2021 ACR/P PROGRAM REVIEW

Overview of the Program/Department

1. **Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.**

Automotive Collision Repair and Painting (ACR/P) program prepares students for employment in the field and provides employment upgrade opportunities for currently employed personnel. This program meets a need in the community and provides skilled laborers in the geographic area surrounding the college. It also provides students, whose goal in life is not academic, to seek an opportunity to learn a profession that will provide them an opportunity for employment. By completing the degree requirements, students will gain proficiency in industry repair standards, vehicle identification and construction, damage estimating, body repairs, frame repairs, vehicle alignment, welding, and vehicle painting. ACR/P is a single full-time and three part-time instructor department. In addition, completing the ACR/P certificate requirements it also prepares students for employment in the fields of automotive insurance estimating, and automotive collision repair or automotive refinishing. Multiple changes in part-time staffing have also occurred in the past 3 years. ACR/P has implemented a Friday/Saturday Class.

2. **Describe the degrees and/or certificates offered by the program**

-ACR/P program offers one AS degree (60 total units including 20 units of collision repair and 40 units of general education), and two certificates of achievement **(32-40 units of Collision Repair).**

-At least 50% of the major requirements for the Associate in Science Degree must be completed at Compton College

Program Requirements for A.S. Degree: Complete a minimum of 20 units from:

ACRP 101 Introduction to Automotive Collision Repair (8)

ACRP 102 Collision Repair Equipment and Welding Techniques (8)

ACRP 103 Major Collision Analysis and Repair (8)

ACRP 104 Mechanical and Electrical Systems for Collision Repair Technicians (8)

ACRP 120 Automotive Collision Investigation (3)

ACRP 122 Automotive Repair Fraud (3)

ACRP 124 Automotive Collision Analysis (3)

ACRP 126 Automotive Accident Reconstruction (3)

ACRP 130 Basic Automotive Painting – Refinishing (8)

ACRP 132 Automotive Refinishing Materials and Equipment (8)

ACRP 134 Automotive Refinishing Applications (8)

ACRP 136 Introduction to Automotive Collision Introduction to Automotive Collision Estimating (8)

ACRP 138 Computerized Collision Damage Estimating (8)

ACRP 140 Beginning Automotive Collision Repair I (4)

ACRP 142 Beginning Automotive Collision Repair II (4)

ACRP 150 Beginning Automotive Painting I (4)

ACRP 152 Beginning Automotive Painting II (4)

Total Units: 20

Recommended Electives:

ATEC 116 Suspension and Four-Wheel Alignment (4)

ATEC 125 Automotive Electrical Systems (4)

ATEC 181 Automotive Air Conditioning (3)

MTT 160 General Metals (3)

WELD 105 Basic Welding for Allied Fields (3)

Automotive Collision Repair – Certificate of Achievement Program Requirements:

Complete 24 units from the following:

ACRP 101 Introduction to Automotive Collision Repair (8)

ACRP 102 Collision Repair Equipment and Welding Techniques (8)

ACRP 103 Major Collision Analysis and Repair (8)

ACRP 104 Mechanical and Electrical Systems for Collision Repair Technicians (8)

ACRP 120 Automotive Collision Investigation (3) ACRP 122 Automotive Repair Fraud (3)

ACRP 124 Automotive Collision Analysis (3) ACRP 126 Automotive Accident Reconstruction (3)

ACRP 136 Introduction to Automotive Collision Estimating (8)

ACRP 138 Computerized Collision Damage Estimating (3)

ACRP 140 Beginning Automotive Collision Repair I (4)

ACRP 142 Beginning Automotive Collision Repair II (4)

ACRP 144 Intermediate Automotive Collision Repair I (4)

ACRP 146 Intermediate Automotive Collision Repair II (4)

Automotive Painting and Refinishing – Certificate of Achievement Program Description:

By completing the Automotive Collision Repair certificate of achievement requirements, students will gain proficiency in industry repair standards, vehicle identification and construction, estimating, body repairs, frame repairs, vehicle alignment, welding, and vehicle painting. In addition, completing the certificate requirements prepares students for employment in the fields of automotive insurance investigation, vehicle accident reconstruction, automotive collision repair, or automotive painting. Competencies will be assessed regularly by student performance in the automotive collision repair/ painting classroom and laboratory.

Program Requirements: Complete 24 units from the following:

ACRP 101 Introduction to Automotive Collision Repair (8)

ACRP 130 Basic Automotive Painting – Refinishing (8)

ACRP 132 Automotive Refinishing Materials and Equipment (8)

ACRP 134 Automotive Refinishing Applications (8)

ACRP 136 Introduction to Automotive Collision Estimating (3)

ACRP 138 Computerized Collision Damage Estimating (3)

ACRP 150 Beginning Automotive Painting I (4)

ACRP 152 Beginning Automotive Painting II (4)

ACRP 154 Intermediate Automotive Refinishing I (4)

ACRP 156 Intermediate Automotive Refinishing II (4) Or any other Automotive Collision Repair/Painting course as approved for substitution by the department faculty.

Total Units: 24

Certificates of Accomplishment are awarded to students who complete the prescribed program with a 2.0 GPA or above.

Damage Estimating Program Requirements:

ACRP 136 Introduction to Automotive Collision Estimating (3)

ACRP 138 Computerized Collision Damage Estimating (3)

Total Units: 6

Automotive Collision Investigation Program Requirements:

ACRP 120 Automotive Collision Investigation (3)

ACRP 122 Automotive Repair Fraud (3) Total Units: 6 Automotive Accident Reconstruction Program Requirements:

ACRP 124 Automotive Collision Analysis (3)

ACRP 126 Automotive Accident Reconstruction (3) Total Units: 6

B. The ACR/P program offers one AS degree (60 total units including 20 units of collision repair and 40 units of general education), and two certificates of achievement **(32-40 units of Collision Repair and Refinish.)**

3. **Explain how the program fulfills the college's mission and aligns with the strategic initiatives.**

Mission Statement: Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

The Auto Collision Repair and Refinishing program is part of Division II (Industry and Technology.

It consists of:

- Auto Refinish (Paint) program. (7 Classes offered) In these classes students are taught the many facets of the refinish industry, including Refinishing vehicles, color sanding and buffing, color matching. Etc.
- Auto Collision Repair Program. (9 Classes offered) In these classes students are taught how to weld, replace panels, repair Auto Frames, repair dents, etc.
- The Estimating Program (2 Classes offered) in this class they will analyze damage, calculate

what the parts and repairs are needed and what the cost will be.

- Fraud and Investigation: (2 Classes offered) The students are taught how to spot fraudulent repairs and conduct accident reconstruction; stage traffic accidents detect vin fraud and covers insurance fraud.

In these programs they will be taught professionalism, the latest techniques, and get them ready for their next path in life.

4. **Discuss the status of recommendations from your previous program review.**

Recommendations:

-Tool Room Attendant.

-This position has been filled with a temporary full time Tool Room Attendant.

-Implementation of an Estimating Class.

-ACR/P now offers an Estimating Class.

-Additional Building to House Prep Stations.

-This is still one of our main requests, due to the large student population.

-Additional tools and Equipment.

-The industry keeps evolving and new tools are needed to keep up with current standards.

Program Learning Outcomes: Upon successful completion of the degree or certificate program, students will be able to: • Pass at least one ASE certification test or practice test in Auto Collision Repair (B2, B3, B4, B5 or B6). • Pass the official I-CAR MIG welding qualification test or ECC imitation. Welds include butt weld, lap weld, and plug weld in flat and vertical positions. • Examine a damaged vehicle and create an informal written estimate of the parts, tools, materials, and time needed to repair the vehicle.

Compton College Strategic Initiatives

Goal 1*:*

Enhance teaching to support student learning using a variety of instructional methods and services.

The departments' goal is to improve the number of AS degrees/certificated students and provide internships as well as employment. The ACR/P is planning to partner with CIS and Business management departments to help further the education of our students. In addition, it will increase their job potential and prepare them to these Career paths, or at one point they can open a business.

Goal 2*:*

Strengthen quality educational and support services to promote student success.

The ACR/P industry is constantly evolving. The instructors are always being educated in many different ways to stay current with all these changes therefore being able to keep the students current as well.

***Goal 3**:*

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

The students excel at different rates. Extra time is spent with the students that struggle either in the class and or in the lab (Not at the faster accelerating student's expense). The advanced students are always willing to help the beginning students and help them acclimate to a new or what might be a challenging trade.

***Goal 4**:*

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Instructors and personnel that work or represent Compton Community College will conduct visits to local K-12 to help promote the ACR/P and help them with any questions and or needs.

The ACR/P program is currently providing job placement through the instructors, vendor, and Advisory Committee.

The fact is that there will always be jobs in this industry. You cannot outsource collision repair.

Recommendations:

- Keep up to industry standards by purchasing state of the art equipment.

- Educate instructors on the new equipment and technology.

- Expand our facility with the building of exterior canopies and lighting.

-To include an additional Spray Booth.

Academic Program Review: (2) Analysis of Research Data

A. Head count of students in the program

Gender	17	Spring '18	Summer '18	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Female	(5)	2%(<5)	10%(<5)	10%(6)	12%(7)	14%(5)	12%(9)		9%(5)	10%(<5)
Male	5)	98%(55)	90%(19)	90%(57)	88%(51)	86%(31)	87%(68)	96%(23)	88%(49)	90%(28)
Unknown/non-resp..							1%(<5)	4%(<5)	4%(<5)	
Grand Total	60)	100%(56)	100%(21)	100%(63)	100%(58)	100%(36)	100%(78)	100%(24)	100%(56)	100%(31)

Ethnicity	17	Spring '18	Summer '18	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
American Indian or..					2%(<5)				2%(<5)	
Asian	5)	2%(<5)		2%(<5)	2%(<5)	3%(<5)	3%(<5)	4%(<5)		
Black or African A..	29)	50%(28)	43%(9)	40%(25)	29%(17)	31%(11)	31%(24)	46%(11)	36%(20)	42%(13)
Latinx	27)	45%(25)	52%(11)	51%(32)	62%(36)	44%(16)	53%(41)	13%(<5)	45%(25)	52%(16)
Native Hawaiian o..									2%(<5)	
Two or More Races	5)	4%(<5)	5%(<5)	6%(<5)						
Unknown/Non-Res..					3%(<5)	14%(5)	13%(10)	29%(7)	11%(6)	6%(<5)
White	5)			2%(<5)	2%(<5)	8%(<5)	1%(<5)	8%(<5)	5%(<5)	
Grand Total	60)	100%(56)	100%(21)	100%(63)	100%(58)	100%(36)	100%(78)	100%(24)	100%(56)	100%(31)

The majority of the student population are Black (African American) and Latino Males.

Enrollment Trends

Age Group Percentages

Age Group	ummer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Under 18						2%(<5)	5%(<5)
18-19	9%(<5)	4%(<5)	8%(<5)	4%(<5)	3%(<5)	4%(<5)	10%(<5)
20-21	5%(<5)	19%(9)	16%(8)	4%(<5)	12%(7)	14%(8)	10%(<5)
22-24	9%(<5)	11%(5)	8%(<5)	4%(<5)	12%(7)	9%(5)	5%(<5)
25-29	18%(<5)	17%(8)	14%(7)	26%(7)	17%(10)	14%(8)	5%(<5)
30-34	14%(<5)	9%(<5)	8%(<5)	11%(<5)	10%(6)	5%(<5)	24%(5)
35-39	14%(<5)	11%(5)	10%(5)	15%(<5)	10%(6)	11%(6)	14%(<5)
40-49	9%(<5)	6%(<5)	8%(<5)	4%(<5)	7%(<5)	13%(7)	5%(<5)
50-64	18%(<5)	21%(10)	24%(12)	30%(8)	23%(14)	21%(12)	10%(<5)
65 and over	5%(<5)	2%(<5)	6%(<5)	4%(<5)	7%(<5)	7%(<5)	14%(<5)
Grand Total	100%(22)	100%(47)	100%(51)	100%(27)	100%(60)	100%(56)	100%(21)

Age Group	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Under 18		5%(<5)					
18-19	10%(6)	10%(6)	14%(5)	12%(9)	4%(<5)	9%(5)	6%(<5)
20-21	11%(7)	10%(6)	8%(<5)	15%(12)	13%(<5)	16%(9)	19%(6)
22-24	13%(8)	12%(7)	3%(<5)	5%(<5)		7%(<5)	6%(<5)
25-29	14%(9)	17%(10)	11%(<5)	10%(8)	8%(<5)	9%(5)	13%(<5)
30-34	8%(5)	7%(<5)	3%(<5)	14%(11)	8%(<5)	14%(8)	6%(<5)
35-39	14%(9)	10%(6)	14%(5)	13%(10)	13%(<5)	5%(<5)	3%(<5)
40-49	5%(<5)	3%(<5)	11%(<5)	8%(6)	13%(<5)	9%(5)	13%(<5)
50-64	19%(12)	17%(10)	31%(11)	17%(13)	33%(8)	21%(12)	26%(8)
65 and over	6%(<5)	7%(<5)	6%(<5)	6%(5)	8%(<5)	9%(5)	6%(<5)
Grand Total	100%(63)	100%(58)	100%(36)	100%(78)	100%(24)	100%(56)	100%(31)

The largest percent is the age group 50-64.

Part Time/ Full Time Percentages

Class Load	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18
Full-time		49%(23)	53%(27)		45%(27)	38%(21)
Part-time	100%(22)	51%(24)	47%(24)	100%(27)	55%(33)	63%(35)
Grand Total	100%(22)	100%(47)	100%(51)	100%(27)	100%(60)	100%(56)

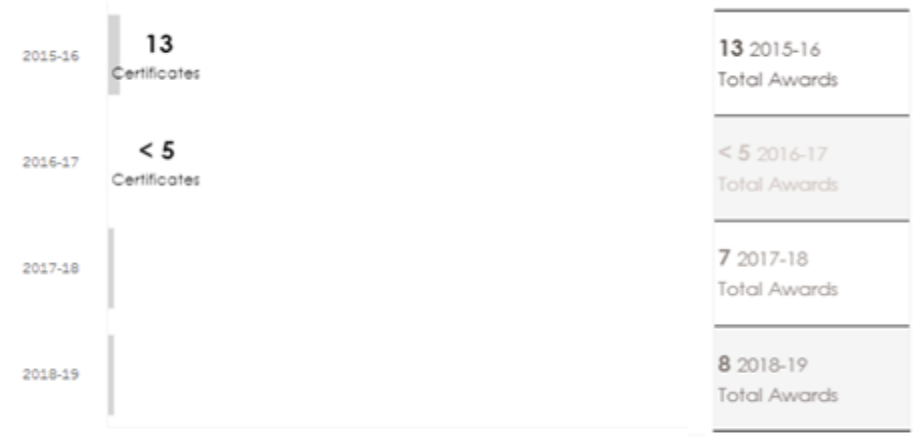
Class Load	Summer '18	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20
Full-time		40%(25)	33%(19)		45%(35)	
Part-time	100%(21)	60%(38)	67%(39)	100%(36)	55%(43)	100%(24)
Grand Total	100%(21)	100%(63)	100%(58)	100%(36)	100%(78)	100%(24)

Spring '20	Fall '20
50%(28)	48%(15)
50%(28)	52%(16)
100%(56)	100%(31)

B. Course grade distribution

In most classes, a majority of the students achieved an A grade.

C. Success rates



	2015-16	2016-17	2017-18		2018-19		Grand Total
	Certific..	Certific..	Certific..	Degrees	Certific..	Degrees	
Automotive Collision Repa..	13	< 5	6	< 5	7	< 5	29

There is slightly more Part Time students than full time.

Educational Goals

Education Goal	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Basic Skills						2%(<5)	
Degree/Cert Only	64%(14)	49%(23)	47%(24)	22%(6)	42%(25)	38%(21)	33%(7)
Enrichment		4%(<5)	4%(<5)	4%(<5)	3%(<5)	4%(<5)	5%(<5)
Intend to Transfer	23%(5)	21%(10)	24%(12)	26%(7)	27%(16)	29%(16)	29%(6)
Retrain/Recertify	5%(<5)	6%(<5)	10%(5)	7%(<5)	3%(<5)	5%(<5)	5%(<5)
Undecided/Unstated	9%(<5)	19%(9)	16%(8)	41%(11)	25%(15)	23%(13)	29%(6)
Grand Total	100%(22)	100%(47)	100%(51)	100%(27)	100%(60)	100%(56)	100%(21)

Education Goal	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Basic Skills		2%(<5)	8%(<5)	3%(<5)	4%(<5)	2%(<5)	
Degree/Cert Only	27%(17)	31%(18)	36%(13)	13%(10)	25%(6)	11%(6)	10%(<5)
Enrichment	5%(<5)	3%(<5)		60%(47)	46%(11)	63%(35)	61%(19)
Intend to Transfer	29%(18)	24%(14)	36%(13)	17%(13)	17%(<5)	20%(11)	19%(6)
Retrain/Recertify	10%(6)	7%(<5)	17%(6)	5%(5)	8%(<5)	5%(<5)	6%(<5)
Undecided/Unstated	30%(19)	33%(19)	3%(<5)	1%(<5)			3%(<5)
Grand Total	100%(63)	100%(58)	100%(36)	100%(78)	100%(24)	100%(56)	100%(31)

From Summer 2016 till Summer 2019 the students were more focussed on degrees and or certificates. From Fall 2019 they were more focused on Enrichment.

Enrollment has stayed steady since the new implementation of aluminum bodied cars and trucks. In Fall of 2019 ACR/P hit a high enrollment of 78 students. Technicians that are employed in the industry are returning to college so they can familiarize themselves with aluminum. Students are enrolling through word of mouth with their friends, family, and coworkers.

Success Rate by Course

Success Rate by Course

Course ID	2016-17	2017-18	2018-19	2019-20	2020-21*
ACRP-101	79%(24)	75%(28)	72%(29)	60%(42)	67%(9)
ACRP-102				89%(19)	
ACRP-103	91%(33)			0%(24)	
ACRP-104		93%(27)			67%(15)
ACRP-106				79%(24)	
ACRP-130		90%(31)			
ACRP-132			96%(25)		
ACRP-134	88%(26)		96%(23)		
ACRP-136				94%(18)	
ACRP-138				100%(12)	
ACRP-140	64%(22)	85%(13)		100%(23)	
ACRP-142	67%(15)		71%(14)	63%(19)	
ACRP-144		93%(27)	90%(21)	0%(22)	
ACRP-146		61%(18)	54%(13)		86%(7)
ACRP-150			93%(15)	0%(20)	
ACRP-152	86%(14)		95%(20)		92%(13)
ACRP-154		67%(18)		94%(17)	
ACRP-156		100%(14)		100%(23)	
Grand Total	81%(134)	84%(176)	85%(160)	62%(263)	77%(44)

Unique Students

Academic Year	
2016-17	83
2017-18	92
2018-19	88
2019-20	100
2020-21*	31
Grand Total	253

Overall Success Rate

Academic Ye..	
2016-17	81% (134)
2017-18	84% (176)
2018-19	85% (160)
2019-20	62% (263)
2020-21*	77% (44)
Grand Total	78% (777)

Overall Retention Rate

Academic Year	
2016-17	86% (134)
2017-18	87% (176)
2018-19	93% (160)
2019-20	89% (263)
2020-21*	91% (44)
Grand Total	89% (777)

Success Rates

Gender	ummer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Female	0%(<5)	100%(<5)	100%(<5)	100%(<5)	29%(7)	100%(<5)	100%(<5)
Male	67%(21)	88%(49)	79%(56)	92%(25)	79%(73)	90%(68)	89%(19)
Unknown/non-res..							

Gender	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Female	83%(6)	75%(8)	100%(6)	93%(14)		0%(6)	100%(<5)
Male	83%(66)	86%(59)	97%(34)	86%(107)	78%(23)	0%(68)	75%(40)
Unknown/non-res..				100%(<5)	100%(<5)	0%(<5)	

Ethnicity	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
American Indian o..							
Asian	100%(<5)	100%(<5)	100%(<5)	100%(<5)	0%(<5)	0%(<5)	
Black or African A..	69%(16)	87%(31)	79%(34)	100%(12)	74%(42)	89%(36)	89%(9)
Latinx	50%(<5)	89%(19)	78%(23)	80%(10)	79%(34)	93%(29)	91%(11)
Native Hawaiian o..							
Two or More Races				100%(<5)	100%(<5)	100%(<5)	100%(<5)
Unknown/Non-Re..							
White	0%(<5)	100%(<5)	100%(<5)	100%(<5)	100%(<5)		

Ethnicity	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
American Indian o..		0%(<5)				0%(<5)	
Asian	100%(<5)	100%(<5)	0%(<5)	0%(<5)	0%(<5)		
Black or African A..	78%(27)	81%(21)	100%(12)	89%(37)	100%(11)	0%(30)	67%(21)
Latinx	92%(39)	88%(41)	100%(18)	94%(64)	33%(<5)	0%(33)	85%(20)
Native Hawaiian o..						0%(<5)	
Two or More Races	50%(<5)						
Unknown/Non-Re..		100%(<5)	100%(6)	69%(16)	71%(7)	0%(8)	100%(<5)
White	0%(<5)	100%(<5)	100%(<5)	67%(<5)	100%(<5)	0%(<5)	

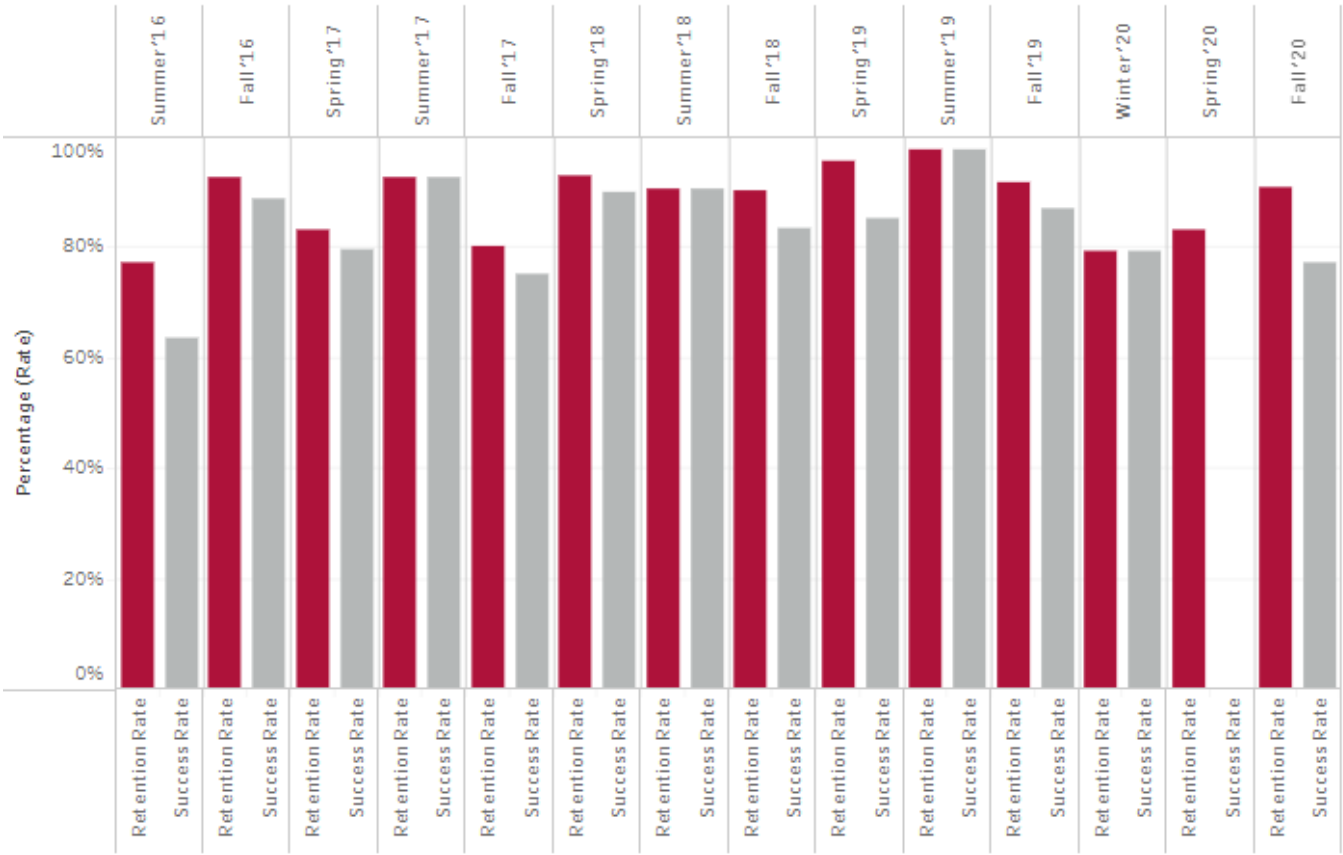
Age Group	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Under 18						0%(<5)	100%(<5)
18-19	50%(<5)	100%(<5)	80%(5)	100%(<5)	100%(<5)	100%(<5)	100%(<5)
20-21	100%(<5)	78%(9)	89%(9)	100%(<5)	80%(10)	80%(10)	100%(<5)
22-24	50%(<5)	100%(5)	75%(<5)	100%(<5)	71%(7)	100%(5)	100%(<5)
25-29	25%(<5)	75%(8)	50%(8)	71%(7)	69%(13)	100%(9)	100%(<5)
30-34	100%(<5)	80%(5)	100%(5)	100%(<5)	40%(10)	100%(<5)	80%(5)
35-39	100%(<5)	100%(5)	100%(6)	100%(<5)	83%(6)	71%(7)	100%(<5)
40-49	100%(<5)	67%(<5)	50%(<5)	100%(<5)	100%(7)	90%(10)	100%(<5)
50-64	25%(<5)	100%(13)	80%(15)	100%(8)	78%(18)	93%(15)	100%(<5)
65 and over	100%(<5)	100%(<5)	100%(<5)	100%(<5)	86%(7)	100%(6)	67%(<5)

Age Group	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Under 18		67%(<5)					
18-19	50%(5)	100%(6)	100%(5)	93%(14)	0%(<5)	0%(7)	50%(<5)
20-21	100%(9)	86%(7)	100%(<5)	88%(17)	100%(<5)	0%(11)	83%(6)
22-24	80%(10)	89%(9)	100%(<5)	100%(8)		0%(5)	50%(<5)
25-29	78%(9)	91%(11)	100%(5)	100%(11)	50%(<5)	0%(8)	86%(7)
30-34	100%(7)	75%(<5)	100%(<5)	67%(18)	50%(<5)	0%(12)	100%(<5)
35-39	82%(11)	70%(10)	100%(6)	75%(12)	33%(<5)	0%(5)	100%(<5)
40-49	100%(<5)	67%(<5)	100%(5)	90%(10)	100%(<5)	0%(5)	100%(7)
50-64	75%(12)	90%(10)	91%(11)	87%(23)	100%(8)	0%(15)	54%(13)
65 and over	100%(<5)	100%(<5)	100%(<5)	100%(9)	100%(<5)	0%(7)	100%(<5)

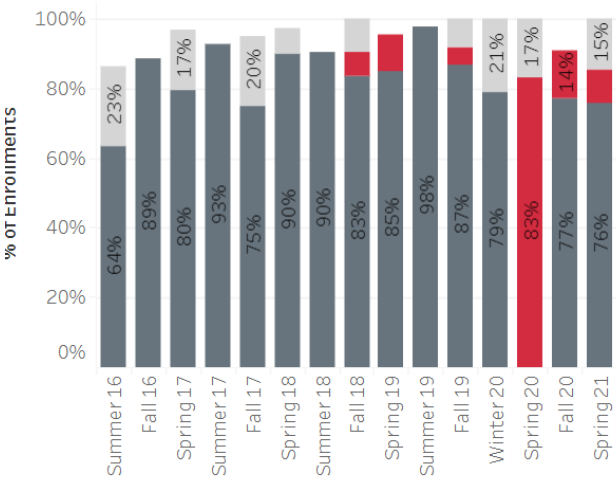
Class Load	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Full-time		97%(29)	83%(35)		73%(44)	97%(33)	
Part-time	64%(22)	79%(24)	75%(24)	93%(27)	78%(36)	83%(36)	90%(21)

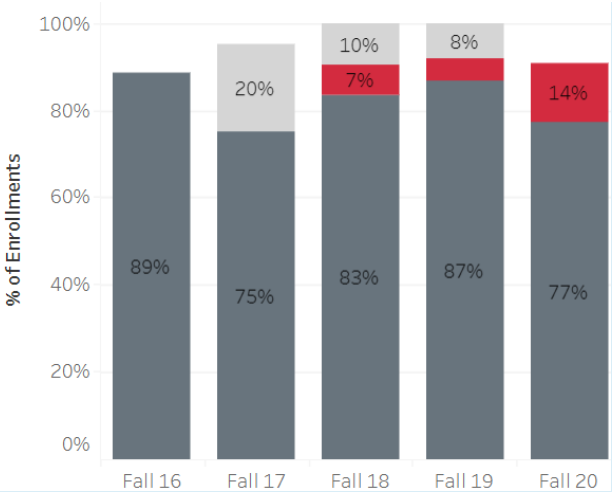
Success Rates

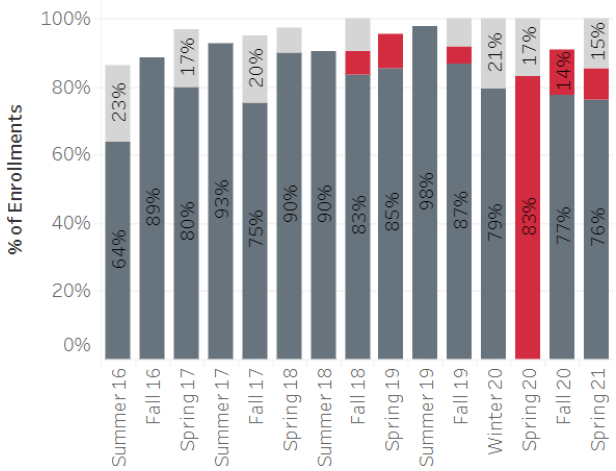
Education Goal	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18	Fall '1
Basic Skills						100%(<5)		
Degree/Cert Only	64%(14)	85%(27)	89%(28)	100%(6)	76%(37)	96%(28)	86%(7)	86%(21
Enrichment		100%(<5)	100%(<5)	0%(<5)	100%(<5)	50%(<5)	100%(<5)	67%(<5
Intend to Transfer	40%(5)	91%(11)	71%(14)	86%(7)	68%(22)	90%(21)	83%(6)	80%(20
Retrain/Recertify	100%(<5)	67%(<5)	50%(6)	100%(<5)	100%(<5)	100%(<5)	100%(<5)	86%(7
Undecided/Unstated	100%(<5)	100%(10)	78%(9)	100%(11)	76%(17)	77%(13)	100%(6)	86%(21

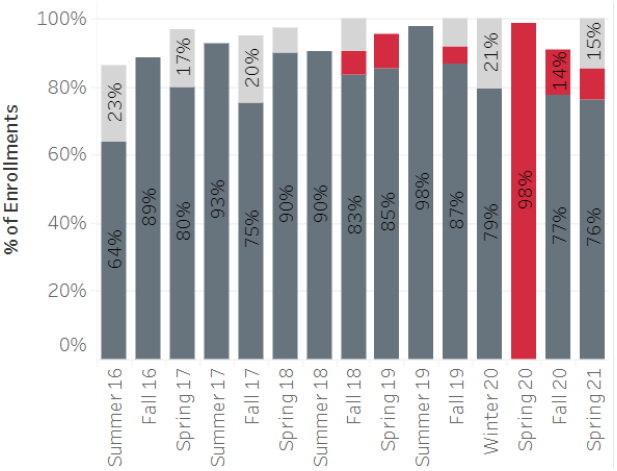


D. Retention rates



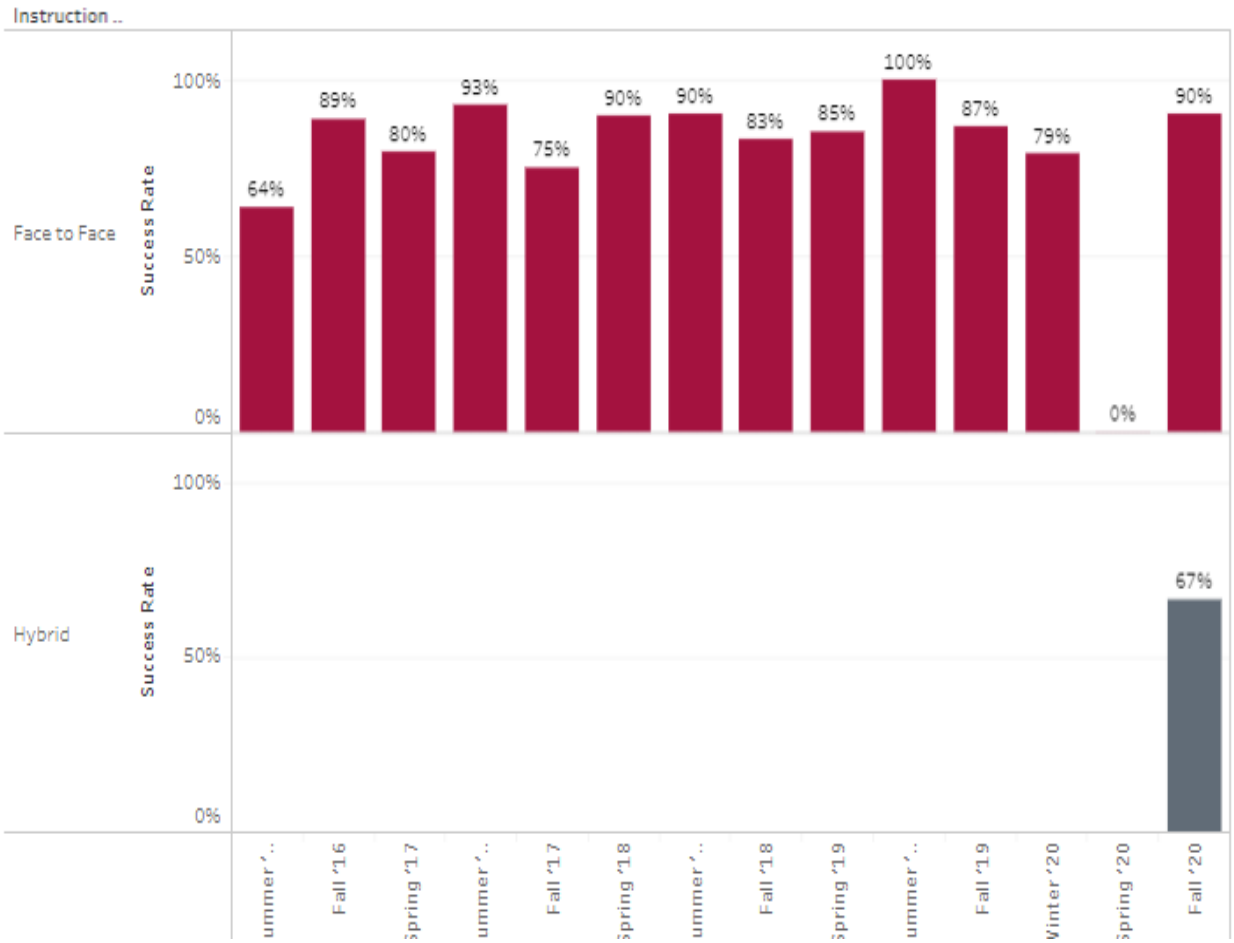






E. Compare success and retention rates in face-to-face classes with distance education classes.

Instruction Method	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Face to Face	64%(22)	89%(53)	80%(59)	93%(27)	75%(80)	90%(69)	90%(21)
Hybrid							
Other method							



F. Enrollment statistics with section and seat counts and fill rates

Academic Y...	Course ID	Grand Total
2016-17	ACRP-101	24(100%)
	ACRP-103	33(100%)
	ACRP-134	26(100%)
	ACRP-140	22(100%)
	ACRP-142	15(100%)
	ACRP-152	14(100%)
2017-18	ACRP-101	28(100%)
	ACRP-104	27(100%)
	ACRP-130	31(100%)
	ACRP-140	13(100%)
	ACRP-144	27(100%)
	ACRP-146	18(100%)
	ACRP-154	18(100%)
	ACRP-156	14(100%)
2018-19	ACRP-101	29(100%)
	ACRP-132	25(100%)
	ACRP-134	23(100%)
	ACRP-142	14(100%)
	ACRP-144	21(100%)
	ACRP-146	13(100%)
	ACRP-150	15(100%)
	ACRP-152	20(100%)
2019-20	ACRP-101	42(100%)
	ACRP-102	19(100%)
	ACRP-103	24(100%)
	ACRP-106	24(100%)
	ACRP-136	18(100%)

G. Scheduling of courses (day vs. night, days offered, and sequence)

-ACR/P 101 is offered in the morning four days a week. On Tuesday and Thursday, the Lab Class is shared with the Advanced Class.

-ACR/P 102, 103, and 104 are taught Tuesday and Thursday all day.

(These are both 8-unit classes.)

-ACR/P 140,142,144,146, 150,152,154, and 156 are offered either Monday/ Wednesday nights, Tuesday/ Thursday nights, or Friday evening and all-day Saturday.

-ACR/P 106 is a non-credit 2-unit class that is offered during Winter Session due to time constraints.

-ACR/P 136/138 Estimating is offered usually every other year.

-ACR/P 120,122,124, and 126 have not been offered due to the challenge of finding a qualified instructor.

(This is the first semester offering classes on Friday and Saturday. It is growing in popularity and will be a remarkable success. The students like the fact they can work their jobs during the week and come for classes on the weekend.) **Scheduling varies each semester due to the addition of classes or very rarely low enrollment.**

Day and Evening Enrolment:

Enrollments	Summer '16	Fall '16	Spring '17	Summer '17	Fall '17	Spring '18	Summer '18
Day	100%(22)	74%(39)	75%(44)	100%(27)	55%(44)	61%(42)	100%(21)
Evening		26%(14)	25%(15)		45%(30)	39%(26)	

Enrollments	er '18	Fall '18	Spring '19	Summer '19	Fall '19	Winter '20	Spring '20	Fall '20
Day	%(21)	60%(43)	51%(34)	58%(23)	66%(59)	100%(24)	45%(35)	55%(21)
Evening		40%(29)	49%(31)	43%(17)	34%(40)		55%(37)	45%(18)

H. Completion Counts and Transfer Data

I. List any related recommendations:

- Keep up to industry standards by purchasing state of the art equipment.

- Educate instructors on the new equipment and technology.

- Expand our facility with the building of exterior canopies and lighting.

-To include an additional Spray Booth.

Curriculum

A.) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

The Curriculum Course Timeline For ACR/P is every 6 Years The updated timeline for reviewing all courses on a 6-year cycle are as followed. All ACR/P course are going to be review in 2022.

B.) **Explain any course additions to current course offerings.**

There has not been any new course offerings or course deletions for ACR/P.

C.) **Explain any course deletions and inactivation's from current course offerings.**

There has not been any deletions or inactivation.

D.) **Describe the courses and number of sections offered in distance education (Distance education includes hybrid classes).**

ACR/P will only resort to Distance Education in case of an emergency. These courses are extremely hard to teach online. The students benefit from the hands-on training. They are lectured in the classroom, given a demonstration, and then asked to complete the task in a lab setting.

E.) **Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

All the ACR/P courses offered at Compton College meet the general requirements, major requirements, and transfer requirements.

No ACR/P Courses articulate with any College.

F.) How many students earn degrees and/or certificates in your program? Set an attainable, measurable goa l related to student completion of the program's degrees/certificates.

Certificates:

2015-2016 (5)

2016-2017 (5)

2017-2018 (6)

2018-2019 (7)

Degrees:

2017-2018 (5)

2018-2019 (5)

G.) **Scheduling of courses (day vs. night, days offered, and sequence)**

-ACR/P 101 is offered in the morning four days a week. On Tuesday and Thursday, the Lab Class is shared with the Advanced Class.

-ACR/P 102, 103,104 are taught Tuesday and Thursday all day long.

(These are both 8-unit classes.)

-ACR/P 140,142,144,146, 150,152,154, and 156 are offered either Monday/ Wednesday nights, Tuesday/ Thursday nights, or Friday evening and all-day Saturday.

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-ACR/P 136/138 Estimating is offered usually every other year.

-ACR/P 120,122,124, and 126 have not been offered due to the challenge of finding a qualified instructor.

(This is the first semester offering classes on Friday and Saturday. It is growing in popularity and will be a remarkable success. The students like the fact they can work their jobs during the week and come for classes on the weekend.)

H.) Completion Counts and Transfer Data:

N/A

I.) List any related recommendations:

- Keep up to industry standards by purchasing state of the art equipment.

- Educate instructors on the new equipment and technology.

- Expand our facility with the building of exterior canopies and lighting.

  -To include an additional Spray Booth.

Assessment of Student Learning Outcomes (SLO's)

1.Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 1A Introduction to Automotive Collision Repair: SLO #1 MIG Welds Students will be able to set up and use a MIG welder properly and safely to perform three welds (lap, plug, reinforced butt) on automotive gauge steel in 'flat' position.		X					
ACRP 1A Introduction to Automotive Collision Repair: SLO #2 Mix & Spray Primer Students will be able to mix and spray a given quantity of primer using the correct ratio and adjust, operate, and clean an HVLP primer gun.	X			X			
ACRP 1A Introduction to Automotive Collision Repair: SLO #3 Mix, Apply & Shape Plastic Filler Students will be able to mix, apply and shape plastic filler for primer on a repaired automotive panel.	X						
ACRP 1B Collision Repair Equipment and Welding Techniques: SLO #1 I-CAR MIG Welds Students will be able to set up and use a MIG welder properly and safely to perform three welds (lap, plug, reinforced butt) on automotive gauge steel according to I-CAR standards.		X					
ACRP 1B Collision Repair Equipment and Welding Techniques: SLO #2 Panel Misalignment Students will be able to identify panel misalignment due to improper installation, prior damage, and/or improper repair and choose the proper repair steps to correct the misalignment.			X	X			
ACRP 1B Collision Repair Equipment and Welding Techniques: SLO #3 Large Dent Removal Students will be able to use dent removal equipment such as the Maxi welder or stud welder to remove a large dent from an automotive panel with no rear access.	X						
ACRP 1C Major Collision Analysis and Repair: SLO #1 Measuring Vehicle Damage Students will be able to identity, differentiate between, and measure direct and indirect vehicle damage. Students will be able to use proper nomenclature to write an informal estimate of what vehicle parts will need to be repaired and what parts need to be replaced.			X				
ACRP 1C Major Collision Analysis and Repair: SLO #2 Types of Frame Damage Given access to a damaged vehicle, students will be able to recognize one or more of the five types of frame damage and will be able to create a written repair strategy to fix the damage.			X	X			
ACRP 1C Major Collision Analysis and Repair: SLO #3 Core Support Replacement Students will be able to create a repair plan for replacing a damaged unibody vehicle's core support that includes analysis of the damage, an ordered list of parts for removal, tools needed to remove the core support, and location and number of welds needed to install the new support.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 1D Automotive Component Systems Analysis and Repair: SLO #1 Plastic Repair Students will be able to locate a plastic part's type code and choose the appropriate repair method, tools, and materials. Students will then be able to apply the method and perform the repair.	X						
ACRP 1D Automotive Component Systems Analysis and Repair: SLO #2 Suspension Components Students will be able to identify damage to suspension components by measuring and visual inspection of a damaged vehicle. Students will be able to use proper nomenclature to write an informal estimate of what vehicle parts will need to be repaired and what parts need to be replaced.			X	X			
ACRP 1D Automotive Component Systems Analysis and Repair: SLO #3 Hybrid & Airbag Safety The student will be able to research, locate, safely disable and enable a hybrid vehicle's high voltage system. The student will also be able to research, safely disable and enable a vehicle's driver airbag.	X						
ACRP 20 Automotive Collision Investigation: SLO #1 Restraint Systems Students will be able to recognize, name, and diagnose damage to multiple types of occupant restraint systems including active restraints (seat belts) and passive restraints (automated seat belts, airbags).	X						
ACRP 20 Automotive Collision Investigation: SLO #2 Damage to Unitized and Full Frame Vehicles Students will be able to recognize, name, and diagnose damage to unitized and full-frame vehicles and some of their major systems (drivetrain, brakes, suspension/steering).			X	X			
ACRP 20 Automotive Collision Investigation: SLO #3 Tire Identification & Construction Students will be able to decode tire information such as wheel size, diameter, width, offset, production date, speed rating, traction rating, and temperature rating. Students will also be able to identify different types of tire construction (radial, bias ply) and identify tires by skid marks observed after an accident.			X				
ACRP 22 Automotive Repair Fraud: SLO #1 Examining Accident Scenes Students will be able to examine an accident scene (in person or via video/digital media) and formulate conclusions as to the details of the accident based on proper detection and investigation procedures and collection of evidence such as accident photography, witness marks and material transfer.			X				
ACRP 22 Automotive Repair Fraud: SLO #2 Staged Accidents Students will be able to analyze both an accident- or fire-damaged vehicle and the accident scene to determine if the accident was staged (fraudulent).			X	X			
ACRP 22 Automotive Repair Fraud: SLO #3 VIN Swapping and Title Issues Students will be able to recognize and locate Vehicle Identification Numbers (VIN) and determine if the VIN plate and/or labels have been altered, cloned, replaced or otherwise tampered with. Students will be able to explain how a vehicle title could be 'washed' and how to identify a washed title.			X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 24 Automotive Collision Analysis: SLO #1 Point of Impact and Secondary Damage Students will be able to analyze an accident-damaged vehicle, and from the collision deformation and damage to crush zones, determine the point of impact and identify secondary damage.			X	X			
ACRP 24 Automotive Collision Analysis: SLO #2 Speed Determination Students will be able to analyze an accident-damaged vehicle and formulate an impact hypothesis including 4-point and 6-point speed determination.			X				
ACRP 24 Automotive Collision Analysis: SLO #3 Accident Causation Factors Students will be able to use an Event Data Recorder (EDR) and vehicle/crash site observation to form a hypothesis explaining the cause of the accident and who is at fault.			X				
ACRP 26 Automotive Accident Reconstruction: SLO #1 Occupant Dynamics Students will be able to predict and evaluate vehicle occupant dynamics in given collision scenarios.			X	X			
ACRP 26 Automotive Accident Reconstruction: SLO #2 Photography and Computer Modeling Students will be able to properly document vehicle damage using photography and/or computer modeling software for analysis of accident dynamics.			X				
ACRP 26 Automotive Accident Reconstruction: SLO #3 Velocity & Force Students will be able to explain and determine a vehicle's Principle Direction of Force (PDOF), force line and Delta-V. Students will also be able to calculate combined velocities of multiple vehicles.			X				
ACRP 2A Basic Automotive Painting - Refinishing: SLO #1 Mixing Primer Students will be able to mix a given quantity of primer using the correct ratio and will be able to adjust, operate, and clean an HVLP primer gun.	X			X			
ACRP 2A Basic Automotive Painting - Refinishing: SLO #2 Panel Prep and Painting Students will be able to differentiate between full panel repairs, spot repairs, and blend panels and be able to prepare each for refinishing using the correct tools and procedures.	X						
ACRP 2A Basic Automotive Painting - Refinishing: SLO #3 Gun Cleaning & VOC Tracking Students will be able to thoroughly tear down a paint spray gun, clean all parts and surfaces using environmentally correct techniques and chemicals, and reassemble. Students will also be able to monitor the type and amount of liquid material used and record the data in the VOC (volatile organic compound) tracking log book.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 2B Automotive Refinishing Materials and Equipment: SLO #1 Chemicals and Additives Students will be able to analyze a given repair job and choose the correct chemicals and additives needed for the job based on weather conditions, job scope, job budget, and job deadline.	X			X			
ACRP 2B Automotive Refinishing Materials and Equipment: SLO #2 Spray Booth Operation Students will be able to set up, operate, and shut down a spray booth according to outside temperature and humidity, and the vehicle job and chemicals being sprayed.	X						
ACRP 2B Automotive Refinishing Materials and Equipment: SLO #3 Formula Lookup & Toner Pour Students will be able to retrieve a vehicle's color code and formula information, select the correct quantity for the job, and correctly pour the toners to create the paint.	X						
ACRP 2C Automotive Refinishing Applications: SLO #1 Color Matching and Spot Blends Students will be able to choose the proper color variant for color match and perform a spot blend on a repaired sample panel.	X			X			
ACRP 2C Automotive Refinishing Applications: SLO #2 Two-Tone Plastic Bumpers Students will be able to prepare and refinish a flexible two-tone plastic bumper using the correct chemicals and production shop procedures.	X						
ACRP 2C Automotive Refinishing Applications: SLO #3 Tri-Coat Letdown Panel Students will be able to differentiate between 2-stage and 3-stage color codes, obtain color formula information, pour toners to create basecoat and midcoat paints, and create a 5-step letdown panel to test the paint for color match to a sample chip.	X						
ACRP 4A Beginning Automotive Collision Repair I: SLO #1 Tool Identification & Use Students will be able to properly name tools unique to the collision repair trade and explain how they are used. Students will be able to analyze minor damage and select the correct hand tools to repair the damage.	X			X			
ACRP 4A Beginning Automotive Collision Repair I: SLO #2 Vehicle Parts & Construction Students will be able to identify and differentiate between unibody and full-frame vehicle designs. Students will be able to identify and properly name major non-structural vehicle parts and panels.			X				
ACRP 4A Beginning Automotive Collision Repair I: SLO #3 Mix, Apply & Shape Plastic Filler Students will be able to mix, apply and shape plastic filler for primer on a repaired automotive panel.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 4B Beginning Automotive Collision Repair II: SLO #1 I-CAR MIG Welds Students will be able to set up and use a MIG welder properly and safely to perform three welds (lap, plug, reinforced butt) on automotive gauge steel according to I-CAR standards.		X					
ACRP 4B Beginning Automotive Collision Repair II: SLO #2 Large Dent Removal Students will be able to use dent removal equipment such as the Maxi welder or stud welder and Porto Power to remove a large dent from an automotive panel with no rear access.	X			X			
ACRP 4B Beginning Automotive Collision Repair II: SLO #3 Vehicle Disassembly Procedures Students will be able to read a damage estimate and systematically tear down a panel for repair and refinish according to the repairs required by the estimate. Students will also be able to properly store and label the removed parts for later reassembly.	X						
ACRP 4C [Course Name TBA]: SLO #1 Plastic Repair Students will be able to locate a plastic part's type code and choose the appropriate repair method, tools, and materials. Students will then be able to apply the method and perform the repair.	X						
ACRP 4C [Course Name TBA]: SLO #2 Panel Misalignment Students will be able to identify panel misalignment due to improper installation, prior damage, and/or improper repair and choose the proper repair steps to correct the misalignment.			X	X			
ACRP 4C [Course Name TBA]: SLO #3 Structural Parts Students will be able to locate and properly name major unibody vehicle structural parts and assemblies.			X				
ACRP 4D [Course Name TBA]: SLO #1 Porto Power Students will be able to set up and use a Porto Power hydraulic ram and its attachments to remove a large panel dent or correct damage to a structural part.	X						
ACRP 4D [Course Name TBA]: SLO #2 Pull Planning & Geometry Students will be able to analyze damage to a given vehicle, determine the sequence and direction of the impact's damage, and create a diagram and pull plan to correct the damage using the frame rack, Power Post or Pull Dozer.	X			X			
ACRP 4D [Course Name TBA]: SLO #3 Anchoring a Vehicle for Pulling Students will be able to research and locate a given vehicle's anchor points for frame pulling, and choose the correct grade of chains and type of attachment accessories to anchor the vehicle to the floor or frame rack.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 5A Beginning Automotive Painting I: SLO #1 VOC Tracking Students will be able to monitor the type and amount of liquid material used for a job and record the data in the VOC (volatile organic compound) tracking log book.	X						
ACRP 5A Beginning Automotive Painting I: SLO #2 Spray Gun Adjustment & Cleaning Students will be able to thoroughly tear down a paint spray gun, clean all parts and surfaces using environmentally correct techniques and chemicals, and reassemble.	X			X			
ACRP 5A Beginning Automotive Painting I: SLO #3 Mix & Spray Primer Students will be able to mix and spray a given quantity of primer using the correct ratio and a locally compliant primer gun.	X						
ACRP 5B Beginning Automotive Painting II: SLO #1 Surface Prep Students will be able to differentiate between and use the correct materials and techniques for preparing steel, aluminum, fiberglass, plastic, e-coat and existing paint for refinishing.	X						
ACRP 5B Beginning Automotive Painting II: SLO #2 Parts Painting Students will be able to clean a vehicle part or parts, mix paint according to the correct ratio and quantity needed, adjust their spray gun, and refinish the parts using locally compliant basecoat/clearcoat paints.	X			X			
ACRP 5B Beginning Automotive Painting II: SLO #3 Corrosion Protection Students will be able to identify surfaces and situations that require the application of corrosion protection on a vehicle. Students will also be able to analyze a surface and determine what kind of corrosion protection would best suit the vehicle.	X						
ACRP 5C [Course Name TBA]: SLO #1 Formula Lookup & Toner Pour Students will be able to retrieve a vehicle's color code and formula information, select the correct quantity for the job, and correctly pour the toners to create the paint.	X						
ACRP 5C [Course Name TBA]: SLO #2 Color Variants and Sprayout Cards Students will be able to locate a vehicle's color code (and plant of manufacture if needed), and select the correct variant from a sample deck. The student will create a sprayout card of their chosen color and evaluate the card for color match.	X			X			
ACRP 5C [Course Name TBA]: SLO #3 Paint Flaws & Corrections Students will be able to identify by name different types of paint flaws and their causes. Students will also be able to identify which flaws can be corrected in the spray booth while wet, which ones must be corrected after they have dried, and the correction tools and technique for each.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
ACRP 5D [Course Name TBA]: SLO #1 Spray Booth Types & Equipment Students will be able to identify by name and differentiate between different kinds of paint spray booths and related equipment.	X						
ACRP 5D [Course Name TBA]: SLO #2 Chemicals & Additives Students will be able to choose the correct speed and type of chemical additives for a variety of different weather conditions, repair job size, and job turnaround time expectations.	X			X			
ACRP 5D [Course Name TBA]: SLO #3 Topcoat Paint Systems Students will be able to compare and contrast the three major types of topcoat paint systems for budget, speed of application, longevity, metallic layout, scratch resistance and ease of repair.	X						
ACRP 6 Automotive Collision Repair Applications: SLO #1 Setting Up and Using MIG Welder Students will be able to set up and use a MIG welder properly and safely to perform three welds (lap, spot, reinforced butt) according to I-CAR standards.		X					
ACRP 6 Automotive Collision Repair Applications: SLO #2 Repair Plan Students will be able to examine a damaged panel and formulate a repair plan that includes choosing the correct tools and abrasive grits for each step of the process from initial metalwork to preparing the panel for primer and refinish.			X	X			
ACRP 6 Automotive Collision Repair Applications: SLO #3 Spray Gun Adjustment & Cleaning Students will be able to thoroughly tear down a paint spray gun, clean all parts and surfaces using environmentally correct techniques and chemicals, and reassemble.	X						

2.Provide a timeline for your course and program level SLO assessments.

Under the new guidelines, the courses will be assessed at the end of each semester they are taught.

3.State the percent of course and program SLO statements that have been assessed?

100%

4.Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

The ACR/P Program looks closely at the assessment results in order to implement the necessary changes in instructions, curriculum, and/or other aspect of the program. At the beginning of the semester, the students are assessed on their performance in the lab. After instruction and practice, they are re-assessed to

see the progress in their performance. After studying these outcomes, the lack of attendance is correlates to a lack in performance due to lab time learning.

For example: The students are asked to perform a lap weld, butt weld with backing, and a plug weld. (These are all weld types that are required in the I-CAR weld test.) The students that have a better attendance record typically perform better on these hands-on operations. Attendance goes hand in hand with the student's motivation, drive, and will gain as much knowledge on the subject material as possible.

5. Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

Testing in the lab shows their true capabilities on the task at hand. A student can understand the content on paper but must be able to complete in the lab or will never be able to seek employment in many of the different disciplines in the Auto Collision Industry.

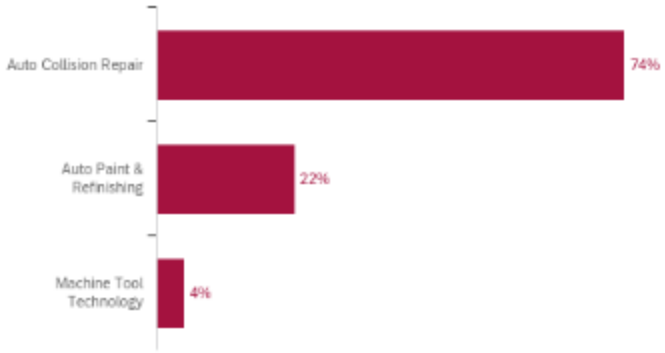
Analysis of Student Feedback

1. **Describe the results of the student survey in each of the following areas: student support, curriculum, facilities, equipment, and technology and, program objectives.**

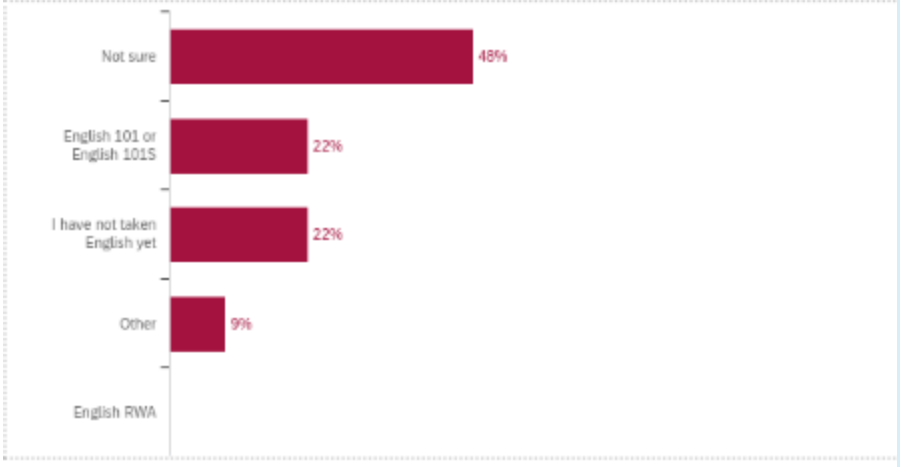
ACRP Program Review Fall 2022 Survey Report

Population: N=69 | Respondents: n=25 | Response rate: 36%

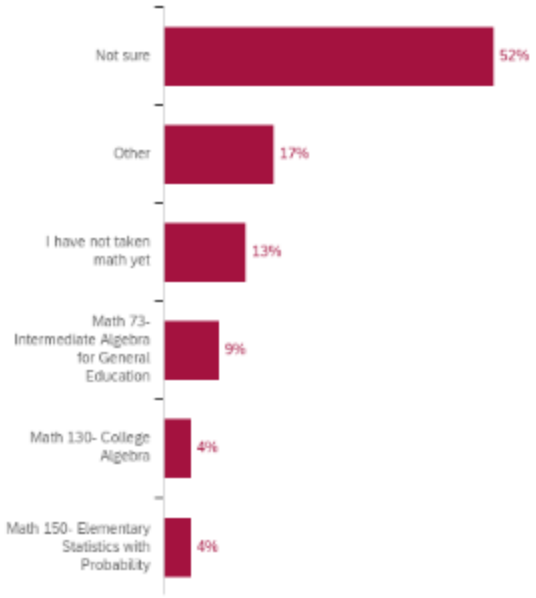
Your major is:



What is the highest level of English you have completed?



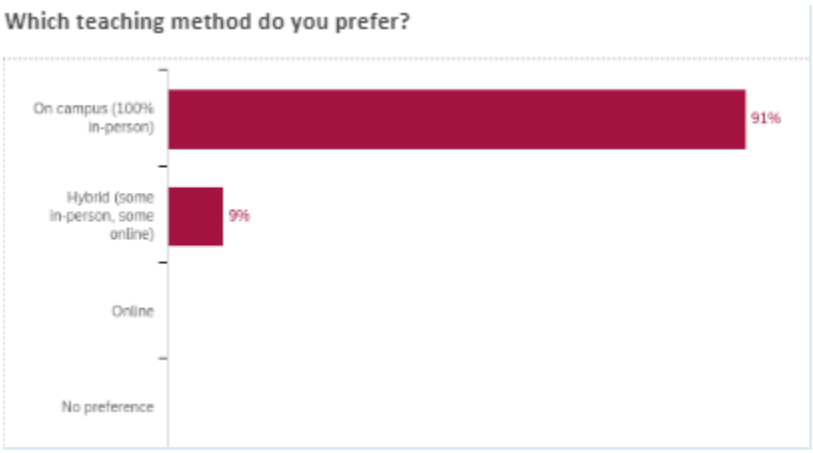
What is the highest level of math you have completed?



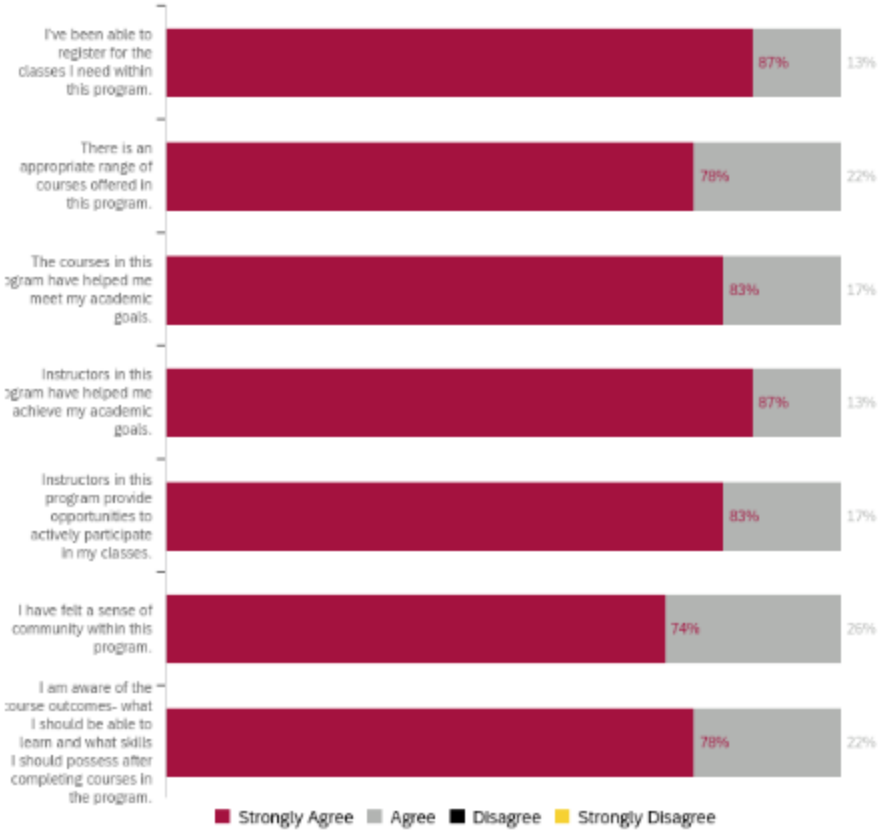
Other - Text
Math 170
Math 80
Math 191

Page Break

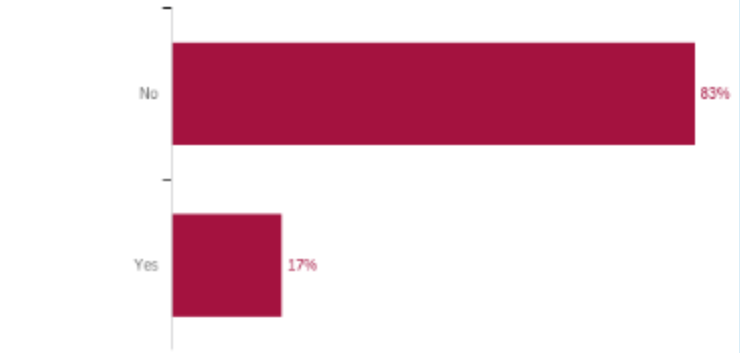
What time of the day do you prefer to take courses at Compton College?


Which teaching method do you prefer?
On campus (100% in-person)
91%
Hybrid (some in-person, some online)
9%
Online
No preference

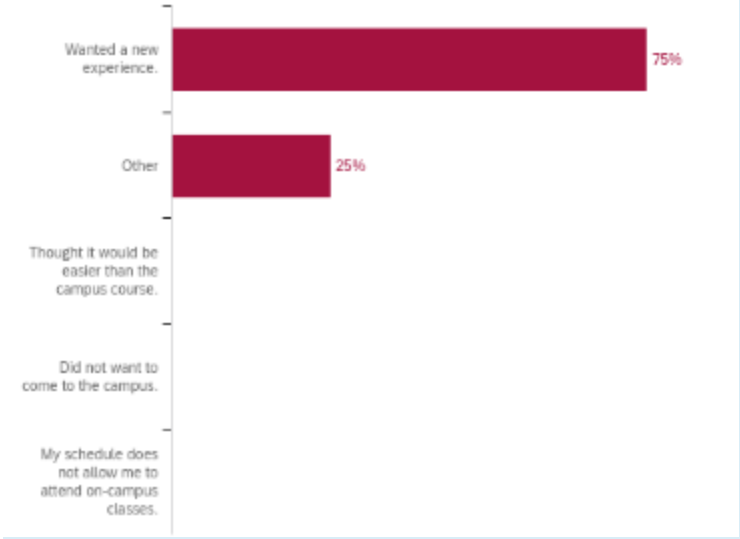
Please rate how much you agree or disagree with the following statements about the Auto Collision program:



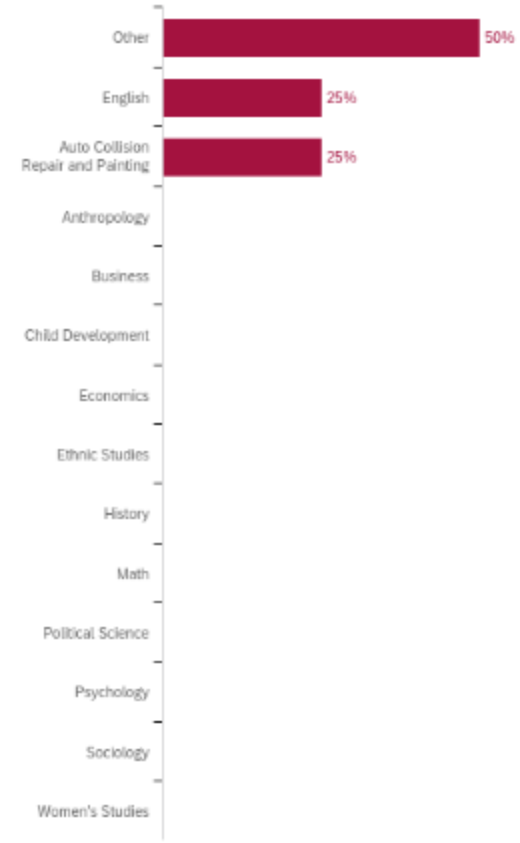
Have you enrolled in an online course before (before COVID-19)?



Why did you enroll in an online course?



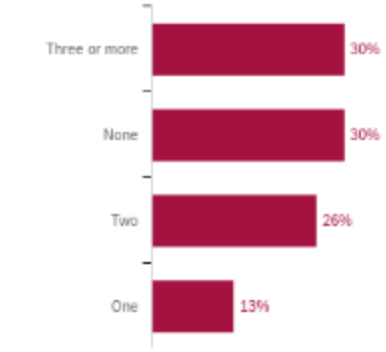
From the list below, indicate in which disciplines you are currently taking or have completed an online course (before COVID-19):



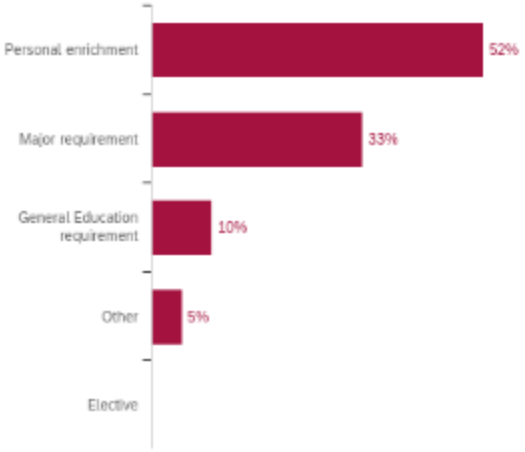
If you have completed online courses in Auto Collision, compare the workload of these courses to on-campus courses in the same discipline:

How many online courses in Auto Collision have you completed (do not include courses that would have been in person if not for COVID-19)?

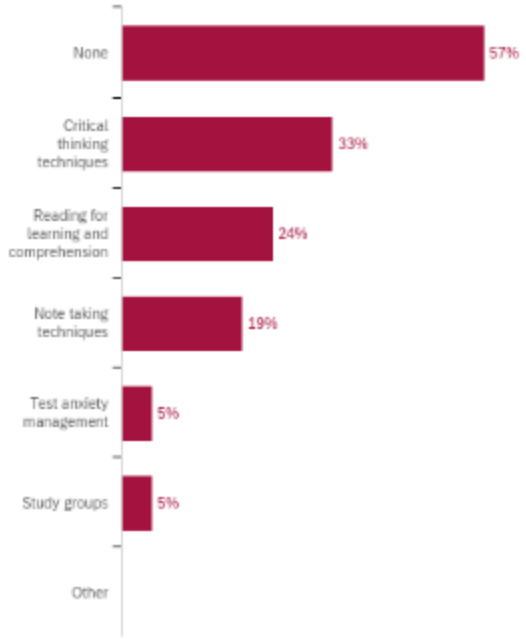
How many on-campus courses in Auto Collision have you completed (include courses from this semester that would have been in person except for COVID-19)?



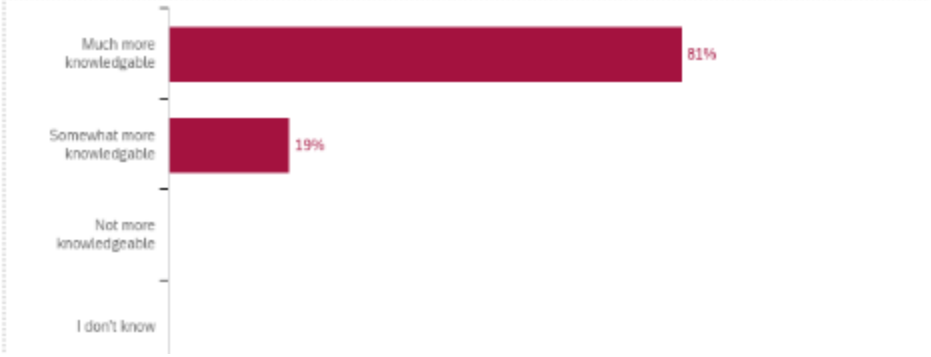
What is your major reason for taking Auto Collision classes?



What skills do you need more help with in Auto Collision courses? Check all that apply.

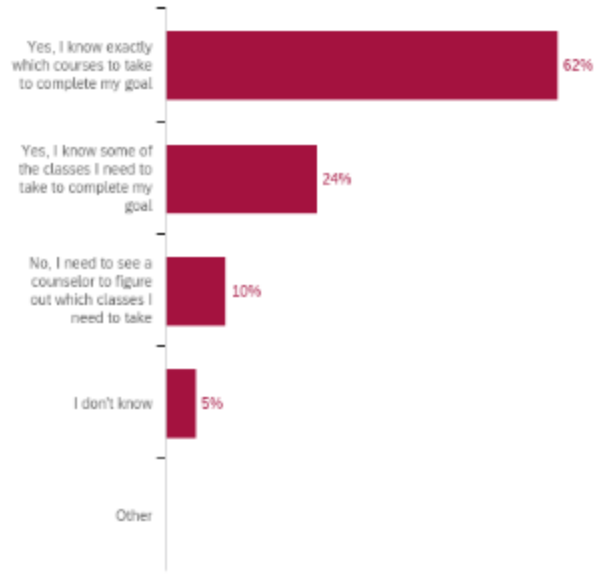


Using the Auto Collision course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject than before you took the class:

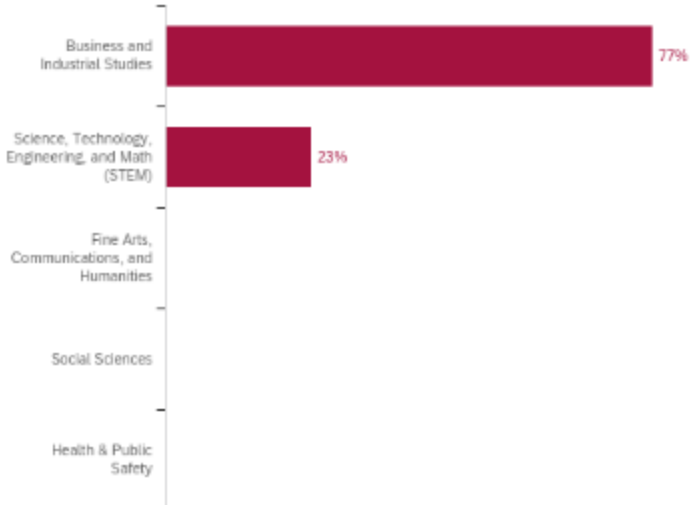


a)

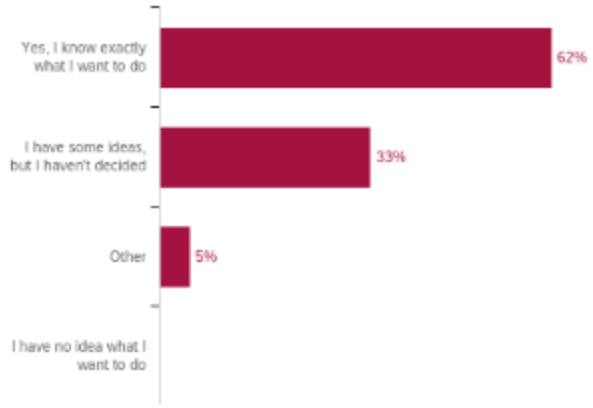
Do you know which courses you have to take to complete your goal?



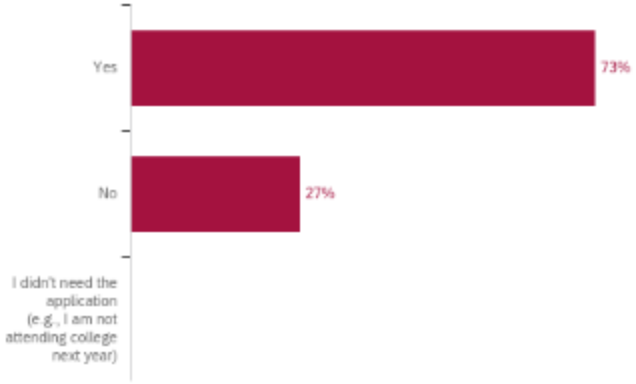
Do you know what Guided Pathway Division you belong to?

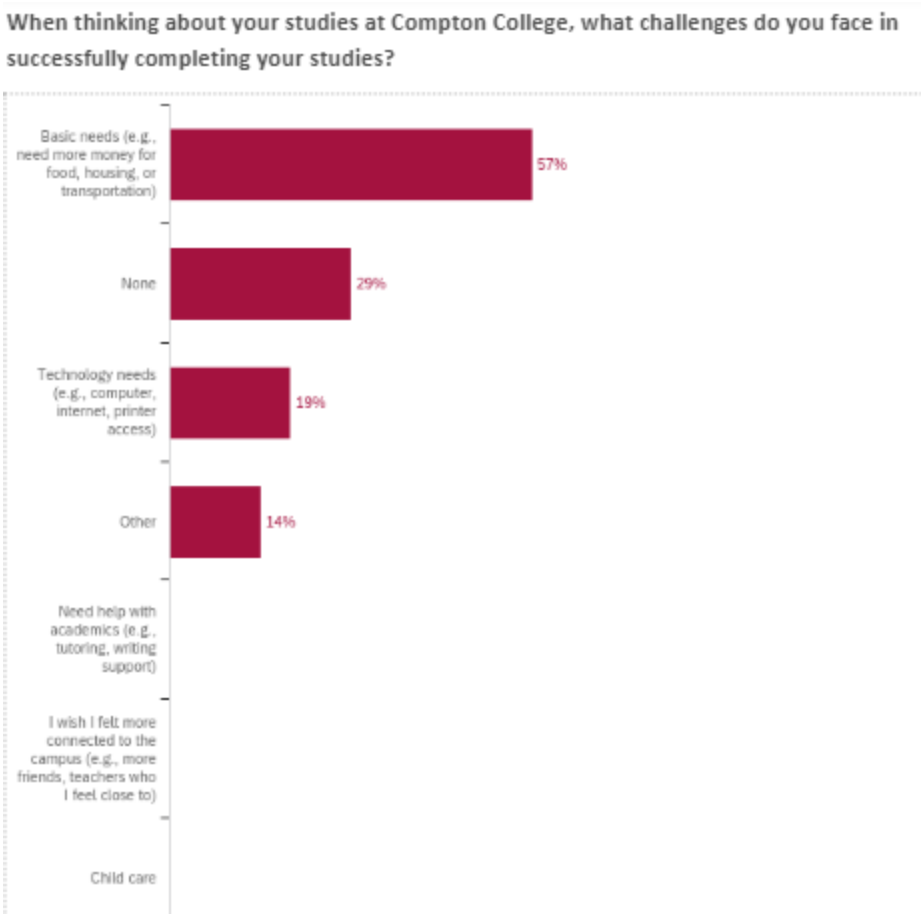


Have you thought about what you want to do for your career?



Did you complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application for next year?

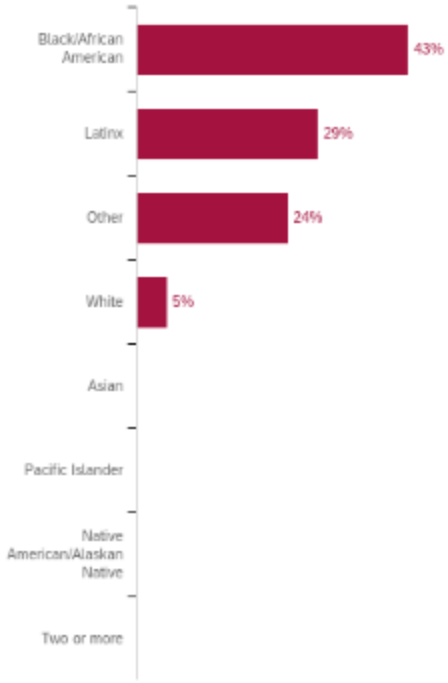



When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies?
Basic needs (e.g., need more money for food, housing, or transportation)
57%
None
29%
Technology needs (e.g., computer, internet, printer access)
19%
Other
14%
Need help with academics (e.g., tutoring, writing support)
I wish I felt more connected to the campus (e.g., more friends, teachers who I feel close to)
Child care

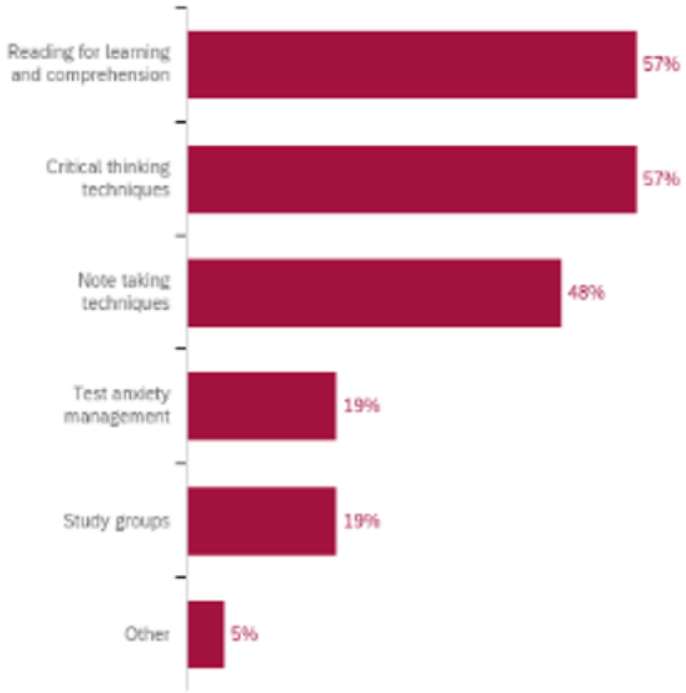
b)

c)

What is your ethnicity/race?



Using the assignments/examinations that were administered in Auto Collision courses, what skills are essential to succeed in these classes? Check all that apply.



-A high percentage of the students feel that they have the instructors support when taking classes.

-The curriculum is set up so the students can take classes one after another and graduate in an adequate manner.

-Facilities, Equipment, and Technology are being constantly updated to meet the needs of the students.

-Program Objectives are clearly stated so each students understands what is expected of them.

-Based on the survey, the students feel that their academic needs are being met and are more likely to finish the program with the way it is currently offered.

-A major portion choose the ACR/P Program for personal enrichment.

Facilities and Equipment

a. Describe and assess the existing program facilities and equipment.

-The Hand tools and equipment (Very limited) available to ACR/P vary in condition between adequate and in need of repair/replacement. Most item purchases to improve the facilities and equipment have been allocated to high budget items.

-In 2014 a new air compressor was installed. The program outgrew that compressor. A larger Air Compressor/ Drier was purchased and installed. Due to the high enrollment, the previous compressor could not keep up. The Automotive Collision Repair Program has implemented this Air Compressor/Drier into its program and has been using with enormous success. The students no longer have to wait for each other to complete one task before starting another. Multiple students with multiple projects can work at one time. The air pressure stays steady, and this is extremely beneficial during the Automotive Refinishing process. With the addition of the drier, which is incorporated in the compressor, the longevity of the air tools will

be increased. The lack of moisture in the airlines also reduces problems which can occur while using various refinish products and procedures.

b. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals?

-The hand tools wear out due to there constant use. The program will replace these as necessary and as funds are available.

-New tools will be purchased to keep up with the constant innovations and changes in the industry.

c. Explain the long-range (2-4+ years) needs related to facilities and equipment.

Program needs more workspace due to high enrollment. Our prior partner campus El Camino in Torrance current has lower student enrollment then Compton College and has at least twice the work area, two spray booths, and multiple outside work areas, including prep stations.

While the college expands real estate will become a premium. Examine adjacent area for suitable building space for larger building. Expansion can be performed in the interim with available outdoor parking fenced area. This workspace conversion should provide covered work area bays with adequate lighting, air, and dust/fume extraction/collection.

While the college expands real estate will become a premium. Examine adjacent area for suitable building space for larger building. Expansion can be performed in the interim with available

outdoor parking fenced area. This workspace conversion should provide covered work area bays with adequate lighting, air, and dust/fume extraction/collection.

-Additional Spray Booth due to high volume of paint projects.

Cost for these projects are not available.

Technology and Software

a. Describe and assess the adequacy and currency of the technology and software used by the program.

The ACR/P program uses software for:

-The Estimating Program

-The Collision Frame Pulling Machine

-The Plasma Table

-The technology is adequate for our uses but needs a yearly upgrade.

A computerized Automotive Collision Repair Estimating System was purchased in 2012 and implemented. In a collision repair shop, an estimate is produced from a collision damage estimating program and is where a majority of the repairs and transactions will start. This is one of the areas where money can be made or lost in a collision repair shop. These programs or database are an especially important part on helping our students understand all the different facets of estimating and collision repair procedures. One of the most reputable collision repair estimating systems is produced by Web-est. They have been the standard in the industry for a long time. We have implemented this program and is aiding in the preparation for students to enter the work force in either estimating or collision repair. This program is used in shops, educational facilities, certification programs, etc.

b. Explain the immediate (1-2 years) needs related to technology and software.

Updating software to our current computers, programs, and estimating software.

c. Explain the long-range (2-4+ years) needs related to technology and software.

Computers with a powerful graphics card and processors to handle the Computer Aided Design work that the plasma requires.

d. List any related recommendations.

N/A

Staffing

a. Describe the program's current staffing, including faculty, administration, and classified staff.

The current ACR/P staff consists of one full time Instructor, three part time Instructors, and a temporary Tool Room Attendant.

b. Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years).

Make the temporary Tool Room Attendant permanent.

c. List any related recommendations.

None at this time.

Direction and Vision

a. Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The Auto Collision Industry can not be outsourced. The industry is starving for qualified employees. There are a lot of older technicians retiring, and this void needs to be filled. The ACR/P Programs stays current on new technology and tools through venders, seminars, SEMA (the worlds largest automotive trade show)etc.

Prioritized Recommendations

-Larger facility or additional work space. (Cost not available.)

-Make temporary tool room attendant perminant. (Cost not available.)

-Purchase tools and technology to stay current with the industry.(Money supplied through grants Etc.)