MCC Mohave Community College

One Year Periodic Program Review Report
Academic Programs

AUTO COLLISION TECHNOLOGY

Statement of Collaboration

The program faculty, college staff, students, and community members listed below collaborated in an open and forthright dialogue to prepare this Periodic Program Review. Statements included herein accurately reflect the conclusions and opinions of this group.

Participants in the review:

Department Faculty: Richie Mitten
Non-discipline Faculty:
Associate Faculty:
Student/Alumni:
Academic Support Staff:

Date Submitted to the Dean of Instruction

4/8/2016

Authorization

After the document is complete, print just this page and submit it to the Office of Instruction for the Dean's signature.

Signature of Dean _____

Report Sections and Guidelines

The report sections are described below. If you have questions on any section, please contact the Office of Instruction for assistance.

1. **Mission and Goals**

   Identify the certificate(s) and degree(s) under review. Write the mission and goals for each certificate and degree program(s) under review. Briefly describe the relationship of your program to the college's Mission, Vision, Core Values, and College Goals. List the program outcomes for each program under review.

   Certificates and Degrees

   AAS

   Mission and Goals

   The auto collision program strives to get students ready for the "real world" and constantly is communicating with professional body shops to make sure its graduates are up to date with how the collision industry is always changing.

2. **Program Data and Trend Analysis**

   Data will be supplied by Institutional Research. Faculty will be asked to respond to the trends found within the data. (See *Appendix B in the Periodic Program Review Guide for Faculty 2015* for detailed listing of the data sets.)

   2.1. Data

   2.1.1. *Program Resources (Profit/Loss)*: Please provide commentary on the program resources data points related to program revenue and expenses. Please comment on the adequacy of program resources, including such things as classroom and office space, laboratory space (if applicable), library and technology resources, and personnel. My class room space and lab area are all up to date except for the computers in the class room learning environment. I teach auto collision, I do not work in the business office which this seems like a question for that area of expertise. I will definitely say that after reviewing the "profit and loss" section it looks like the ACT is in the RED and the monetary figures DO NOT make sense or add up to what was actually spent on the program, not sure if someone entered data wrong or someone is using old info or ASE figures were entered.

   2.1.2. *Student Metrics*: Please provide commentary on the student metrics related to program success. Please comment on the adequacy of student metrics as the effect the program under review. The ACT program has great success with getting students jobs with local body shops in order for them to succeed and make money.

   2.1.3. *Instructional Productivity*: Please provide commentary on the instructional productivity related to program success. Please comment on the trends found in this data. Instruction in the ACT program directly mirrors real life body shop productivity which helps students with real scenarios they might face in the collision industry after program completion.

2.1.4. *Enrollment Trends*: Please provide commentary on the enrollment trends for the program(s).   Enrollment numbers in the Auto Collision Technology program have been on the slight decline the past few years, this is mostly due to not having properly trained and informed student advisors. The high turn over rate in the student services advising area at the 3 campuses is affecting ACT enrollment. None of the advisors have been informed about different programs nor have they been trained or informed of other programs different campuses might offer.

2.1.5. *Faculty Data Points*: Please provide commentary on the faculty data points related to program success. Please comment on any trends or gaps found in the data. The majority of ACT enrollment is whites 60% Hispanic 40% with an average age range of 25-45.

2.1.6. *Other Data Points:* Please provide commentary on any additional data points reviewed for this review. It would be very helpful if the faculty where explained how to actually read the data charts and points that we are expected to discuss and defend here.

2.2. Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.2.1. What are the strengths of your program as indicated in the above data?

One of the major strengths of the ACT program is job placement for graduating students, so that they can start making money right out of the program.

2.2.2. What are the weaknesses of your program as indicated in the above data?

Low enrollment and inadequate training for advising staff.

2.2.3. What opportunities exist for your program based on the above data?

A chance to bring in more potential students.

2.2.4. What threats exist for your program based on the above data?

Lack of student interest and low enrollment could make the ACT program unneeded or financially not feasible.

3. Assessment of Student Learning

3.1. What percentage of courses have identified student learning outcomes (SLOs)? (comment of progress/lack of progress)

The ACT 111 Welding and Metal Cutting I was used to assess students this semester. This was one course out of 16. All of the ACT students assessed had satisfactory or higher scores in the 9 different objectives, providing data that the students were successfully progressing and retaining knowledge.

3.2. What percentage of courses have ongoing SLO assessment? (comment on progress/lack of progress) 100% of the ACT courses have some type of student learning outcome. This usually measurable by the physical activity applying theory learned in the classroom and the live hands-on demonstrations to successfully pass an objective or goal.

3.3. How has assessment of course level SLOs led to improvements in student learning and achievement?

It gives the student a better idea of not only whats expected of them to earn a passing grade but what they are going to experience in the body shop/collision industry once out of the ACT program.

3.4. How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

As the ACT program aligns with the I-CAR certification students will earn 2 I-CAR certificates which are very helpful in job placement after graduation, and it better maps out what is expected for the MCC auto collision degree.

3.5. What challenges remain to make course and program level SLOs more effective?

Mapping out an assessment grading rubric for the many different objectives and goals relating to the ACT program is going to be time consuming but will help build the necessary grading platform for student learning outcomes.

4. **Evaluation of Progress Toward Previous Goals**

    4.1. Evaluate steps taken to achieve goals established in the last periodic program review.

    The program was revamped and rewrote to better prepare students for the professional body shop industry.

    4.2. In cases where resources were allocated towards goals, evaluate the efficacy of that spending.

    A couple new welders and a paint mixing bank were added to the program to better prepare students for the collision industry. The welders were up to date machines so the newer tools showed students what kind of equipment they might actually use in the industry.

5. **Program Goals and Plan**

    5.1. Short-term Goals (two year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.

    Goal 1: (Goals describe what you wish to accomplish in support of program improvement.) the main, huge, time consuming accomplishment to improve the auto collision program is the complete revision of the ACT program to a CBE (competency based education) format.
    Measurable Outcome: students successfully completing the ACT program quicker
    Plan: (Briefly describe how you will accomplish this goal.) the CBE format will help students learn at their own pace and hopefully complete the program quicker by rewriting the entire program and developing part of the theory sections of the program on their own (online).
    Responsible Party(ies): Richie mitten (me), Jason Gee (academic chair), Eric Eikenberry (CBE director)

    Goal 2: all students completing the collision program will have I-CAR certification.
    Measurable Outcome: a completed certification in I-CAR
    Plan: implement the I-CAR curriculum into the online curriculum being developed for CBE
    Responsible Party(ies): Richie Mitten

    What specific aspects of these goals can be accomplished without additional financial resources? none

    5.2. Long-term Goals (four year cycle): Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program within the next six years.

    Goal 1: (Goals describe what you wish to accomplish in support of program improvement.) larger enrollment
    Measurable Outcome: more students registering for Auto Collision

Plan: (Briefly describe how you will accomplish this goal.) by introducing the CBE format it will help students learn on "their own time", so that they can obtain a full time job or take care of their families without the stress of physically coming to campus everyday to learn the collision industry.
Responsible Party(ies): Richie Mitten, Jason Gee

Goal 2: produce a higher qualified student attempting to gain employment in the collision industry
Measurable Outcome: I-CAR certificate
Plan: have the students take the different I-CAR courses and tests to achieve a pro level 1 non-structural and a pro level 1 refinisher certificate.
Responsible Party(ies): Richie Mitten

What specific aspects of these goals can be accomplished without additional financial resources? none

6. **Requests for Resources**

   For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Tbd , a list for running a 12 month continuous ACT program is being developed	

   6.1. Describe the resource request(s). see above
   6.2. What program outcome(s) does the resource request(s) address? See above
   6.3. What measurable outcome(s) will result from filling this resource request? See above

7. **Executive Summary**
   - Please list 3 – 5 strengths of the program(s). 1. Job placement directly out of the ACT program. 2. Instructor has been in the collision industry for 15+ years so students are familiar with real life collision repair scenarios. 3. The auto collision industry is constantly growing and many body shops in the 3 areas we serve directly contact the instructor for employees.
   - Please list 3 – 5 areas of enhancement for the program(s). 1.enrollment 2.update tooling 3.up date technology
   - Please identify ways the department will address student learning (assessment efforts, curricular redesign, etc.). competency based education
   - Based on programmatic analysis, please list 2 – 3 specific questions or areas which you would like the program reviewers to comment on or make recommendations. Enrollment, expenses in the red, correct ACT data
   - Identify any requests for resources that result from this review. none

Who to Call?

Questions about any of the report sections.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about resource allocations/budget requests.	Office of Instruction	Jill Loveless, Dean of Instruction ext. 1918
Questions about assessment of student learning.	Office of Instruction	To Be Determined, Assessment Director ext. 1951
Need more data?	Institutional Research	Bob Faubert, IR Director ext. 1140