

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Auto Collision Repair**

Program Faculty Department Chair(s): Geoff Snook

Program SAC Chair(s): Tony Yorba

Program Dean: N/A

Pathway Dean: Karen Sanders

Please highlight where your classes are offered.

Classes/Services offered at: CA / **RC** / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?
 - Competitive, based on admission criteria
 - Competitive due to limited capacity, based on order of application
 - Open entry
 - Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

All classes are at Rock Creek and in person

2016-17	90.0
2017-18	85.4
2018-19	91.7
2019-20	59.1
2020-21	2

2A1. Does this data suggest any questions that the SAC would like to pursue?

Only that the SAC has determined that pandemics are detrimental to SFTE.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

Our schedule and course offerings have been tuned to bring in the most possible students, running the entry course (AB100) every term continues to work well.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

It's hard to know what you don't know, but at this time the SAC feels like our bases are covered.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

All classes are taught in person

AB100	2020-21	0
	2019-20	75
	2018-19	73.2
	2017-18	71.1
	2016-17	74.3
AB105	2020-21	0
	2019-20	100
	2018-19	88.9
	2017-18	88.9
	2016-17	100

AB106	2020-21	0
	2019-20	inadequate data
	2018-19	78.9
	2017-18	94.4
	2016-17	86.4
AB116	2020-21	0
	2019-20	90.9
	2018-19	100
	2017-18	81.8
	2016-17	100
AB117	2020-21	0
	2019-20	100
	2018-19	100
	2017-18	100
	2016-17	92.9
AB118	2020-21	0
	2019-20	0
	2018-19	100
	2017-18	87.5
	2016-17	85.7
AB201	2020-21	0
	2019-20	88.2
	2018-19	92.3
	2017-18	94.1
	2016-17	92.3
AB205	2020-21	0
	2019-20	100
	2018-19	100
	2017-18	78.9
	2016-17	93.8
AB280A	2020-21	Inadequate data
	2019-20	100
	2018-19	100
	2017-18	100
	2016-17	100

AB280B	2020-21	0
	2019-20	100
	2018-19	100
	2017-18	100
	2016-17	100

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

AB100 has a reliably lower pass rate than all other classes. This is because it is the program entry course and some students realize that the program may not be for them.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

All classes are taught in person.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We have found that it is critical to be flexible with our requirements for tools. The SAC has found that many students may not be able to afford the proper tool set for the course and that this can be a significant barrier to course completion and even entry. We have a policy of not requiring any tools at the very beginning and being flexible on what is “required”. The tool room can supply all tools as long as about half of the students have their own tools. This year we have come up with some creative ways to get simple tool

sets to students that may need that help when they get to the co-op section of the program. Our goal for this year is to find a way to make this a consistent part of the program that will allow us to supply tools to some students going forward out of the pandemic.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The AB programs have a very consistent success rate regardless of race or pell status. The biggest challenge that the AB program faces is with women in the program. Auto collision repair has been historically a male dominated occupation by a very wide margin. We see more women in shops and in the program all the time, but there is still a long way to go. The faculty is aware of the extra challenges facing women in our industry and we do our best to make sure that the programs are taught in an inclusive and understanding manner.

Women success rates have always been lower for AB than males. A big part of the problem is that many of the women that take the programs have never really been exposed to automotive work at all and discover that they don't like it or don't feel comfortable working in an industry that is so male dominated. We work hard to make sure that all feel welcome and comfortable in our program.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

No, our needs are met.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

We do track student completion. The AB programs make use of a Perkins advisor (Larisa Felty), the close contact and advising that she provides has a huge impact on student retention. Having a known and consistent contact on site and always available has been super helpful in keeping students on track to completion. Left to their own devices, many students have a tough time figuring out next steps and sometimes just end up doing nothing.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

N/A

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

As with every other program at PCC, the AB program suffers when the economy is booming and jobs are plentiful, and we have a wait list when the economy crashes and people can't find jobs. The SAC has also discovered that having the program shut down for a year and a half for the pandemic was detrimental to course completion.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

Sometimes, only through direct contact with graduates. This has proven to be quite difficult as many graduates do not return our emails or calls.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

X 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: Thank you for an excellent report as usual. We really appreciate the work you have undertaken to ensure your students are assessed in a rigorous and consistent manner, as well as the fact that AB uses assessment in a meaningful way.

Suggestions/Comments: Looking at the outcomes of all the areas examined, you are going to do more for critical thinking and problem solving. It looks like Communication would also be a good place to add instruction. With a little improvement, your students might be graduating with even better than entry-level skills across the board (as they already are in several areas).

Questions: Is there any way the LAC can assist in future assessments? Your coach could help with considering ways to improve assessing or teaching of Critical Thinking and Problem Solving and Communication.

SAC Response:

Critical thinking, problem solving and communication are always areas that the SAC struggles with. We have changed much of the way AB105 and AB205 are taught to try and make improvements in these areas. Some of those changes involve more writing as well as learning exercises and activities that require more creative solutions. Hopefully these changes lead to higher scores in these areas but it will take a couple of years before we can get enough meaningful feedback.

Graduating with better than entry-level skills is always our goal, however, the reality is that all non entry-level jobs absolutely require on the job experience. The SAC works very hard to ensure that program graduates enter the workplace with the greatest possible skill set and will advance much more quickly than a non program graduate.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

The SAC is extremely proud to work largely with students that have not done very well in academic settings. It is very rewarding to know that we are helping people reach levels of success that they may never have believed they were able to achieve.

4B. Are there any challenges not described above that you would like to note here?

No

4C. Do you see any opportunities in the near or long term that you would like to share?

No

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: **March 2019**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

The SAC has determined that pandemics are detrimental to Advisory Committee participation.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

With the notable exception of the last two pandemic years, the program works closely with our advisory committee members (and others) to put on a large open house event every year. It is a combined job fair/car show and is always a huge success. Many students find meaningful employment and many new potential students come from highschools.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

No

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / **NO**

- If yes:
 - What is the name of your accrediting body?
 - What is the typical accreditation cycle?
 - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

N/A