

	Program Courses						General Education									
	AB 132 Beginning Auto Paint	AB 134 Paint and Collision	AB 133 Beginning Auto Collision	AB 261 Intermediate Auto Collision	AB 260 Intermediate Auto Paint	AM 280 Cooperative Education*	Art elective	Arts and Letters Requirement	Business Elective	CS 120 Concepts of Computing *	EL 115 Effective Learning	HE 125 Workplace Safety *	Human Relations *	MTH 076 Applied Geometry for Techs	MTH 086 Applied Algebra for Techs	WR 115W Intro to College Writing
Auto Body and Fender Technology																
Associate Degree Credit Hours (104 Total Credits)	12	18	12	15	15		2	3	3	4	3	3	3	4	4	3
Two-year Certificate Credit Hours (90 Total Credits)	12	18	12	15	15		2				3	3	3	4		3
Program Learning Outcomes																
Demonstrate employability skills required for initial employment and advancement in the industry that include: attendance, proper attire, customer relations, following directions, working in teams, and understanding work rules and ethics.	P	P	P	P	P	P		S	S	S	P	S	P			
Demonstrate safe work practices and tool usage while performing operations in a shop environment.	P	P	P	P	P	P						P				
Effectively use the latest collision repair and refinishing equipment and procedures.	P	P	P	P	P	P						S				
Demonstrate technical skills and knowledge to repair and refinish automobile bodies to industry standards.	P	P	P	P	P	P										
Demonstrate technical abilities in researching, accessing and interpreting written, computer program or web-based reference materials to repair and refinish automobile bodies to industry standards.	P	P	P	P	P	P		P								P
Apply mathematics to solve repair and refinishing problems.	P	P	P	P	P	P								P	P	
Core Abilities																
Communicate effectively.	P	P	P	P	P	P					S		P			P
Think critically and solve problems effectively.	P	P	P	P	P	P		S	S	P				P	P	
Increase understanding of the relationship between self and community, including self-awareness and personal responsibility.	P	P	P	P	P	P			S				P			
Explore academic disciplines of liberal arts, social sciences, and physical sciences.	S	S	S	S	S	S	P	P	P	P	P	P	P	P	P	P
Learning College Principles																
Learners are active partners in the learning process.	P	P	P	P	P	P										
Learners are self-directed.	P	P	P	P	P	P										
Multiple learning options for diverse learners.	S	S	S	S	S	S										
Learning is promoted across organizational boundaries.							P	P	P	P	P	P	P	P	P	P
Learning is substantive and documented.	P	P	P	P	P	P	S	S	S	S	S	S	S	S	S	S
Assessment Methods																
Technical Skill Performance Observation/Evaluation																
Employability Skills Evaluation	P	P	P	P	P	P										
Group Project	P	P	P	P	P	P										
Journaling	S	S	S	S	S	S										
Library Research	S	S	S	S	S	S										
Oral Report/Presentation	S	S	S	S	S	S										
Peer Assessment	S	S	S	S	S	S										
Portfolio	S	S	S	S	S	S										
Pre and Post Test	P	P	P	P	P	P										
Project Evaluation	P	P	P	P	P	P										
Quizzes	P	P	P	P	P	P										
Self Assessment	P	P	P	P	P	P										
Written Report	S	S	S	S	S	S										
Written Tests/Examinations	P	P	P	P	P	P										

P = this is a primary course for meeting the program learning outcome, core ability, learning college principle, or assessment method.

S = this course meets some of the program learning outcome, core ability, learning college principle or assessment method.

Advanced Technology Division – Assessment Plans 9/22/05

Auto Body and Fender

Program Learning Outcomes/Goals	Assessment Indicators
1) Demonstrate employability skills required for initial employment and advancement in the industry that include: attendance, proper attire, customer relations, following directions, working in teams, and understanding work rules and ethics.	This program requires the students to emulate employment in the workforce. As such, all beginning students are categorized as "probationary" employees. The faculty will conduct a formal performance review in the first and second year of the program. The student will composing and forwarding a written self-evaluation to the faculty (includes addressing the employability attributes), the student and faculty will meet and discuss the students
2) Demonstrate safe work practices and tool usage while performing operations in a shop environment.	95% of all students will pass a shop safety written and demonstration test.
3) Effectively use the latest collision repair and refinishing equipment and procedures.	All students will be assessed for mastery of these skills. 80% of all first year students will complete the courses with a C- or better. 90% of the "select" second year students will have obtained industry employment within one year of their completion of the program.
4) Demonstrate technical skills and knowledge to repair and refinish automobile bodies to industry standards.	All students will be assessed for mastery of these skills. 80% of all first year students will complete the courses with a C- or better. 90% of the "select" second year students will have obtained industry employment within one year of their completion of the program.
5) Apply mathematics to solve repair and refinishing problems.	95% of the program completers will pas a final program computations examination with a 70% or better score.
7) Demonstrate technical abilities in researching, accessing and interpreting written, computer program or web-based reference materials to repair and refinish automobile bodies to industry standards.	All students will conduct research with citations in a written report in both the first and second year of the program.

Learning outcomes for Auto Collision and Auto Refinishing are established by:

Students demonstrating technical skills and knowledge of the repair and refinish of automobiles or components.

Work must meet industry and I-CAR standards.

Work is assessed by written tests and competency based lab projects with 95% completion on the first try.

This administered by the faculty.

Documentation is grading and this is then communicated with the student.

Program Operating Analysis - FY 2006

Automotive Body and Fender

	Fiscal Year 2006	Expected Model	Actual	Difference	IRAP	Analysis
1	Enrollment	M				High, Medium or Low Cost Program
2	Reimbursable Student FTE	56.40	49.93		45.9	510 contact hours = 1 R-SFTE
3	Credit Hour Student FTE	32.00	28.33		28.3	45 Credit Hours = 1 CrdHr-SFTE
4	Staffing					
5	Full-time Equivalent Faculty	1.600	2.000	25%		Actual = Enrollment Reports FY06
6	Part-time Equivalent Faculty	0.400	0.000	-		Actual = Enrollment Reports FY06
7	Total Faculty FTE	2.000	2.000	0%		
8	Budget					
9	FT Faculty Dollars	98,002	134,710	37%		Actual = Banner FY06, Period 14
10	PT Faculty Dollars	15,925	-	-		Actual = Banner FY06, Period 14
11	Lab Assistant Dollars	8,000	6,066	-24%		Actual = Banner FY06, Period 14
12	OPE	61,415	74,913	22%	207,184	Actual = Banner FY06, Period 14
13	Materials and Supplies	6,000	2,618	-56%		Actual = Banner FY06, Period 14
14	Equipment	8,000	3,236	-60%		Actual = Banner FY06, Period 14
15	Direct Instruction Costs	197,342	221,543	12%	207,184	Expenses are higher than expected.
16	Operating Ratios					
17	R-SFTE/Total Faculty FTE	28.20	24.97	-11%		
18	CrdHr-SFTE/Total Faculty FTE	16.00	14.17	-11%		Faculty are serving fewer students.
19	Cost / R-SFTE	3,499	4,437	27%	4,520	
20	Cost / CrdHr-SFTE	6,167	7,820	27%		Cost per student is higher than expected.
21						
22	Revenue		Revenue	Difference	IRAP	
23	Tuition		82,228		84,721	FY06 Tuition Rate x CrdHr SFTE x 45
24	Program Fees (Differential)		35,594		36,820	Credit Hours x \$27.92
25	Public Support / CrdHr SFTE	3,807	190,084		174,730	RFTE*\$3,807
26	Other Instructional Revenue					
27	Total Operating Revenue		307,905		296,271	Contribution to Total College Revenue
28	Instructional Function Revenue	54.5%	167,808			Based on Model's Functional Cost Ratios
29	Direct Instruction Revenue	83.3%	139,782	-37%		Expenses are Greater than Revenue
30						Faculty, Lab Assts, M&S, Equip Costs
31	Indirect Instruction Revenue	16.7%	28,027			Portion of indirect instructional costs
32	Other Functions Revenue	45.5%	140,097			Student Svs, College Svs, etc.

