

# **Advanced Technology Division**

# Auto Body and Fender Technology

Unit Plan 2004 - 2005





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## Part I. Alignment with the College

## 1) <u>Core Values</u>

The Auto Body and Fender Technology program is a credit instructional program and has been offered at Lane Community College since 1976. The program is administered under the Office of Instruction and Student Services through the Advanced Technology Division. This program is centrally aligned with the College's strategic directions, core values, and learning centered principles.

*Learning:* Learning is both theoretical and applied. Student learning progresses from basic to advanced technical, academic and employability skills.

*Diversity and Accessibility:* The program faculty welcome students from diverse backgrounds. Students with special needs are accommodated with appropriate supplemental learning technologies and experiences.

*Innovation:* Faculty maintain their expertise in the field and incorporate advanced technologies in the curriculum. The faculty has made a commitment to maximize the use of innovative instructional technologies to transform the curriculum.

*Collaboration and Partnership:* The faculty work very closely with their program advisory committee. This committee is a representation of active community business partners who provide advice and program support. The Auto Body and Fender Technology faculty also work very closely with other divisional programs, especially diesel, automotive and aviation maintenance.

*Integrity*: The program faculty has demonstrated a high degree of integrity. They are openly accountable to perform according to the policies, procedures and expectations of the College, the division, the advisory committee, and most importantly, the students.

## 2) <u>Strategic Directions</u>

<b>Transforming Students' Lives</b> Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services. Commit to a culture of assessment of programs, services and learning.	The Auto Body and Fender Technology program is a professional technical education credit program that provides career learning and counseling. The program includes both classroom and industry equivalent laboratory instruction using current and specific equipment and technologies. The curriculum provides instruction in employability, applied academic and technical skills.
Position Lane as a vital community partner by empowering a learning workforce in a changing economy.	The program and course outcomes are assessed using multiple measures including: attainment of program outcomes, core abilities and learning college principles. Each course has identified specific assessment methods including: technical skill demonstration, group projects, research, portfolios, written tests, etc. The program has an active advisory committee, with representation from the employer community. The program works closely with other credit and non-credit programs to facilitate training a "learning workforce".

	T
Transforming the Learning Environment	This is an inclusive learning-centered program that
Create a diverse and inclusive learning college:	actively seeks and responds to diversity in its
develop institutional capacity to respond effectively	students and staff.
and respectfully to students, staff, and community	
members of all cultures, languages, classes, races,	The faculty create and maintain the best learning
genders, ethnic backgrounds, religions, sexual	environments possible, within their existing
orientations, and abilities.	resource constraints, to support students in
	obtaining their educational goals. Instructors in this
Create, enhance, and maintain inviting and	program must constantly renew and improve their
welcoming facilities that are safe, accessible,	curriculum and learning environments to align to
functional, well-equipped, aesthetically appealing	the industry training standards.
and environmentally sound.	
Transforming the College Organization	The Auto Body and Fender Technology program is
Achieve and sustain fiscal stability.	constantly assessing its operational efficiency and
	effectiveness. The program has been developing
Build organizational capacity and systems to	operating benchmarks (performance indicators) by
support student success and effective operations.	which it can compare its actual to its planned
	operations. This methodology provides the basis
Promote professional growth and provide increased	for analyzing deviations and trends, identifying
development opportunities for staff both within and	causes, and formulating solutions.
outside the College	<b>3</b> • • • •
	The faculty in the Auto Body and Fender
	Technology program have continuously developed
	their knowledge skills and abilities as instructors
	and as industry experts

## 3) Learning Centered Principles

Lane provides opportunities for transformation through learning.	The primary learning outcome of the Auto Body and Fender Technology program is to provide instruction and hands-on training to enable students to obtain career employment. The program prepares students by focusing on both technical and employability skill development. Qualifying for entry-level and advanced employment transforms the student's life.
Lane engages learners as active partners in the learning process.	Students must actively demonstrate their technical and employability skills. Students initiate and manage their progress through the learning process.
Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.	Students recognize their active involvement may lead to high-paying career positions. The learning environment includes both classroom and laboratory experiences that emulate the workplace.
Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.	Learning methods include lectures, reading, writing, demonstrations, laboratories, problem solving, researching, building, diagnosing, repairing, modeling, computer-based, cooperative work experiences, group/team projects, formal and self- assessment. Students receive appropriate learning accommodations to ensure success in the program.
Lane commits to a culture of assessment of programs, services and learning, honoring the	The Auto Body and Fender Technology program conducts both formative assessment of a student's

values of intellectual freedom, community responsibility and student need.	knowledge, employ-abilities, technical skills and academic skills; and, summative assessment based on industry or national standards. Faculty assess the stated achievement of the program learning and operational outcomes. Advisory committees provide additional assessment on the relevancy of the curriculum and the quality of the student completers.	
Lane fosters knowledge and appreciation of	The mission of the Auto Body and Fender	
diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.	Technology program is to transform student lives through learning. The "student" should be representative of the diversity of the community. The program faculty work closely with the college's cultural and diversity programs and initiatives.	
Lane is committed to both individual and	Program students, faculty, staff, administrators and	
organizational learning	community members are committed to learning	
e.ga.n_a.ter.tat.tea.th.tg.	Each organizational member gains knowledge and	
	intrinsic reward for actively engaging in learning.	
Lane students and staff are a community of	The Auto Body and Fender Technology program	
learners, all of whom contribute to learning.	faculty are continuously engaged in keeping current	
	with the new advances in the industry. They are	
	active learners engaged with students and other	
	colleagues to promote a community of learners.	
Lane promotes open communication among staff,	The students, faculty and staff have open access to	
students and the community within and across	many forms of operational and governance	
organizational and physical boundaries.	communications: e-mail, The Daily, the web,	
	meetings, forums, governance councils, etc.	

## Part II. Unit Description

#### 1) <u>Unit Mission/Vision</u>

The Auto Body and Fender Technology program aligns with the College's mission. Lane is a learningcentered community college that provides affordable, quality, lifelong educational opportunities that include: Professional technical and lower divisional college transfer programs.

The Auto Body and Fender Technology program's vision is the same as the College's vision: *Transforming lives through learning.* 

#### Program Description

The Auto Body and Fender Technology Program is an occupational, two-year Associate of Applied Science degree with options in Auto Collision or Auto Paint and/or a two-year certificate of completion program.

This program trains technicians in the latest paint and collision technology using state-of-the-art laboratories. Students learn to repair and reconstruct automobile bodies to industry standards using the latest collision repair equipment as well as current refinishing procedures. The advanced equipment and expertise of the faculty make Lane's Auto Body and Fender Technology Program the best way to enter the field

Faculty in the program bring considerable field experience to the classroom and regularly attend workshops at manufacturer training centers to help them keep up with technological changes in the industry.

The program provides classroom instruction, considerable on-car training in the laboratories, and technical field experience that prepares you for employment in specialization in the auto collision industry, for careers in auto dealerships, custom repair shops, independent body shops, motor home manufacturing, employment with collision jobbers, auto collision repair estimators, and auto collision manufacturers.

Auto Collision Option prepares students for Auto Paint Option prepares students for specialization in the auto paint industry, for careers in auto dealerships, custom paint shops, independent paint shops, heavy-duty truck shops, the motor home industry, and with paint jobbers and paint equipment manufacturers

Employment in this industry is estimated to be larger than average. Growth is projected to be faster than average. Annual new openings are expected to be much higher than average. Reasonable employment opportunities exist for trained workers. Those with an associate degree in one of the program options will have a competitive advantage in the labor market. Trained personnel can earn \$20,000-25,000 annually in auto body and fender. Auto Collision and Auto Paint may earn \$35,454 average annually.

Students may enter this program fall, winter or spring term. For consent to enroll in major courses, students must attend a program orientation in fall terms (dates available in Counseling or the Students First! Center), or contact the department advisor/counselor in winter and spring terms. Students are selected based on the date the major is declared.

## 2) <u>Catalog Description</u>

Two-Year Associate of Applied Science Degree Program

- Options: Auto Collision
- Options: Auto Paint

Two-Year Certificate of Completion Program

Auto Collision Option prepares students for specialization in the auto collision industry, for careers in auto dealerships, custom repair shops, independent body shops, motor home manufacturing, employment with collision jobbers, auto collision repair estimators, and auto collision manufacturers.

Auto Paint Option prepares students for specialization in the auto paint industry, for careers in auto dealerships, custom paint shops, independent paint shops, heavy-duty truck shops, the motor home industry, and with paint jobbers and paint equipment manufacturers.

## 3) <u>History/Significant Program Events</u>

#### How did your instructional unit evolve at Lane?

If not one of the founding programs of the College, the Auto Body and Fender Technology program originated within a very few years of that founding.

#### What significant events have marked your growth?

- 1) The Auto Body and Fender Technology program was designated as a high cost program and was scheduled to be canceled in 2002. The program was not canceled.
- 2) This program assess the students a differential fee. This is a fee to help offset the program's higher operating costs.

#### Do you have a system for maintaining an archival history of your unit?

General historical information relies on oral transmission. Hard copy documentation is limited to instructors' record keeping of student class performance and classified personnel's recordation of budgetary information.

#### Do you have annual events that are representative of your unit's goals or teaching methods?

## 4) <u>Degrees and Certificates</u>

Two-Year Associate of Applied Science Degree	Credits
First Year	
Fall	
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Effective Learning EL 115	3
Choice of: Workplace Safety HE 125; First Aid HE 252; PE/Health requirement	3
Total Credits	18
Winter	
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Art elective	2
Applied Geometry for Technicians MTH 076 or higher	4
Total Credits	18
Spring	
Beginning Auto Collision AB 133	6
Paint and Collision AB 134	6
Concepts of Computing: Info Processing CS 120	4
Total Credits	16
Second Year	
Fall	
Beginning Auto Collision AB 133	6
Intermediate Auto Collision AB 261	6
Introduction to College Writing: Workplace Emphasis WR 115W or higher	3
Business elective	3
Total Credits	18
Winter	

Intermediate Auto Paint AB 260	3
Intermediate Auto Collision AB 261	9
Applied Algebra for Technicians MTH 086 or higher	4
Arts/Letters requirement	4
Total Credits	19
Spring	
Intermediate Auto Paint AB 260	12
Human Relations requirement	3
Cooperative Education: Auto Body Repair AB 280 (optional)	3
Total Credits	15-18
Note: Recommended courses prior to entering major core courses—Effective Learning, Basic	

Mathematics Applications, Workplace Safety, and Introduction to College Writing: Workplace Emphasis.

Two-Year Certificate of Completion	Credits
First Year	
Fall	
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Effective Learning EL 115	3
Choice of: Workplace Safety HE 125; First Aid HE 252; PE/Health requirement	3
Total Credits	18
Winter	
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Art elective	2
Applied Geometry for Technicians MTH 076 or higher	4
Total Credits	18
Spring	
Beginning Auto Collision AB 133	6
Paint and Collision AB 134	6
Total Credits	12
Second Year	
Fall	
Beginning Auto Collision AB 133	6
Intermediate Auto Collision AB 261	6
Introduction to College Writing: Workplace Emphasis WR 115W or higher	3
Total Credits	15
Winter	
Intermediate Auto Paint AB 260	3
Intermediate Auto Collision AB 261	9
Total Credits	12
Spring	
Intermediate Auto Paint AB 260	12
Human Relations requirement	3
Cooperative Education: Auto Body Repair AB 280 (optional)	3
Total Credits	15-18

Auto Collision Option	Credits
First Year	
Fall	
Beginning Auto Collision AB 133	6
Paint and Collision AB 134	6
Effective Learning EL 115	3
Choice of: Workplace Safety HE 125; First Aid HE 252; PE/Health requirement	3
Total Credits	18
Winter	
Beginning Auto Collision AB 133	6
Paint and Collision AB 134	6
Art elective	2
Applied Geometry for Technicians MTH 076 or higher	4
Total Credits	18
Spring	
Intermediate Auto Collision AB 261	6
Paint and Collision AB 134	6
Concepts of Computing: Info Processing CS 120	4
Total Credits	16
Second Year	-
Fall	-
Intermediate Auto Collision AB 261	9
Advanced Auto Collision AB 263	3
Introduction to College Writing: Workplace Emphasis WR 115W or higher	3
Business elective	3
Total Credits	18
Winter	
Advanced Auto Collision AB 263	12
Arts/Letters requirement	3
Applied Algebra for Technicians MTH 086 or higher	4
Total Credits	19
Spring	
Beginning Auto Paint AB 132	12
Human Relations requirement	3
Cooperative Education: Auto Body Repair AB 280 (optional)	3
I otal Credits	15-18

Auto Paint Option	Credits
I wo-Year Associate of Applied Science Degree	
First Year	
Fall Designing Auto Deint AD 422	<u> </u>
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Effective Learning EL 115	3
Choice of: Workplace Safety HE 125; First Aid HE 252; PE/Health requirement	3
Total Credits	18
Winter	0
Beginning Auto Paint AB 132	6
Paint and Collision AB 134	6
Art elective	2
Applied Geometry for Technicians MTH 076 or higher	4
	18
Spring	0
Intermediate Auto Paint AB 260	6
Paint and Collision AB 134	6
Concepts of Computing: Info Processing CS 120	4
Total Credits	16
Second Year	
Fall	0
Intermediate Auto Paint AB 260	9
Advanced Auto Paint AB 262	3
Introduction to College Writing: Workplace Emphasis WR 115W or higher	3
Business elective	3
I otal Credits	18
Winter	10
Advanced Auto Paint AB 262	12
Arts/Letters requirement	3
Applied Algebra for Technicians MTH 086 or higher	4
Total Credits	19
Spring	
Beginning Auto Collision AB 133	12
Human Relations requirement	3
Cooperative Education: Auto Body Repair AB 280 (optional)	3
I otal Credits	15-18
Note: Recommended courses prior to entering major core courses—Effective Learnin	g, Basic
Mathematics Applications, Workplace Safety, and Introduction to College Writing: Wo	rkplace
emphasis.	

## Co-Operative Education -

Co-op offers students college credit and a grade for on-the-job work experience related to their educational and career goals. Through Co-op, students connect theory and practice, develop skills, expand career knowledge, and make contacts for the future. Work schedules and work sites vary. Under the supervision of the Auto Body and Fender Co-op Coordinator and with instructor consent, a maximum of 18 Co-op credits in AB 280 may be earned in lieu of required Auto Body and Fender course credits.

## 5) Organizational Structure

Board of Education President

Vice President of Instruction

Associate Vice President of Instruction

Division Chair Advanced Technology

Faculty Auto Body and Fender Technology Program

## 6) <u>Staff/Faculty</u>

Name	Dean Bergen
Classification	Full-Time Faculty
Year Hired	1985
Degrees/Credentials	A.S.E. Master Certification, I.C.A.R Instructor Certification

Name	Dan Kimball
Classification	Full-Time Faculty
Year Hired	1988
Degrees/Credentials	G.M//Ford Apprenticeship School; I.C.A.R Instructor Certification

#### 7) Student Profile

Please refer to the Program Learning Outcomes, Goals and Performance Indicators on page 10.

#### 8) Facilities and Equipment

The program is primarily housed in building 12. The program has \$249,082 in existing equipment (refer to the Existing Equipment Inventory on page 25.

## 9) Budget Profile

Refer to the Program Operations charts on pages 13 and 14.

## Program Learning Outcomes, Goals and Performance Indicators

Program Learning Outcomes/Goals	Performance 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.	80% of the first year students will qualify for the "select student" status by receiving a recommendation from a full-time contracted faculty member. 90% percent of the second year students will complete their programs as "select students". Criteria to qualify for the "select" status will be determined and published by the faculty prior to the start of the academic year.
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.
<ol> <li>Effectively use the latest collision repair and refinishing equipment and procedures.</li> </ol>	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.
Enrollment Goals	Performance Indicators
Students will have access to the program.	The program will achieve the following student to faculty ratios: R-SFTE / FFTE = 26 : 1 CH-SFTE / FFTE = 16 :1 This means for every funded faculty position 26 reimbursable student full-time equivalents should be enrolled or 16 credit hour student full-time equivalents. The program did achieve the student access goals of the 26.82 to 1 R-SFTE/FFTE ratio, and the 16.09 to 1 CH-SFTE to FFTE ratio.
Students who declare their major in this program will increase as a percentage of the total students enrolled.	FY2004 was the base year. 65 of the unduplicated headcount were declared majors.
Program graduates will increase as a percentage of the total students enrolled.	FY2000 was the base year. FY2004 AAS graduates = 1
The percentage of enrolled female students in the program will exceed the percentage of females in the division programs.	<ul><li>12% of students enrolled in the advanced technology division were female.</li><li>9.2% of the Auto Body and Fender Technology</li></ul>

	students were female.
The percentage of enrolled non-Caucasian program students will exceed the percentage of the non-	26% of the program students are non-Caucasian.
The percentage of program students who complete	The college completion rate was 83.24%.
each term will exceed the college completion rate.	The program completion rate was 90.66%.
The percentage of program term completers who	The college "success" rate is 79.08%.
receive a C- or greater will exceed the college	The program "success" rate is 82.42%.
"success" rate.	

## Program Learning Outcomes Assessment Matrix

		Program Courses General Education														
Auto Body and Fender Technology	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
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.	Ρ	Ρ	Ρ	Ρ	Ρ	Ρ		S	S	S	Ρ	S	Ρ			
Demonstrate safe work practices and tool usage while performing operations in a shop environment.	Ρ	Ρ	Ρ	Р	Р	Р						Ρ				
Effectively use the latest collision repair and refinishing equipment and procedures.	Ρ	Ρ	Ρ	Ρ	Р	Ρ						S				
Demonstrate technical skills and knowledge to repair and refinish automobile bodies to industry standards.	Ρ	Ρ	Ρ	Ρ	Р	Ρ										Ì
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.	Ρ	Ρ	Ρ	Ρ	Ρ	Ρ		Ρ								Ρ
Apply mathematics to solve repair and refinishing problems.	Ρ	Ρ	Ρ	Ρ	Р	Ρ								Ρ	Ρ	
Core Abilities																
Communicate effectively.	Ρ	Ρ	Ρ	Р	Р	Р					S		Р			Р
Think critically and solve problems effectively.	Ρ	Ρ	Ρ	Р	Р	Р		S	S	Ρ				Ρ	Р	
Increase understanding of the relationship between self and community, including self-awareness and personal responsibility.	Ρ	Ρ	Ρ	Р	Р	Р			s				Ρ			
Explore academic disciplines of liberal arts, social sciences, and physical sciences.	S	S	S	s	s	s	Ρ	Ρ	Р	Ρ	Ρ	Ρ	Р	Ρ	Р	Ρ
Learning College Principles																
Learners are active partners in the learning process.	Ρ	Ρ	Ρ	Ρ	Р	Ρ										
Learners are self-directed.	Ρ	Ρ	Ρ	Ρ	Р	Ρ										
Multiple learning options for diverse learners.	S	S	S	S	S	S										
Learning is promoted across organizational boundaries.							Ρ	Ρ	Р	Ρ	Ρ	Ρ	Р	Р	Р	Р
Learning is substantive and documented.	Р	Ρ	Ρ	Р	Р	Р	S	S	S	S	S	S	S	S	S	S
Assessment Methods																
Technical Skill Performance Observation/Evaluation																
Employability Skills Evaluation	Ρ	Ρ	Ρ	Ρ	Р	Ρ										
Group Project	Ρ	Ρ	Ρ	Ρ	Р	Ρ										
Journaling	S	s	S	S	S	S										
Library Research	S	S	S	S	S	S										
Oral Report/Presentation	S	S	S	S	S	S									$\square$	
Peer Assessment	S	S	S	S	S	S										
Portfolio	S	S	S	S	S	S									$\square$	
Pre and Post Test	Р	Ρ	Ρ	P	P										$\square$	
Project Evaluation	Р	Ρ	Ρ	P	P										$\square$	
Quizzes	P	P	P	P	P								L		$\square$	$\mid$
Self Assessment	P	P	P	P	P								L		$\square$	$\vdash$
	S	S	S	S	S	<u> </u>							<u> </u>		$\square$	
IVVritten Lests/Examinations	Р	I P	I P	I P	I P I				1						1 1	1

1/12/2005

## Part III. Unit Performance

## **Program Operations – Actual to Expected Analysis**

			<b>,</b>		57
	2003 - 2004 Outcomes	Expected*	Actual	Difference	Analysis
1	Enrollment				
2	Reimbursable Student FTE	53.333	53.640	101%	
3	Credit Hour Student FTE	32.000	32.184	101%	Enrollment is higher than expected.
4	Student Head Count	80	75	94%	Students are taking more credit hours
5	Staffing				
6	Full-time Equivalent Faculty	1.609	2.000	124%	
7	Part-time Equivalent Faculty	0.402	0.000	0%	
8	Total Faculty FTE	2.012	2.000	99%	Faculty Staffing is lower than expected.
9	Budget				
10	FT Faculty Dollars	98,589	122,532	124%	
11	PT Faculty Dollars	14,788	1,320	9%	
12	Lab Assistant Dollars	8,000	6,031	75%	
13	Other Payroll Expenses	59,359	63,518	107%	
14	Materials and Supplies	14,081	1,037	7%	
15	Direct Instruction Costs	194,817	194,438	100%	Expenses are equivalent to expected.
16	Operating Ratios				
17	R-SFTE/Faculty FTE	26.51	26.82	101%	
18	CH-SFTE/Faculty FTE	15.91	16.09	101%	Faculty are serving more students.
19	Cost / R-SFTE	3,652.81	3,624.87	99%	
20	Cost / CH-SFTE	6,088.02	6,041.45	99%	Cost per student is less than expected.
21	Non-tuition Revenues				
22	Course Fees				
23	Differential Fees				
24	Program Fees				
25	Sales				
26	Donations				

## Auto Body and Fender Technology

\* Expected calculations are based on the instructional program benchmarks model.

\* This program is a medium cost program in the benchmark model.



## **Program Operating Trends**

## Automotive Body and Fender

	Operating Data	FY 02	FY 03	FY 04
		Actual	Actual	Actual
1	Full-Time Faculty FTE	1.670	2.000	2.000
2	Part-Time Faculty FTE	0.330	0.000	0.000
3	Total Faculty FTE	2.000	2.000	2.000
4	Student FTE	53.090	52.480	53.640
5	SFTE / FFTE	26.545	26.240	26.820
6				
7	Full-Time Faculty	101,353	125,522	122,532
8	Part-Time Faculty	11,896	0	1,320
9	Lab Assistant	5,344	5,469	6,031
10	Other Payroll Expenses	56,965	49,467	63,518
11	Materials and Supplies	10,000	1,890	1,037
12	Total	185,558	182,347	194,438
13	Cost per Student FTE	3,495	3,475	3,625





## Program Outcomes Analysis

1. How effectively did you fulfill your unit's mission?
Primary outcome is student employability upon completion of the program in at least an entry-level capacity, with expectation of prompt advancement. All students completing the program will possess the entry level skills needed for employment.
Desired outcomes
Maintain an average student to teacher load 16.1 (Credit Hour Student FTF)
All students have access to co-on work experience
<ul> <li>Courses are arranged such that students can complete this program in two years</li> </ul>
Students are employable as an entry-level auto body and fender technician upon graduation
The laboratory equipment must be both current with industry standards and reliable in operation
<ul> <li>Student grading is based on shop work, class participation and examinations</li> </ul>
Instructor training and Professional Development is to be promoted and encouraged within this program
2. How well did students meet your learning outcomes?
Refer to the Program Learning Outcomes (pages 9 and 10) for the performance indicators. We Identified the
performance indicators this year. It is our intent to measure these goals in next year's unit plan. The faculty do
qualitatively note that the students met these outcome goals this year.
3. How well did students meet the Core Abilities outcomes?
Refer to the Program Learning Outcomes Assessment Matrix on page 12.
4 How efficiently did you use the resources you were given?
Refer to the Program Operating Outcomes Assessment Matrix on page 13
In summary:
Enrollment: 1% greater than expected.
Staffing: 1% less than expected.
Budget: equivalent to what was expected.
Cost per Student: 1% less than expected.
This program's performance is nearly equivalent to what is expected.
E. Hew well are you utilizing everyont technology?
5. How well are you utilizing current technology?
Overall, the shop technologies are adequate. The Auto Body program needs to purchase and install its planned
6. How effective was your relationship with your advisory committee in achieving unit goals?
The Auto Body and Fender Technology program is re-energizing its advisory committee.
7. How well did you meet faculty and staff goals?
8. Did last year's funded initiatives meet your goals?
The program received \$1,800 to purchase buffers from last year's initiatives.
9 What are the overall unit's strengths?
This program is both efficient and effective. The faculty and facilities are outstanding. The quality of the students is
continuing to improve.
10. What are the overall unit's challenges?
Maintaining enrollment because of the increased costs to students (materials, differential fees and higher tuition
rates). Maintaining and expanding the technologies.

## 11. Program Analysis Findings

Finding 1: The program is meeting its student learning and operating performance goals.

Finding 2: The auto body program needs acquire and install its planned second paint booth.

**Finding 3:** The auto body and fender technology program needs to maintain its laboratory equipment. The total equipment inventory value is \$249,082. The average annual replacement and upgrade cost should average \$22,846.

**Finding 4:** The automotive program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in both auto body and fender technologies; and instructional technologies.

## Part IV: Projected Performance

#### **Program Initiatives**

## 1. Initiative Title and Identifier (Unit Abbreviation, Fiscal Year, Type, Sequence Number)

**Initiative 1:** Acquire and install the second paint booth. Auto Body, FY 2005, Enhancement, 01 = **AB05E01** 

#### 2. Linkage to Program Analysis Findings

Finding 2: The auto body program needs acquire and install its planned second paint booth.

#### 3. Describe the Initiative

The auto body program was budgeted \$40,000 in Bond funds (Ref# 001-5, 451000 230096 737200 730000) to purchase and install a second paint booth. The faculty and the division chair have identified adjoining space in the vacated recreation vehicle shop to install the paint booth (room 12/135).

#### 4. Requested Resources

Use the Bond funds to purchase the paint booth = \$40,000Use Carl Perkins funds purchase the paint booth = \$60,000Use College facilities funds to install the booth = \$20,000

## **5. Funding Sources**

Bond Funds Carl Perkins College facilities funds

## 5.1 Alignment to Carl Perkins Act goals?

#### Student Skills Goal

This initiative will improve the technical skills of students by providing opportunity to learn how to operate safe and reliable equipment of a type that they will be expected to operate by their future employers

#### Work-based Learning Goal

Students should be trained on equipment similar to what they will work with when employed. Employers are seeking employees with knowledge and training on the equipment they have.

*Effect on Profession Technical Education student success?* Students will gain industry specified skills which lead to higher paying employment.

#### Brief Carl Perkins funding history

The Auto Body and Fender Technology. program has utilized CP funding over the last 20 years to enhance its capability to offer effective, efficient training through purchase of equipment. In that time CP money has allowed the program to align its capabilities with the needs of the industry for which it trains students. The result is better qualified students, a better and broader relationship with industry and more efficient use of educational time.

#### 5.2 Alignment to Student Technology Fees.

This initiative is not seeking TACT funds.

## **5.3 Curriculum Development**

How will this initiative improve learning?

What specific curricular materials will be produced?

Why is this curriculum development and not just curriculum maintenance?

**Division Priority: 12** 

6. Fund, Organization, Account, Program Codes	
611200 112000	
7. Alignment to the College's goals	
7. Angliment to the Conege's goals	
This initiative aligns with the following college goals:	
Transforming Students' Lives	
Transforming the Learning Environment	

## **Program Initiatives**

	2. 1. Initiative Title and Identifier (Unit Abbreviation, Fiscal Year, Type, Sequence Number) Division Priority: 21
<b>Ini</b> Au	tiative 2: Replace or Upgrade Existing Program Equipment and Software to Body, FY 2005, Maintenance, 01 = <b>AB05M01</b>
2	Linkage to Program Analysis Findings
Fir eq \$2	<b>inding 3:</b> The auto body and fender technology program needs to maintain its laboratory equipment. The total uipment inventory value is \$249,082. The average annual replacement and upgrade cost should average 2,846.
3.	Describe the Initiative
W/ Th Stu	hat is the need or intended use? e program has an existing inventory of equipment and software that needs to be replaced or upgraded. udents should have current and operational equipment to ensure they are appropriately trained.
Ho The ins	w was that need assessed? ere is a life cycle cost for all equipment and software. Equipment and software required for the delivery of the tructional program must eventually be replaced or upgraded.
<i>WI</i> Th	hat is your evidence of the need? e program has an equipment inventory (refer to page 25).
<i>Gi</i> v Ye	ven college resources, is it feasible? s. The College should strive to maintain or improve its level of quality in the instructional programs.
ls I Ye	it an efficient use of college resources? s. Funding the life-cycle costs of equipment will minimize the cost of funding critical failures.
<i>Wi</i> Th	hat would be the campus location of this request/project? e Auto Body and Fender Technology program is located on the main campus building 12.
Ho Th	w many students (per year) will benefit? e program serves approximately 75 students (head count) per year. (53.64 R-SFTE).
Ho Stu ope to equ	w will students benefit? udents will benefit by learning to industry entry-level how to operate equipment that they will be expected to erate as they obtain employment in the field for which they are being trained. They will benefit by having access dependable, safe and current technology. They will benefit by learning to work efficiently with efficient uipment.
4.	Requested Resources
1)	Automotive body and fender software upgrades = \$4,000. Software renewals for our frame measuring equipment, front end alignment, and computer estimating.
2)	!5 spray guns = \$6,000 Spray guns are one of the main tools in the refinishing program. With the abuse students give the equipment as well as new styles of spray guns that are required for the new materials make it imperative that we replace the worn out spray guns we now have.
3)	6 Sanders (DA) = \$1,500 Sanders are another essential tool in the refinishing program. The ones we now have are 10 years old and worn out.

4)	Solvent recycler = \$3,500 We recycle all of our waste thinner for two purposes: we can reuse the recycled thinner for cleaning spray guns and general clean up; and, if we do not recycle the college would have to pay approximately \$3,000 per year for hazardous waste disposal. The present recycler is 10 years old.
5)	Paint shaker = \$2,000 The paint shaker is used to mix paint that was formulated or may have been stored on the shelf. Our present shaker is 35 years old.
6)	8 body grinders = \$2,400 Body grinders are an essential tool used by the body students to prepare the panels to accept body filler as well as to help shape the panels. Most of the body grinders are 15 to 20 years old.
7)	6 sets of bench tools = \$9,000 Bench tool sets include Porto powers, pulling clamps, pulling chains, friction jacks, etc. Most of the sets we now have are 30 years old.
8)	6 drills = \$540
9)	Frame rack equipment set = \$8,000 This is a set of clamps and chains used during the operation of the frame rake while pulling and repairing car and truck frames. The ones we have are 20 years old and came with the original frame rack.
5.	Funding Sources
Ca	arl Perkins
Ge	eneral Fund
5 1	1 Alignment to Carl Perkins Act goals?
Sti	udent Skills Goal
Th reli	is initiative will improve technical skills of students by providing opportunity to learn how to operate safe and iable equipment of a type that they will be expected to operate by their future employers
Wa Stu see	ork-based Learning Goal udents should be trained on equipment similar to what they will work with when employed. Employers are eking employees with knowledge and training on the equipment they have.
<i>Eff</i> Stu	fect on Profession Technical Education student success? udents will gain industry specified skills which lead to higher paying employment.
<i>Bri</i> Th caj the qua	ief Carl Perkins funding history the Auto Body and Fender Technology program has utilized CP funding over the last 20 years to enhance its pability to offer effective, efficient training through purchase of equipment. In that time CP money has allowed a program to align its capabilities with the needs of the industry for which it trains students. The result is better alified students, a better and broader relationship with industry and more efficient use of educational time.
5.2	2 Alianment to Student Technology Fees.
Th	is initiative is seeking student technology fees (TACT).
5.3	3 Curriculum Development
5.3	3 Curriculum Development
5.3 6.	3 Curriculum Development Organization and Program Codes
<b>5.3</b> <b>6.</b> 61	3 Curriculum Development Organization and Program Codes 1200 112000
5.3 6. 61 7.	Curriculum Development     Organization and Program Codes     1200 112000     Alignment to the College's goals

- Transforming Students' Lives •
- •
- •
- Transforming the Learning Environment Transforming the College Organization o implementing a "life-cycle" approach for funding equipment

## **Program Initiatives**

3. 1. Initiative Title and Identifier (Unit Abbreviation, Fiscal Year, Type, Sequence Number) Division Priority: 14	
Initiative 3: New Equipment, Software and Curriculum to Improve the Program	
Auto Body, FY 2005, Enhancement, 02 = <b>AB05E02</b>	
2. Linkage to Program Analysis Findings	
<b>Finding 4:</b> The automotive program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in both auto body and fender technologies; and instructional technologies.	<b>)</b>
3. Describe the Initiative	
What is the need or intended use? The Auto Body and Fender Technology program needs to continuously improve its instruction to keep current w advances in the industry.	/ith
How was that need assessed? Faculty assess the need to adapt and or create new instructional opportunities. This assessment involves investigating the emerging technology needs of local industries. Additionally, the faculty research national and regional trends through reviewing the literature and talking with other professional colleagues.	
What is your evidence of the need? There is a discrepancy between what the program can teach and what an entry level graduate will be required t know. are currently prevalent in industry or at other educational organizations but not fully available in the curre auto body and fender technology program.	o ent
<i>Given college resources, is it feasible?</i> Yes. The College should strive to improve its level of quality in the instructional programs.	
Is it an efficient use of college resources? Yes. A current and relevant program will attract and retain more students. Students who complete a current an relevant program are much more employable.	nd
What would be the campus location of this request/project? The Auto Body and Fender Technology program is located on the main campus building 12.	
How many students (per year) will benefit? The program serves approximately 75 students (head count) per year. (53.64 R-SFTE).	
How will students benefit? A current and relevant program will attract and retain more students. Students who complete a current and relevant program are much more employable.	
4. Requested Resources	
<ol> <li>Vacuum system = \$15,000 plus \$5,000 to install This is needed to update our system which is obsolete and not operating at this time. This is a great health concern because may of the products we sand are known carcinogens.</li> </ol>	
2) 10 air transformers = \$5,000 plus \$500 to install Air transformers regulate and filter the compressed air that we use. The ones we have now were instal at the time the booth was installed and we can no longer get parts for them. Without them, we cannot paint.	led
5. Funding Sources	

## Carl Perkins 5.1 Alignment to Carl Perkins Act goals? Student Skills Goal This initiative will improve technical skills of students by providing opportunity to learn how to operate safe and reliable equipment of a type that they will be expected to operate by their future employers Work-based Learning Goal Students should be trained on equipment similar to what they will work with when employed. Employers are seeking employees with knowledge and training on the equipment they have. Effect on Profession Technical Education student success? Students will gain industry specified skills which lead to higher paying employment. Brief Carl Perkins funding history The Auto Body and Fender Technology program has utilized Perkins funding over the last 20 years to enhance its capability to offer effective, efficient training through purchase of equipment. In that time, Perkins money has allowed the program to align its capabilities with the needs of the industry for which it trains students. The result is better qualified students, a better and broader relationship with industry and more efficient use of educational time. 5.2 Alignment to Student Technology Fees. 5.3 Curriculum Development 6. Organization and Program Codes 611200 112000 7. Alignment to the College's goals This initiative aligns with the following college goals: **Transforming Students' Lives** Transforming the Learning Environment •

## **Program Initiatives**

## **Initiatives Spreadsheet**

ty		te					Resource Type (mark with an "X")				Funding Sources (mark with an "X")					
Division Priori	Initiative ID	Expected completion da	Initiative Title	Resource Description	\$\$	Recurring	Payroll (w/OPE)	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Other
1	AB05E01	9/1/2005	New Paint Booth	Purchase a new paint booth	40,000	NR		Х			Х					Х
1	AB05E01	9/1/2005	New Paint Booth	Purchase a new paint booth	60,000	NR		Х					Х			
1	AB05E01	9/1/2005	New Paint Booth	Install a new paint booth	20,000	NR			Х	Х						Х
2	AB05E02	9/1/2005	New Equipment to Improve the Program	Vacuum system (1)	20,000	NR		Х					Х			
3	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Auto Body and Fender software upgrades	2,400	NR		х						х		
4	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Spray guns (15)	6,000	R		Х					Х			
5	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Sanders - DA (6)	1,500	R		Х					Х			
6	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Recycler	3,500	NR		Х					Х			
7	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Paint shaker	2,000	NR		Х					Х			
8	AB05E02	9/1/2005	New Equipment to Improve the Program	Air transformers (10)	5,500	NR		Х					Х			
9	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Grinders (8)	2,400	R		Х					Х			
10	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Bench tool sets (6)	9,000	R		Х					Х			
11	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Drills (6)	540	R		Х					Х			
12	AB05M01	9/1/2005	Replace / Upgrade Existing Equipment	Frame rack equipment set	8,000	NR		Х					Х			
13	AB05E02	9/1/2005	New Equipment to Improve the Program	Painters fresh air supply	2,500	NR		Х					Х			

## Equipment Inventory Spreadsheet

## Existing Equipment Inventory

				Total	Years of	Annual
Program	Description	#	Unit Cost	Cost	Life	Cost
AB	Flex rack system, 4 towers	1	45,500	45,500	25	1,820
AB	Wheel Aligner and 12,000# lift	1	42,319	42,319	25	1,693
AB	Sonar measuring system	1	35,000	35,000	20	1,750
AB	Shark Electrical Measuring System	1	25,495	25,495	20	1,275
AB	Laser measuring system	1	15,000	15,000	15	1,000
AB	1933 Vicky car kit	1	13,015	13,015	50	260
AB	Resistance spot welding system	1	10,525	10,525	20	526
AB	Universal measuring sys.	1	10,000	10,000	20	500
AB	Spray booth	1	9,288	9,288	25	372
AB	Bench tool sets	6	1,500	9,000	5	1,800
AB	Frame rack equipment set	1	8,000	8,000	2	4,000
AB	Spray guns	15	400	6,000	5	1,200
AB	1990 Chevrolet	1	5,000	5,000	10	500
AB	Recycler	1	4,500	4,500	5	900
AB	Software Upgrades	1	4,000	4,000	1	4,000
AB	Grinders	8	300	2,400	5	480
AB	Paint shaker	1	2,000	2,000	10	200
AB	Sanders - DA	6	250	1,500	5	300
AB	Drills	6	90	540	2	270
	Existing Equipment Total			249,082		
	Annual Replacement Costs					22,846

## **Projected FY06 Program Outcomes**

#### 1. What program level outcomes do you expect to achieve?

The program has developed a set of learning outcomes and operational goals. Assessment of these program outcomes will be based on the measurement of the actual performance to the performance indicators. Please refer to the Program Learning Outcomes, Goals and Performance Indicators chart on page 10.

2. How will your program enhance your students' abilities to meet Core Abilities outcomes?

The program has developed an Learning Outcomes Assessment Matrix that maps all of the program and general education courses required to compete an associates degree against the program's learning outcomes, core abilities and learning college principles. The primary and secondary assessment methods are also identified. Please see this chart on page 12.

## 3. What course level outcomes do you expect to achieve?

What goals do you wish to set for 2004-2005?

How will your courses grow, change or adapt?

How will your instructional methods change or adapt?

What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?

#### 4. What plans do you have for enhancing your use of current technologies?

Almost by definition equipment that is new, even though replacing an existing function, typically brings new efficiencies not available in the older equipment and, therefore, is, in effect, an enhancement. (See above for planned equipment replacement.

#### 5. What plans do you have for working more effectively with your Advisory Committee?

A goal of program staff is to recruit additional members to its advisory committee. If we are successful in reaching this goal we will have a broader based, more effective committee, representing more Auto Body and Fender Technology disciplines.

#### 6. How will you set faculty and staff goals?

The faculty and staff in this program will use this unit plan to help set goals. The inclusion of learning outcomes and operating goals provide the basis for assessment. The faculty and staff must continuously maintain and improve the program.

#### 7. Enrollment Projections

We are concerned that the differential fees in addition to the higher tuitions may have a negative effect on our enrollment.

#### 8. Student Success Projections

The student success projections are part of the Program Learning Outcomes, Goals and Performance Indicators (page 10). Additional measures of student success will be developed during the year and added to the chart.

#### 9. Facilities and Equipment Need Projection

This program operates in an outstanding facility. Equipment needs include the costs of acquiring new technologies, and, maintaining, repairing, upgrading and replacing existing equipment.

#### **10. Budget Projections**

The general fund budget is not expected to increase. Carl Perkins and Technology Fee dollars will be required to maintain and enhance the equipment.

Advisory Committee Chair

Date

**Division Chair** 

Date