# Academic Program Review (ACRP) Latest Version

## Academic Program Review: (1) Overview of the program First Submission: Version by **Kooiman, Brent** on **12/03/2024 18:58**

**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.

**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.)**

**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.

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

-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.

**Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.**

| 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 | 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%(5) | 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 majority of the student population are Black (African American) and Latino Males.

**Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.**

Course grade distributions stated in the Class Syllabus:

A. Lab Assignments- 60% ( Which includes Attendance, Clean Up)

B. Homework- 10%

C. Mid Term- 10%

D. Final Exam-20%

Grading Scale:

90-100%= A

80-89% = B

70-79% = C

60-69% =D

59% and below =F

**Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.**

| Years: | Certificates: | Degrees: | Totals: |
|---|---|---|---|
| 2015 – 2016 | 13 | | 13 |
| 2016 - 2017 | 5 | | 5 |
| 2017 – 2018 | 6 | 5 | 11 |
| 2018 – 2019 | 7 | 5 | 12 |

-To achieve a Degree or Certificate, the student would have to take it upon themselves to fill out the appropriate paperwork. Students were more concerned with enriching their knowledge than receiving a Certificate or Degree.

## 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) |

| 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%(56) | 86%(59) | 97%(34) | 86%(107) | 78%(23) | 0%(68) | 75%(40) |
| Unknown/non-res.. | | | | 100%(<5) | 100%(<5) | 0%(<5) | |



| 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%(56) | 86%(59) | 97%(34) | 86%(107) | 78%(23) | 0%(68) | 75%(40) |
| Unknown/non-res.. | | | | 100%(<5) | 100%(<5) | 0%(<5) | |

| 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%(56) | 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) | | |

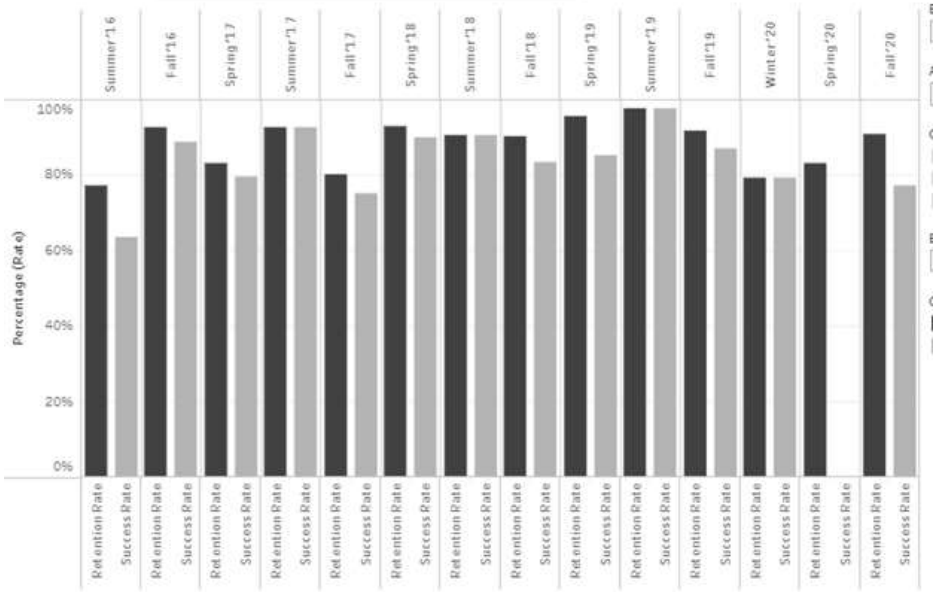
| Ethnicity | Fall '18 | Spring '19 | Summer '19 | Fall '19 | Winter '20 | Spring '20 | Fall '20 |
|---|---|---|---|---|---|---|---|
| American Indian o.. | | 0%(<5) | | | | 0%(<5) | |
| Asian | 100%(<5) | 100%(<5) | 0%(<5) | 0%(<5) | 0%(<5) | | |
| Black or African A.. | 78%(27) | 81%(21) | 100%(12) | 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) |

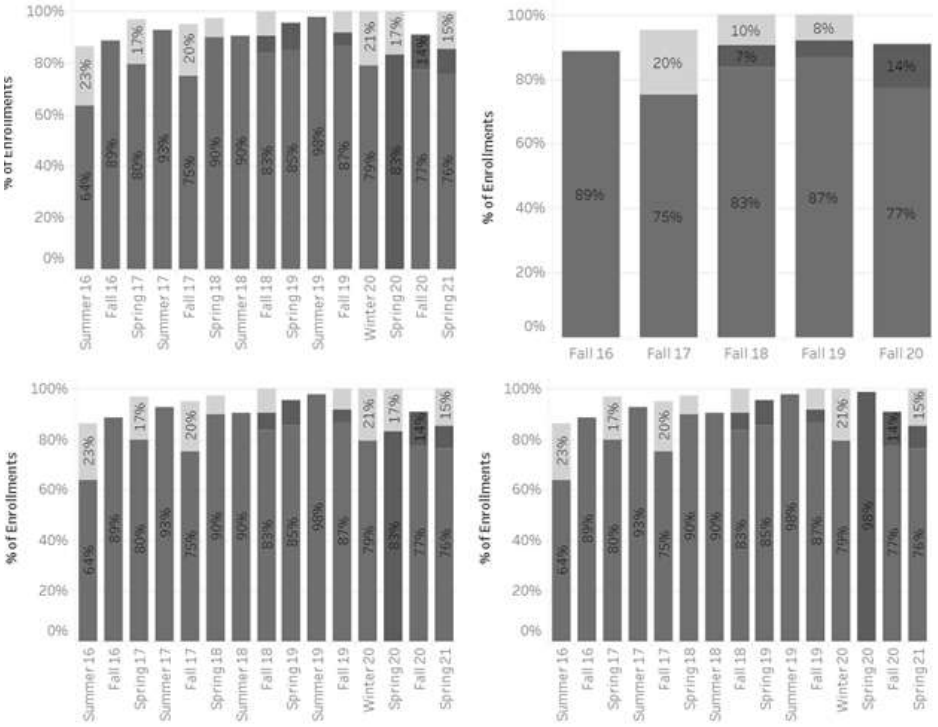
| Age Group | Fall '18 | Spring '19 | Summer '19 | Fall '19 | Winter '20 | Spring '20 | Fall '20 |
|---|---|---|---|---|---|---|---|
| Under 18 | | 67%(<5) | | | | | |
| 18-19 | 50%(5) | 100%(6) | 100%(5) | 93%(14) | 0%(<5) | 0%(7) | 50%(<5) |
| 20-21 | 100%(9) | 86%(7) | 100%(<5) | 88%(17) | 100%(<5) | 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) |

| 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 |

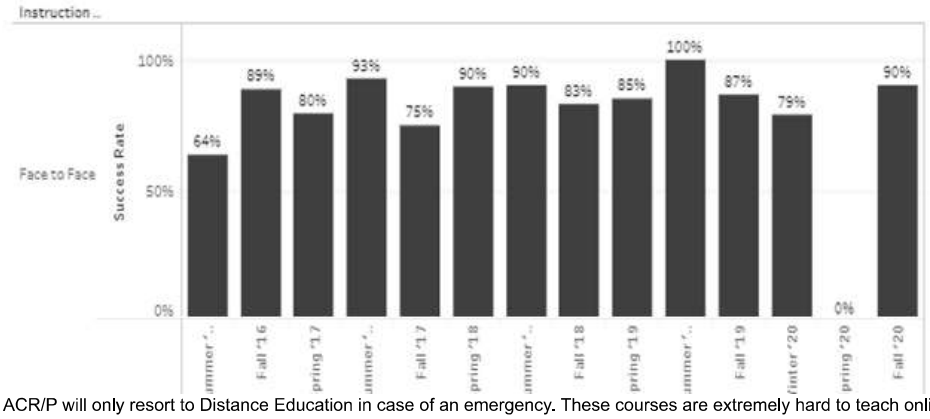



**Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.**




**Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.**

| 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 | | | | | | | |




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.

**Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.**

| 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%) |

**Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?**

| 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) |

-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.**

**Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?**

| Years: | Certificates: | Degrees: | Totals: |
|---|---|---|---|
| 2015 – 2016 | 13 | | 13 |
| 2016 - 2017 | 5 | | 5 |
| 2017 – 2018 | 6 | 5 | 11 |

2018 – 2019 7 5 12

-To achieve a Degree or Certificate, the student would have to take it upon themselves to fill out the appropriate paperwork. Students were more concerned with enriching their knowledge than receiving a Certificate or Degree.

**List any related recommendations**

- Keep up to industry standards by purchasing state of the art equipment. ($40,000-$80,000 annually.)
- Educate instructors on the new equipment and technology. (Vendors and Industry Professionals conduct seminars from: (free to $6,000-$8,000)
- Expand our facility with the building of exterior canopies (Containers)and lighting. ($300,000)
-Spray Booth. ($50,000)

## Academic Program Review: (3) Curriculum First Submission: Version by **Kooiman, Brent** on **12/03/2024 20:21**

**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.

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

There has not been any new course offerings or course deletions for ACR/P but we are interviewing instructors to teach the ACR/P 120,122, 124, and 126. These classes have been inactive for years to the difficulty of finding someone qualified to teach them.

**Explain any course deletions and inactivations from current course offerings.**

There has not been any deletions or inactivation. ACR/P 120,122, 124, and 126 have been inactive for a few years.

**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.

**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.

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

- 

**2015-2016 (5)**
**2016-2017 (5)**
**2017-2018 (6)**
**2018-2019 (7)**

- 

**2017-2018 (5)**
**2018-2019 (5)**

**Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

No license or certification outside the certificates offered at the school.

**List any related recommendations**.

- Keep up to industry standards by purchasing state of the art equipment. ($40,000-$80,000 annually.)
- Educate instructors on the new equipment and technology. (Vendors and Industry Professionals conduct seminars from: (free to $6,000-$8,000)
- Expand our facility with the building of exterior canopies (Containers)and lighting. ($300,000)
-Spray Booth. ($40,000)

## Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission: Version by **Kooiman, Brent** on **12/03/2024 20:33**

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

| SLOs | SLO to PLO Alignment (Align with an X) | | | COURSE to ILO Alignment (Mark with an X) | | | |
|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | 1 | 2 | 3 | 4 |
| **ACRP 180 Beginning Automotive Painting I: SLO #1 VOC Tracking**<br>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 180 Beginning Automotive Painting I: SLO #2 Spray Gun Adjustment & Cleaning**<br>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 180 Beginning Automotive Painting I: SLO #3 Mix & Spray Primer**<br>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 182 Beginning Automotive Painting II: SLO #1 Surface Prep**<br>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 182 Beginning Automotive Painting II: SLO #2 Parts Painting**<br>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 182 Beginning Automotive Painting II: SLO #3 Corrosion Protection**<br>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 184 [Course Name TBA]: SLO #1 Formula Lookup & Toner Pour**<br>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 184 [Course Name TBA]: SLO #2 Color Variants and Sprayout Cards**<br>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 184 [Course Name TBA]: SLO #3 Paint Flaws & Corrections**<br>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 (Align with an X) | | | COURSE to ILO Alignment (Mark with an X) | | | |
|---|---|---|---|---|---|---|---|
| | P1 | P2 | P3 | 1 | 2 | 3 | 4 |
| **ACRP 186 [Course Name TBA]: SLO #1 Spray Booth Types & Equipment**<br>Students will be able to identify by name and differentiate between different kinds of paint spray booths and related equipment. | X | | | | | | |
| **ACRP 186 [Course Name TBA]: SLO #2 Chemicals & Additives**<br>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 186 [Course Name TBA]: SLO #3 Topcoat Paint Systems**<br>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 | | | | | | |
| **ACRP106 Automotive Collision Repair Applications: SLO #1 Setting Up and Using MIG Welder**<br>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 | | | | | |
| **ACRP106 Automotive Collision Repair Applications: SLO #2 Repair Plan**<br>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 | | | |
| **ACRP106 Automotive Collision Repair Applications: SLO #3 Spray Gun Adjustment & Cleaning**<br>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 | | | | | | |

| 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 101 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 101 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 101 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 102 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 102 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 102 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 103 Major Collision Analysis and Repair: SLO #1 Measuring Vehicle Damage** Students will be able to identify, 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 103 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 103 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 101 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 101 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 101 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 102 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 102 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 102 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 103 Major Collision Analysis and Repair: SLO #1 Measuring Vehicle Damage** Students will be able to identify, 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 103 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 103 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 101 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 101 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 101 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 102 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 102 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 102 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 103 Major Collision Analysis and Repair: SLO #1 Measuring Vehicle Damage** Students will be able to identify, 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 103 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 103 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 |
| **ACRP124 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 | | | | |
| **ACRP124 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 | X | | | |
| **ACRP124 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 | | | | |
| **ACRP126 Automotive Accident Reconstruction: SLO #1 Occupant Dynamics** Students will be able to predict and evaluate vehicle occupant dynamics in given collision scenarios. | | | X | | | | |
| **ACRP126 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 | X | | | |
| **ACRP126 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 130 Basic Automotive Painting - Refinishing: SLO #1 Mixing Primer**<br>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 | | | | | | |
| **ACRP 130 Basic Automotive Painting - Refinishing: SLO #2 Panel Prep and Painting**<br>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 | | | X | | | |
| **ACRP 130 Basic Automotive Painting - Refinishing: SLO #3 Gun Cleaning & VOC Tracking**<br>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 |
| **ACRP132 Automotive Refinishing Materials and Equipment: SLO #1 Chemicals and Additives**<br>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 | | | | | | |
| **ACRP 132 Automotive Refinishing Materials and Equipment: SLO #2 Spray Booth Operation**<br>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 | | | X | | | |
| **ACRP 132 Automotive Refinishing Materials and Equipment: SLO #3 Formula Lookup & Toner Pour**<br>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 134 Automotive Refinishing Applications: SLO #1 Color Matching and Spot Blends**<br>Students will be able to choose the proper color variant for color match and perform a spot blend on a repaired sample panel. | X | | | | | | |
| **ACRP 134 Automotive Refinishing Applications: SLO #2 Two-Tone Plastic Bumpers**<br>Students will be able to prepare and refinish a flexible two-tone plastic bumper using the correct chemicals and production shop procedures. | X | | | X | | | |
| **ACRP134 Automotive Refinishing Applications: SLO #3 Tri-Coat Letdown Panel**<br>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 3-step letdown panel to test the paint for color match to a sample chip. | X | | | | | | |
| **ACRP 140 Beginning Automotive Collision Repair I: SLO #1 Tool Identification & Use**<br>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 | | | | | | |
| **ACRP 140 Beginning Automotive Collision Repair I: SLO #2 Vehicle Parts & Construction**<br>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 | X | | | |
| **ACRP 140 Beginning Automotive Collision Repair I: SLO #3 Mix, Apply & Shape Plastic Filler**<br>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 142 Beginning Automotive Collision Repair II: SLO #1 I-CAR MIG Welds**<br>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 142 Beginning Automotive Collision Repair II: SLO #2 Large Dent Removal**<br>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 142 Beginning Automotive Collision Repair II: SLO #3 Vehicle Disassembly Procedures**<br>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 144 [Course Name TBA]: SLO #1 Plastic Repair**<br>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 144 [Course Name TBA]: SLO #2 Panel Misalignment**<br>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 144 [Course Name TBA]: SLO #3 Structural Parts**<br>Students will be able to locate and properly name major unibody vehicle structural parts and assemblies. | | | X | | | | |
| **ACRP 146 [Course Name TBA]: SLO #1 Porto Power**<br>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 146 [Course Name TBA]: SLO #2 Pull Planning & Geometry**<br>Students will be able to analyze damage to a given vehicle, determine the sequence and direction of the impact's | X | | | X | | | |

**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.**

**State the percent of course and program SLO statements that have been assessed.**
100%

**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.

**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.

**List any related recommendations.**
- Keep up to industry standards by purchasing state of the art equipment. ($40,000-$80,000 annually.)
- Educate instructors on the new equipment and technology. (Vendors and Industry Professionals conduct seminars from: (free to $6,000-$8,000)
- Expand our facility with the building of exterior canopies (Containers)and lighting. ($300,000)
-Spray Booth. ($20,000)

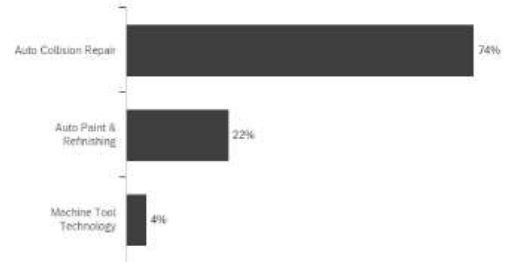
## Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by **Kooiman, Brent** on **12/03/2024 20:55**

**Describe the results of the student survey in the area of student support.**

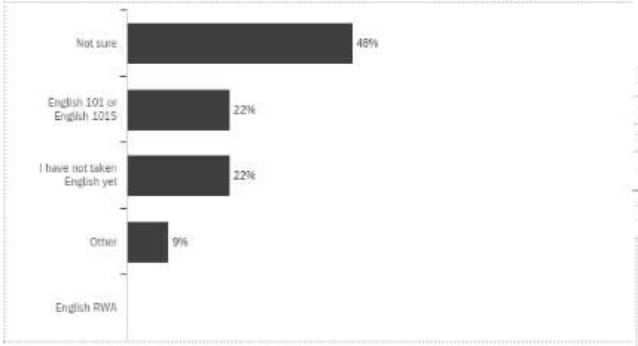
# ACRP Program Review Fall 2022 Survey Report

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

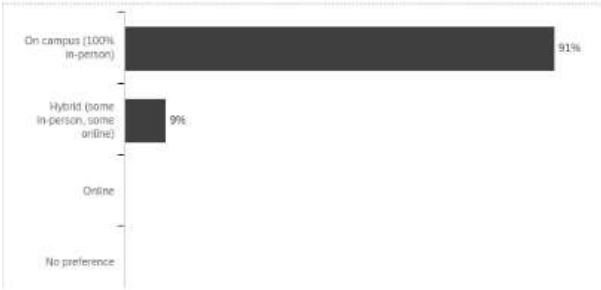
**Your major is:**



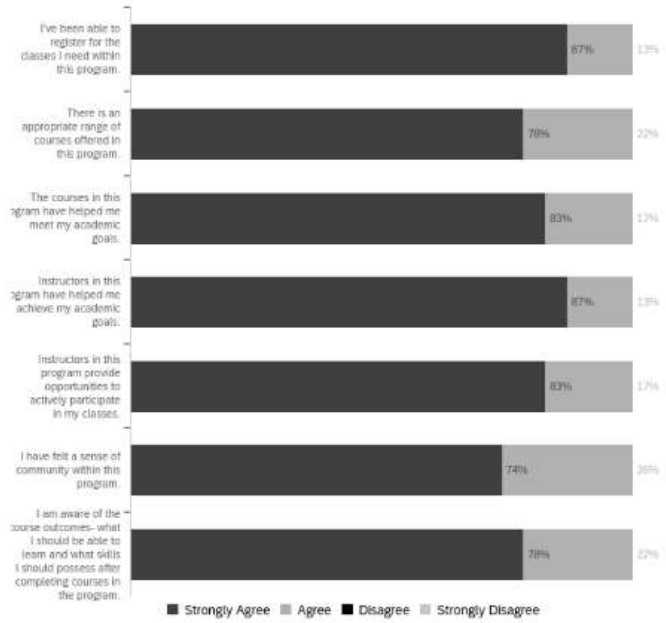

**What is the highest level of English you have completed?**



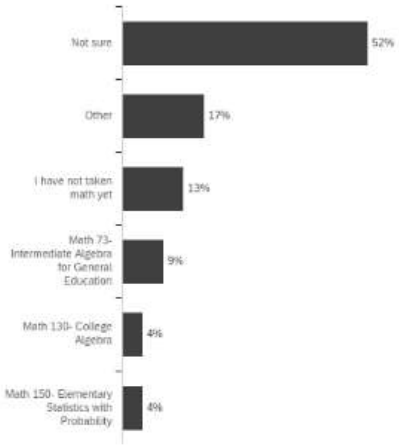

**Which teaching method do you prefer?**




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




**What is the highest level of math you have completed?**



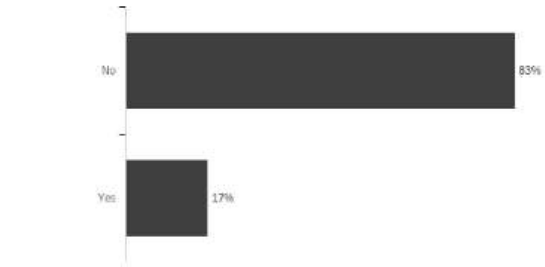

**Other - Text**

| |
|---|
| Math 170 |
| Math 80 |
| Math 191 |

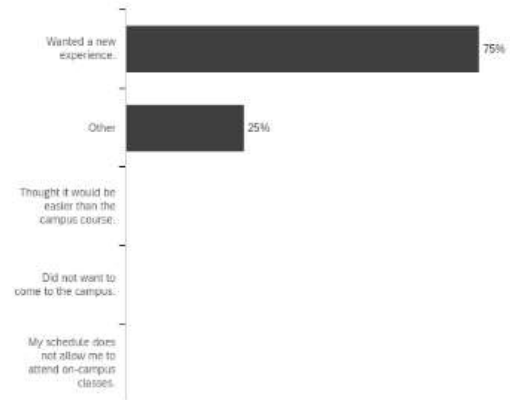
Page Break

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


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




**Why did you enroll in an online course?**



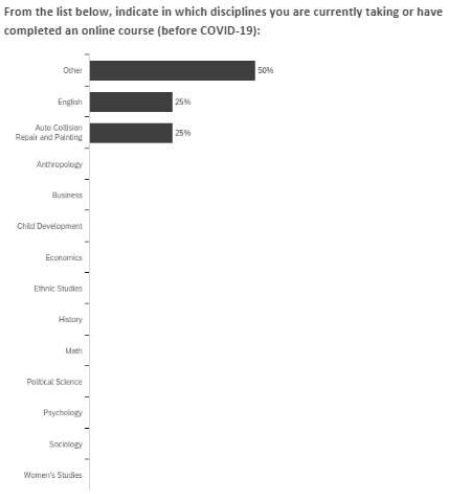

-A high percentage of the students feel that:

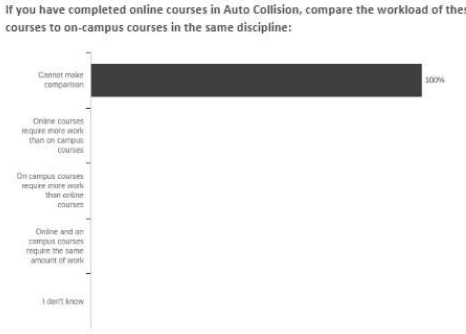
-They have the instructors support when taking classes.

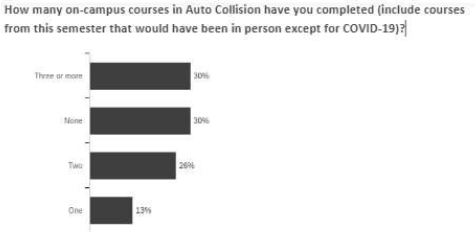
-Like face to face teaching better

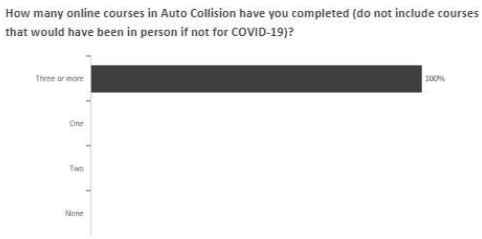
-A majority of students were;
-Able to register for classes they needed.
-Able to select from a wide range of courses.
-Able to achieve their academic goals.

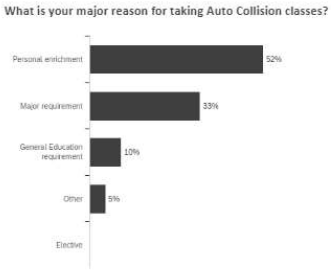
**Describe the results of the student survey in the area of curriculum.**

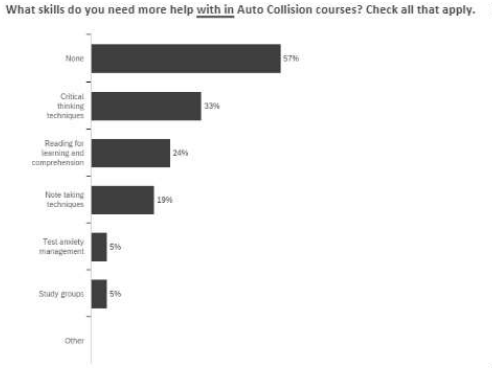


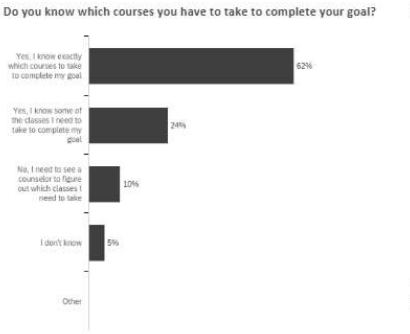



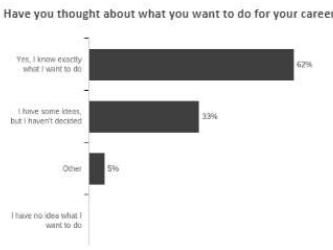



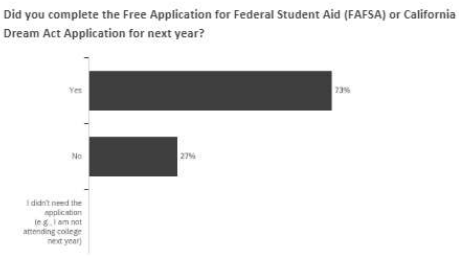



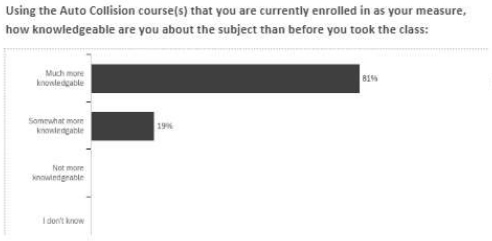



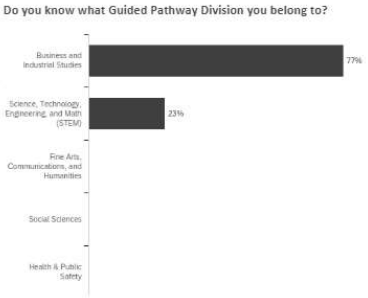



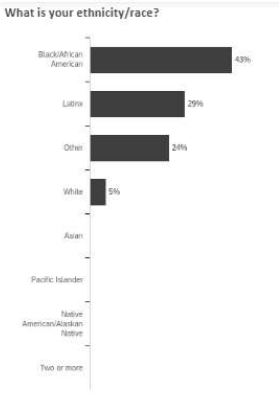



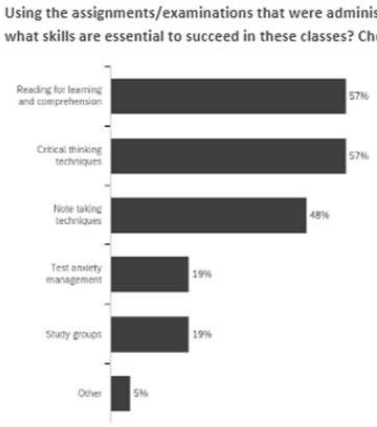




-The curriculum is set up so the students can take classes one after another and graduate in an adequate manner.

**Describe the results of the student survey in the area of facilities, equipment and technology.**

-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.

-Facility could be larger to facilitate the student population.

**Describe the results of the student survey in the area of program objectives.**
Students are obtaining a great education and being placed in the work field.

**Discuss the implications of the survey results for the program.**
We are always changing our program with updated tools and technology.

**Discuss the results of other relevant surveys (if applicable).**
None

**List any related recommendations**
Other than Facility and tools, we always stay current in the industry and just need to keep upgrading tools and technology.

## Academic Program Review: (6) Facilities and Equipment First Submission: Version by **Kooiman, Brent** on **12/03/2024 21:13**

**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.

**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.
($40,000-80,000)

**Explain the long-range (2-4+ 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.**
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. ($300,000)
-Additional Spray Booth due to high volume of paint projects. (50,000)

**List any related recommendations.**
More tools and area to work.

## Academic Program Review: (7) Technology and Software First Submission: Version by **Kooiman, Brent** on **12/03/2024 21:02**

**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.

**Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
Updating software to our current computers, plasma table, programs, and estimating software.

**Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
Computers with a powerful graphics card and processors to handle the Computer Aided Design work that the plasma requires.

**List any related recommendations.**
None at this time.

## Academic Program Review: (8) Staffing First Submission: Version by **Kooiman, Brent** on **12/03/2024 21:07**

**Describe the program's current staffing, including faculty, administration, and classified staff.**
The current ACR/P staff consists of one full time Instructor, four part time Instructors, and a Tool Room Attendant.

**Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**
No changes are necessary.

**List any related recommendations.**
None at this time.

## Academic Program Review: (9) Direction and Vision First Submission: Version by **Kooiman, Brent** on **12/03/2024 21:12**

**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.

**Explain the direction and vision of the program and how you plan to achieve it.**
Bigger and better.

**List any related recommendations.**
Stay active in the industry and adapter with the constant changes.

## Academic Program Review: (10) Prioritized Recommendations First Submission: Version by **Kooiman, Brent** on **12/03/2024 21:12**

**Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.**
- Keep up to industry standards by purchasing state of the art equipment. ($40,000-$80,000 annually.)
- Educate instructors on the new equipment and technology. (Vendors and Industry Professionals conduct seminars from: (free to $6,000-$8,000)
- Expand our facility with the building of exterior canopies (Containers)and lighting. ($300,000)
-Spray Booth. ($50,000)