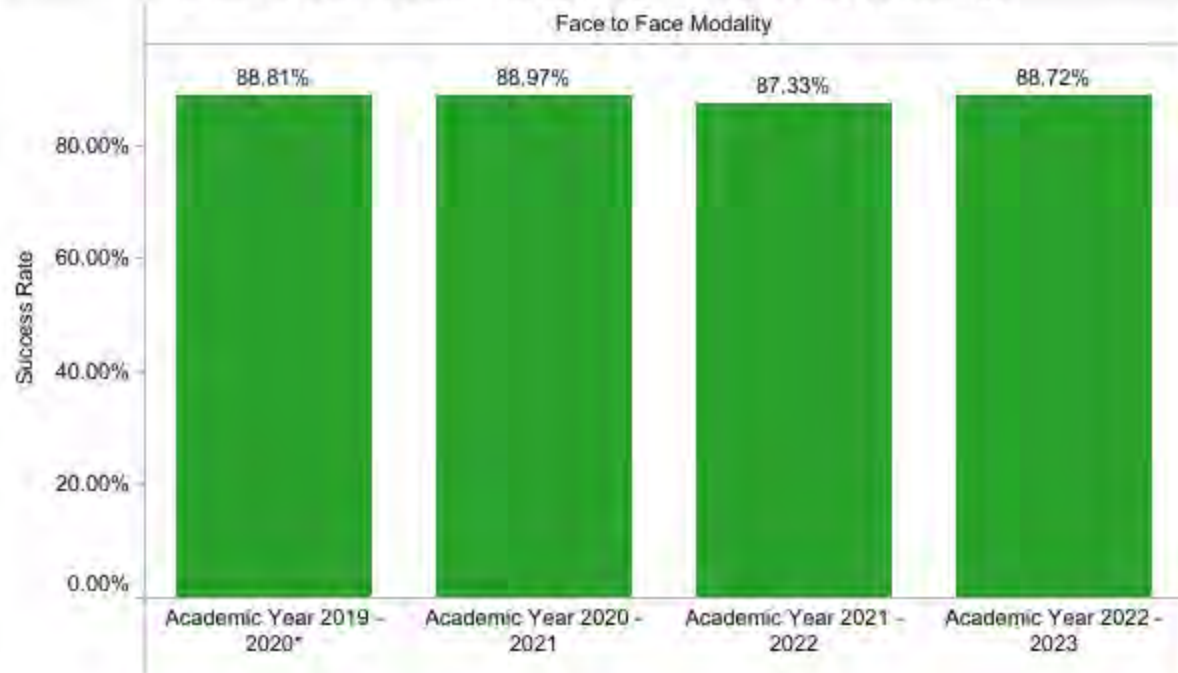
SLOCCCD Program Review Data: Successful Course Completion

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	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	88.81%	88.97%	87.33%	88.72%
	Total Department Enrollments	151.0	136.0	155.0	134.0

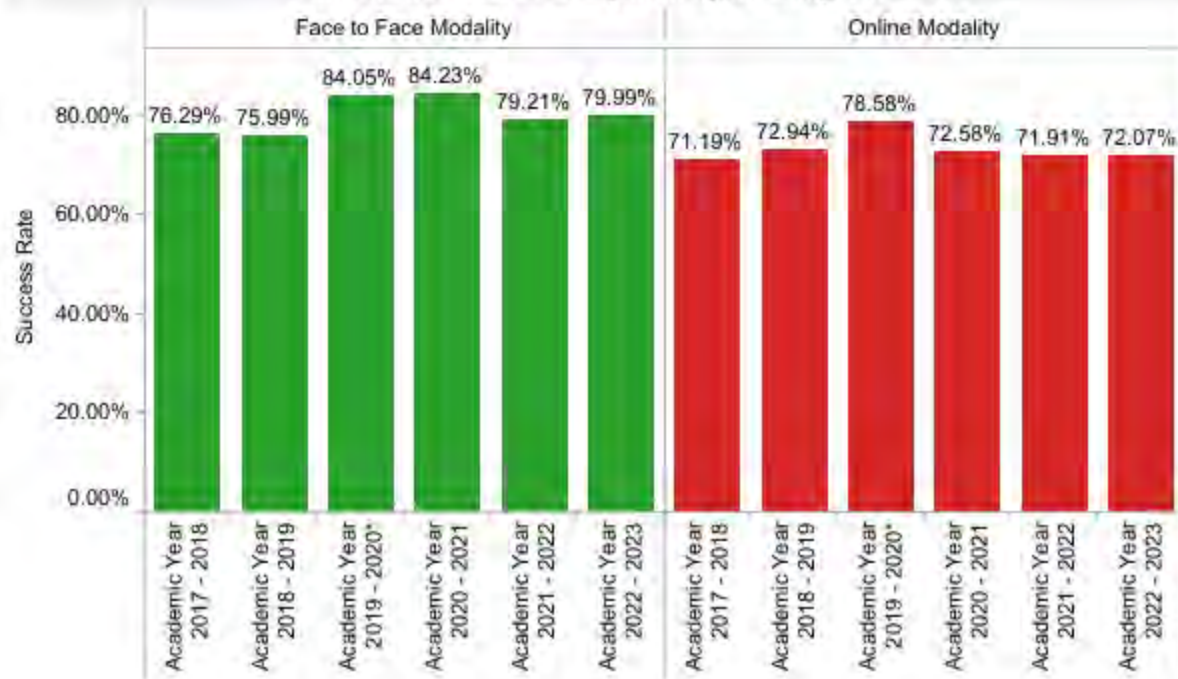
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -All



Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510

Click here to enter text.

SLOCCCD Program Review Data: Successful Course Completion

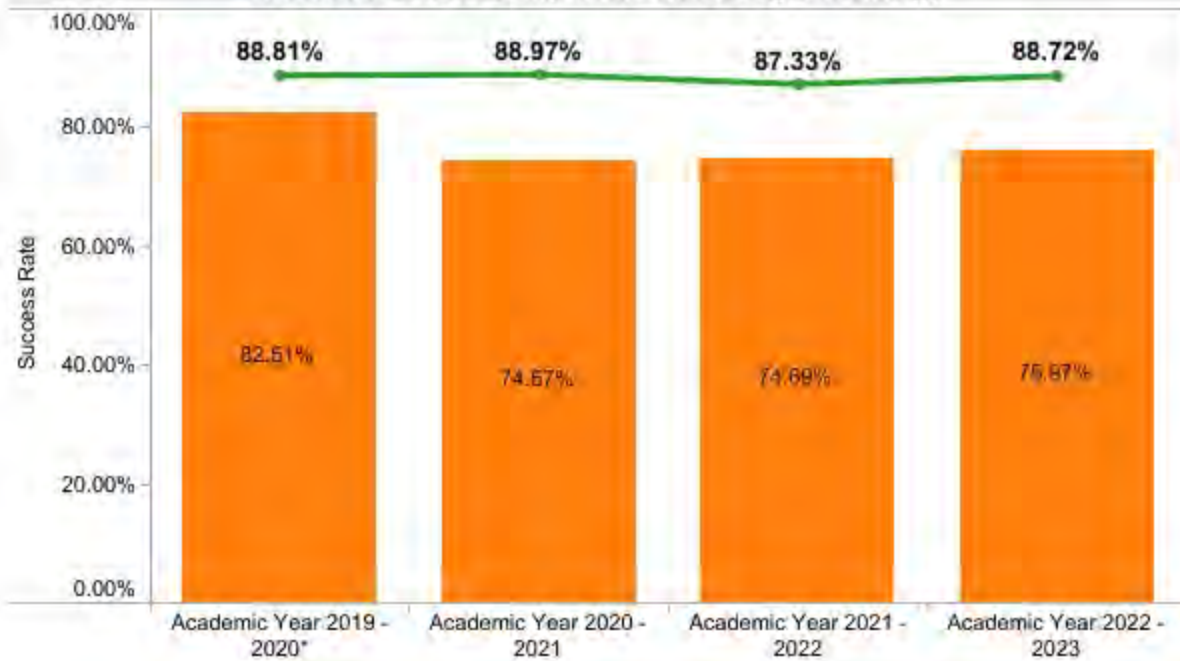
Select Department:
Auto Body Technology

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
All

Successful Course Completion - Auto Body Technology



Auto Body Technology Success Rate Table

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	88.81%	88.97%	87.33%	88.72%
Total Enrollments	151	136	155	134

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

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 88.72% for the 2022-2023 school year compared to a 75.97% success rate of the college for the last year. Previously, the ABOD program had a success rate of 87.33% for the 2021-2022 school year compared to a 74.69% success rate of the college for that year. A continued positive success rate 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.
<https://www.cuesta.edu/about/depts/research/programreviewdata.html>

SLOCCCD Program Review Data: Degrees and Certificates Awarded

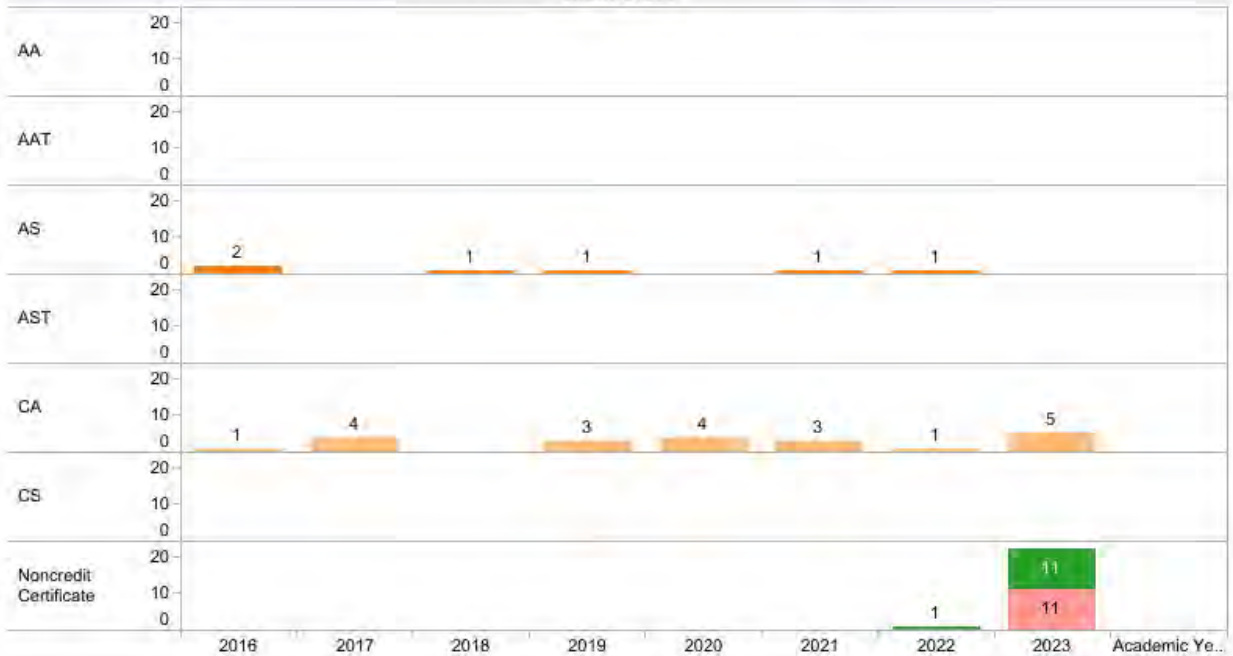
Program:
Automotive Collision Repair

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	2023	Academi..
AS	Auto Body Technician..	2		1	1		1	1		
	Total	2		1	1		1	1		
CA	Auto Body Technician..	1	4		3	4	3	1	5	
	Total	1	4		3	4	3	1	5	
Noncredit Certificate	Auto Body Coll Repair..							1	11	

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

The program has had A.S. degrees awarded for all the past six years except for three (2017, 2020, and 2023). While the certificate of achievement completions has grown in the last few years, 2023 had 5 Auto Body Certificates C.A.'s and eleven Non-credit certificates 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. Albeit, related to student success, students are finding employment in the industry. Some former students are even now shop owners running successful collision repair facilities with employees. This is all possible to the introduction of the industry and career possibilities while participating in the Cuesta College Auto Body repair program. These are career jobs with good pay and the reality is the industry is in short supply of collision repair workers. Collision Repair facilities are constantly seeking potential employees from the college. This gives the extreme importance of the ABOD program for our community and many other a far.

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

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

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

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?

Any of our students can be taught to have a great career regardless of equity issues. Not an issue, it is up to the individual. No need to cloud the environment with assertions of so many directions that only diverts from our teaching to a direction of possibilities of a great career and self-sufficiency.

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

Which equity gaps should be a priority? Anyone that wants to learn as our industry is in need of employees, anyone that shows up sober and tries.

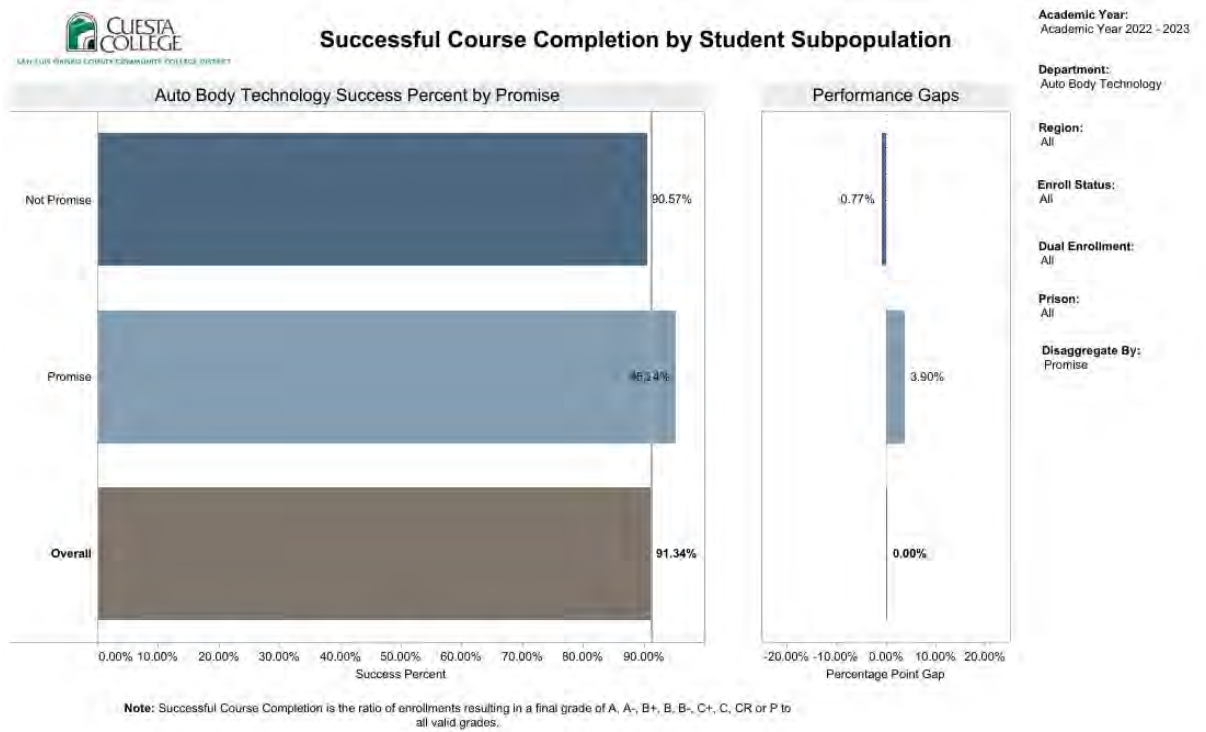
My mission and one I try to reinforce in the program has always been to teach everyone knowledge and skills that lead to a career, self-reliance, and independence for individual sustainability. We in the program concentrate on teaching tangible basic skills and knowledge to everyone regardless of their background, gender, abilities, or any of these

different perspectives. Without all these distractions, all anyone and I mean anyone must do, is give effort and try. With perseverance anybody can succeed, it is only up to the individual to learn as much as possible while they have the opportunity. Give effort and learn.

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

Any of our students can be taught to have a great career regardless of equity issues. Not an issue, it is up to the individual. No need to cloud the environment with assertions of so many directions that only diverts from our teaching to a direction of possibilities of a great career and self-sufficiency.

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

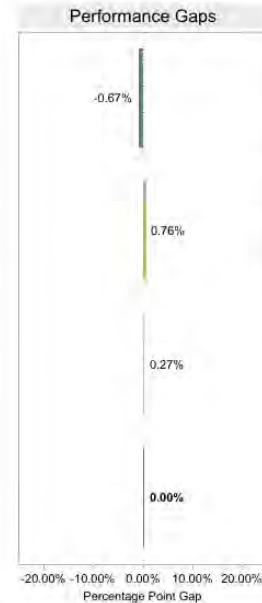
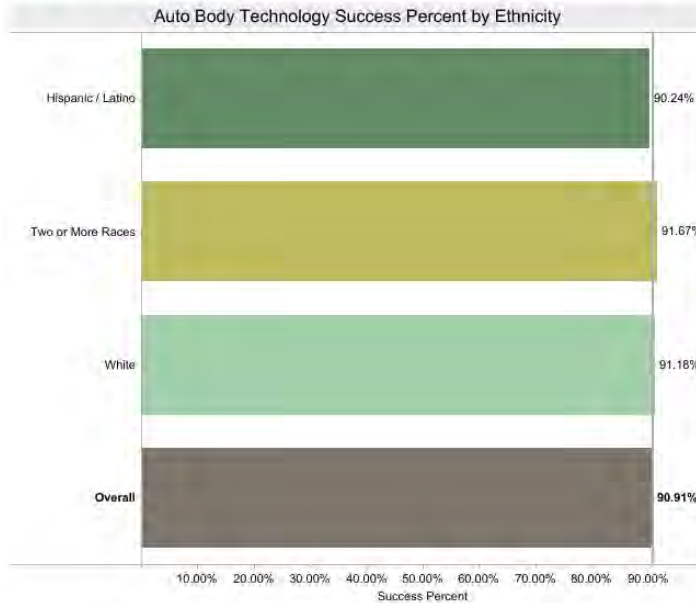




Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology



Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity

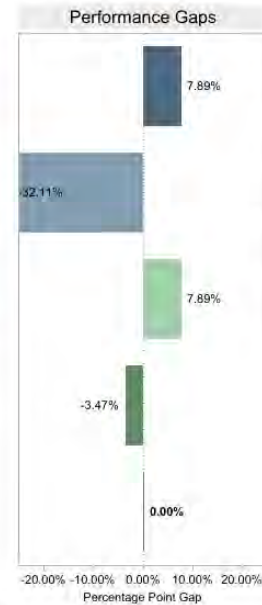
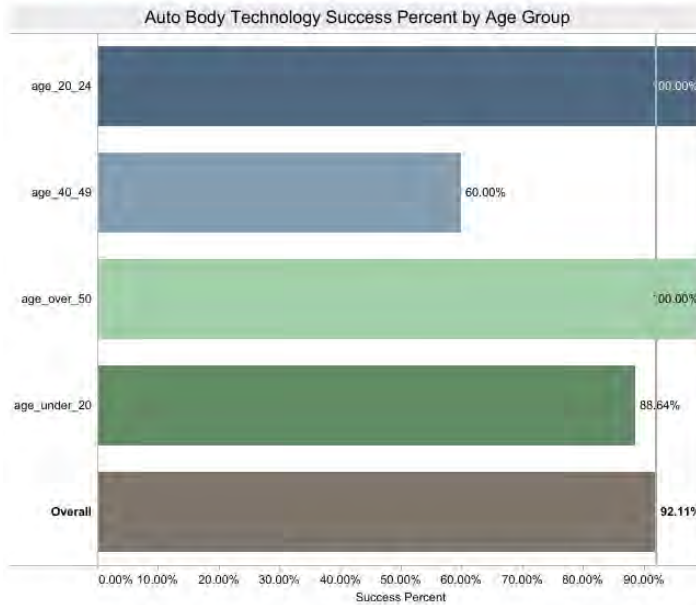
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology



Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Age Group

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology

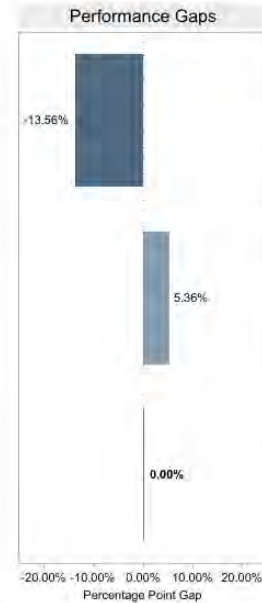
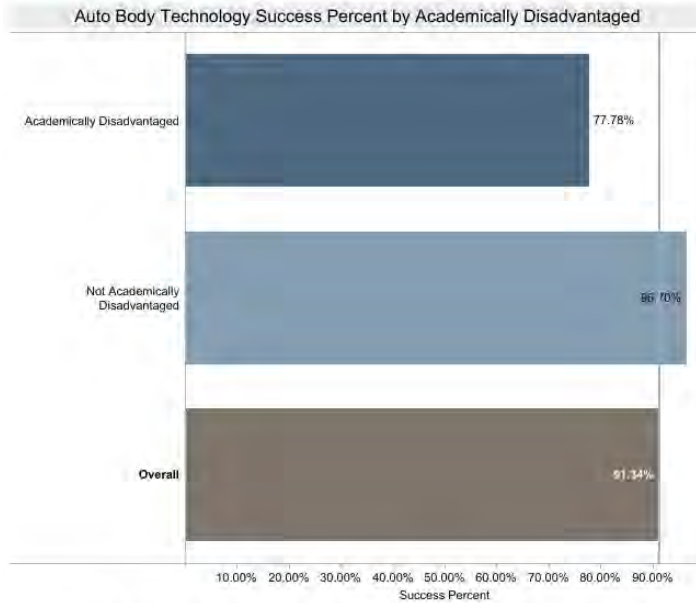
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantaged



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology

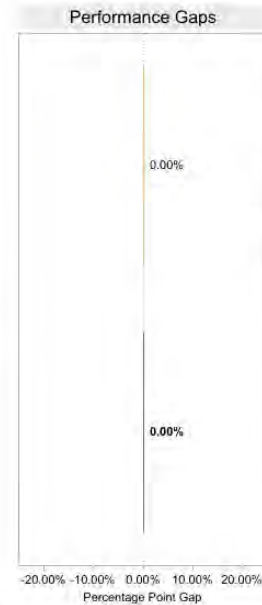
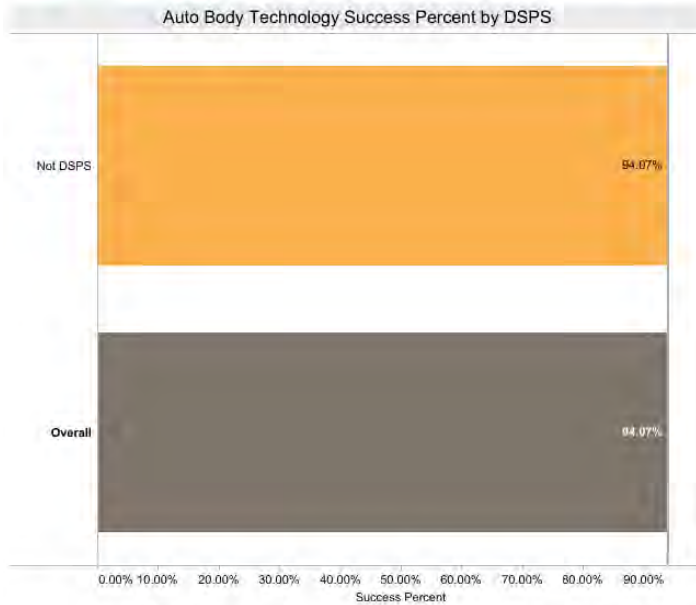
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
DSPS



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology

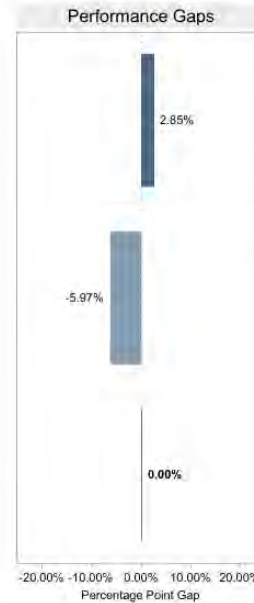
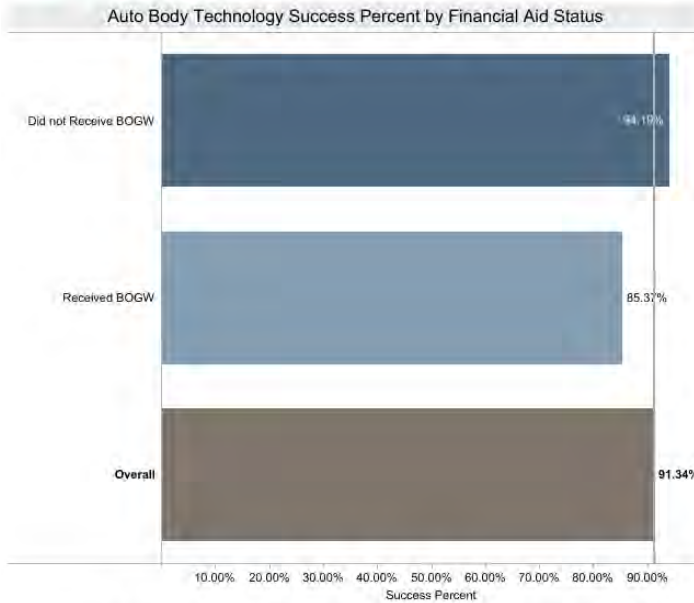
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Financial Aid Status



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology

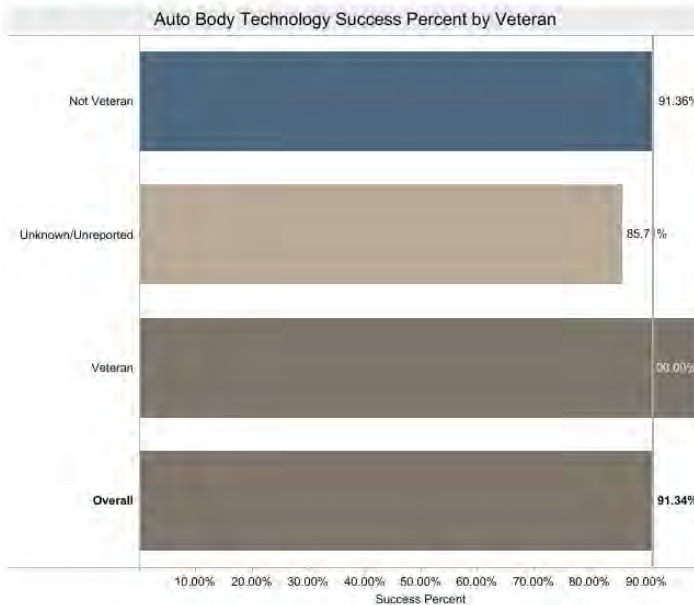
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Veteran



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2022 - 2023

Department:
Auto Body Technology

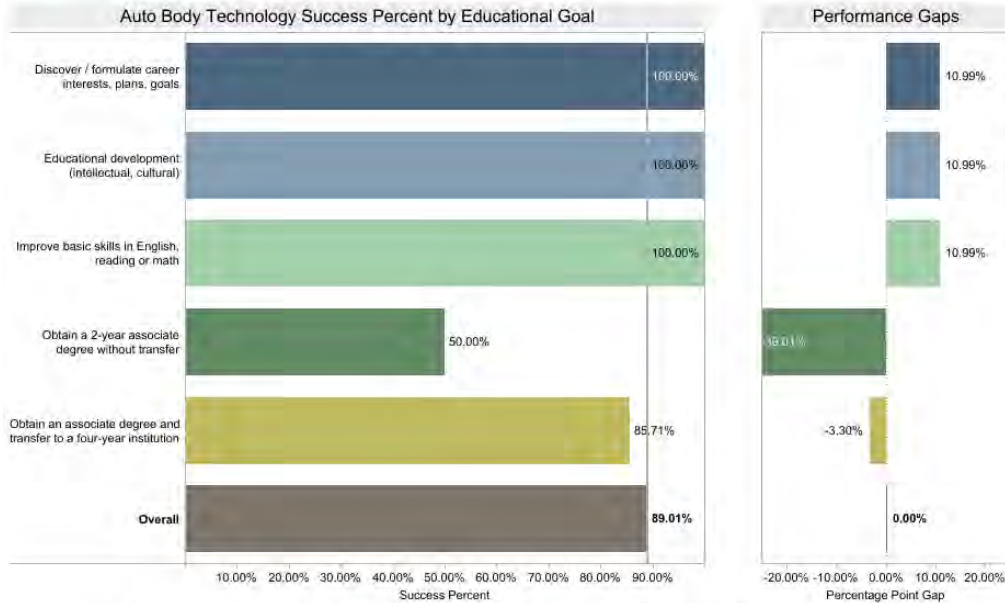
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Educational Goal



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Click here to enter text.

Programs and Curriculum Review Progress

A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
WEXP 193P & 141 to ATCH 102	Minor	2016

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A	N/A	N/A	N/A

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A	N/A	N/A	N/A

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A	N/A	N/A	N/A

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.

Many former and current Cuesta College auto body/collision repair students have found careers in the trade. Some remain local, others have moved to other portions of the state and some even to other states across the US. Surprisingly you never know when you may see a former Cuesta Auto Body student that has found their way into a sustainable career across the nation. Recently I was in a shop in Arizona doing industry training when low a beholds there was the lead refinish tech that was a former Cuesta College auto Body student. He had stated “that if it wasn’t for Cuesta College he might be in jail or homeless”.

Local surveyed repair facilities show that 78% have former Cuesta students working within their operations, and 90% have at one time employed Cuesta students. This shows that skills attained through the program are beneficial to both individuals (students) and the local community.

One of my former students went on to start G&H Auto Body in Paso Robles.

He learned the Collision Repair trade from Cuesta College. This business now employes former Cuesta College Auto Body students working for him in his business.

<https://www.gandhautobody.com/>

G & H Auto Body

Website

Directions

4.6 stars **19 Google reviews**

Auto body shop in Paso Robles, California

Address: 3500 Dry Creek Rd #10, Paso Robles, CA 93446

Hours:

Closed · Opens 8 AM Thu

Phone: **(805) 591-7032**

Another former student of mine Jose Leon also started his own Auto Collision Repair business. He too has former Cuesta College students working in his facility earning sustainable wages supporting their families.

<https://www.crcbodyshop.com/>

CRC Auto Body

5.0**43** Google reviews

Auto body shop in the Oceano, California

Website

Address: 1131 Pike Ln STE 2, Oceano, CA 93445

Hours:

Closed · Opens 8 AM Thu

Phone: **(805) 540-4823**

See below



Jose Leon

Owner, CRC Auto Body

(805)540-4823 | www.crcbodyshop.com

Joseleon@crcbodyshop.com

1131 Pike lane STE 2 Oceano, Ca 93445



Many former and current Cuesta College auto body/collision repair students have found careers in the trade. Some remain local, others have moved to other portions of the state and some even to other states across the US. Surprisingly you never know when you may see a former Cuesta Auto Body student that has found their way into a sustainable career across the nation. Recently I was in a shop in Arizona doing industry training when I behold there was the lead refinish tech that was a former Cuesta College auto Body student. He had stated “that if it wasn’t for Cuesta College he might be in jail or homeless”.

This once again shows the importance of the Auto Body Collision repair program at the College that helps student and our society. What a blessing for this to help students and individuals to become productive members of the nations culture.

In just the north county of San Luis Obispo, one shop has 3 former Cuesta College collision repair students employed as apprentices. Six other repair facilities in the north county have at least one former Cuesta College Collision Repair student employed. Of those employees, two are in the lead automotive refinish painter positions, yet another is the sole bodyman in a shop that feeds two painters, and the remaining employees are apprentices working in various facets within the industry. All of these former Cuesta Collision repair students are providing a supportable income for themselves and their families. Another three former Cuesta Collision repair students went on to run their own businesses. Two remain in North San Luis Obispo County, one in the south county, and the third individual has gone on to run his own multi employee business in the Bay area. In the SLO area there are numerous facilities with additional employees that have found employment from their education while being part of the Cuesta Collision Repair program. Another former student working in a high-volume production shop in Santa Barbara as a lead automotive refinish painter. Once again, a former student has found employment from their Cuesta College’s collision repair education resulting in providing a **very** sustainable income for their families. Even if our county is considered somewhat rural and opportunities are somewhat limited, the fact is that our former Cuesta College’s Collision Repair students are still able to find employment through their education and skills that were attained while studying collision repair at the college. This speaks volumes in and of itself and is invaluable to our students and community. The program provides an education leading to gateways of viable employment. Many have not finished their degrees, yet the experience gained while being part of Cuesta College Collision repair program has afforded them the experience to obtain employment and earn a sustainable wage.

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

Directly quoted from the industry survey from the link above include:

“Previous surveys, conducted every three years, confirmed the need for a continual supply of qualified entry-level technicians, while also showing changes concerning business operations and the collision repair technician workforce.”

“A similar survey was completed in 2019 to continue monitoring trends and provide data to support effective strategies and decision-making on the structure and scope of collision repair school programs at all levels.”

“The survey asked about how many open technicians positions the shop has currently. Unfilled entry-level needs averaged 0.7 technicians per shop, while unfilled experienced technician needs averaged 1.2 per shop.”

“Almost three out of five shops (56.4%) reported hiring at least one entry-level technician during the previous 12 months.”

“Over three of five respondents (62%) identified one collision repair school in their area and almost two of every five (38%) identified a second one. Fully 64 percent rated their schools as Good or above. Of those who have hired from these schools, almost all would hire more. Many of those who have not yet been hired from a technical school program indicated they would like to.”

“Survey respondents indicated which tasks they would expect a technical school program graduate to be able to perform with very little supervision. Respondents chose an average of 9.3 tasks, similar to selections made in 2016 (9.2 tasks).”

“The top four requested tasks remained the same, as they have since 1995. Electrical Repairs is still the least expected entry-level skill. Notable is a sizeable increase for Performing Diagnostic Scans, reflecting new automotive technologies becoming more commonplace in collision repairs.”

While the figures below from the survey are for National Annual Income.

Local Industry Annual Income is much higher.

Many experienced technicians earn over \$100,000.00 per year.

One shop Manager stated his top technicians are making well over \$130,000.00 annually.

This once again shows this is a good paying career with plenty of opportunities for employment.

I believe one of the main reasons a Community College objective is to provide Education and career exploration for students seeking possibilities. This objective prior and after a university

at a much more affordable cost. This is a very valuable asset of the community college system for our society.

This once again shows the importance of the Auto Body Collision repair program at the College that helps student and our society. What a blessing for this to help students and individuals to become productive members of the nation's culture.

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

Directly quoted from the industry survey from the link above include:

“Previous surveys, conducted every three years, confirmed the need for a continual supply of qualified entry-level technicians, while also showing changes concerning business operations and the collision repair technician workforce.”

“A similar survey was completed in 2019 to continue monitoring trends and provide data to support effective strategies and decision-making on the structure and scope of collision repair school programs at all levels.”

“The survey asked about how many open technicians positions the shop has currently. Unfilled entry-level needs averaged 0.7 technicians per shop, while unfilled experienced technician needs averaged 1.2 per shop.”

“Almost three out of five shops (56.4%) reported hiring at least one entry-level technician during the previous 12 months.”

“ Over three of five respondents (62%) identified one collision repair school in their area and almost two of every five (38%) identified a second one. Fully 64 percent rated their schools as Good or above. Of those who have hired from these schools, almost all would hire more. Many of those who have not yet been hired from a technical school program indicated they would like to.”

“Survey respondents indicated which tasks they would expect a technical school program graduate to be able to perform with very little supervision. Respondents chose an average of 9.3 tasks, similar to selections made in 2016 (9.2 tasks).”

“The top four requested tasks remained the same, as they have since 1995. Electrical Repairs is still the least expected entry-level skill. Notable is a sizeable increase for Performing

Diagnostic Scans, reflecting new automotive technologies becoming more commonplace in collision repairs.”

While the figures below from the survey are for National Annual Income.

Local Industry Annual Income is much higher.

Many experienced technicians earn over \$100,000.00 per year.

One shop Manager stated his top technicians are making well over \$130,000.00 annually.

This once again shows this is a good paying career with plenty of opportunities for employment.

I believe one of the main reasons a Community College objective is to provide Education and career exploration for students seeking possibilities. This objective prior and after a university at a much more affordable cost. This is a very valuable asset of the community college system for our society.

2019 **National Annual Income** Averages

Collision Repair Technician...	\$54,842.00
Electronics Technician	\$53,190.00
Machinery Mechanic.....	\$54,000.00
Tool & Die Maker.....	\$53,650.00
Chemical Technician	\$51,670.00
Carpenter (Gen./Maint.)	\$51,120.00
Heavy Truck Driver	\$45,570.00
Medical Lab Technician.....	\$53,885.00
Welder.....	\$44,360.00

In Conclusion of the survey:

- The collision repair industry is predominantly independent businesses that have increased slightly in number while also increasing in average size, number of employees, and sales volume.

- Over half of shops reported six or more technicians, and the industry total number of production technicians has increased overall.
- The average age of technicians continues to rise and is now over 41 years old.
- The average technician income has again increased, is still higher than most comparable trades, and has almost one of every three earning \$70,000 or more.
- The benefits of paid vacations and paid tuition increased slightly since the last survey.
- Technician turnover (within the industry) has remained steady, while technician turnout (leaving the industry) has increased slightly. Retirements have also increased.
- Almost three out of five shops reported hiring at least one entry-level technician in the past year.
- Of those businesses that have hired from a collision repair school program in their area, almost all would hire again.
- Almost two-thirds of respondents rated their local technical schools as “Good,” “Very Good,” or “Excellent.”
- Expectations for collision repair of technical school program graduates have remained steady over the years with Prep for Paint, R&R Bolted Parts, Repair Steel Metal Dents, and Final Detailing still the top four skills.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- 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.*

None other than bringing much needed up to date equipment found in industry. Three-dimensional measuring, pulse welders, plastic welders and much more

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
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

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 and addressing equity gaps
None we serve any and all students that come to our program regardless.

- B. Anticipated changes in curriculum, scheduling, or delivery modality
Scheduling may be affected due to no full-time instructor.
- C. Levels, delivery, or types of services
None other to run the program with only part time instructors.
- D. Facilities changes
None
- E. Staffing projections
Need to hire full-time Auto Body Collision Replacement Staff and I am retiring.
Two-part timers cannot carry the load allowed for our classes.
- 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		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.