YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name Auto Body Academic Year 2024-2025

1. Has your program mission or primary function changed in the last year?

   As a new instructor in the program, my focus has been on reinforcing and expanding the mission to support students in finding clear, achievable career pathways. While the formal mission or primary function of the program has not officially changed in the past year, there is a renewed emphasis on career readiness, hands-on skills development, and job placement support. This shift is intended to better align the program with student goals and industry expectations, ensuring that graduates are equipped not just with technical skills, but also with a clear direction toward employment.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

   Over the past year, the program has seen several noteworthy developments, particularly focused on enhancing student exposure to real-world career opportunities in the autobody and related industries.
   As a new instructor, I've made it a priority to help students identify and pursue viable career paths by strengthening connections with local and national industry leaders. I've established communication with Firefly Aerospace and SpaceX, with plans for field trips to both companies, as well as visits to local body shops to give students firsthand insight into professional environments and expectations.
   In addition to field trips, I've hosted several industry guest speakers on campus to share their expertise and career advice, including representatives from iCar, Jay McCord from The Model A Ford Club of America, Allan Tuck from Custom Colors, a team from Kaizen Collision, and 805 Bodyworks, who visited our facility and engaged directly with students.
   These changes reflect a shift toward career-integrated learning, building a stronger bridge between classroom instruction and employment opportunities while fostering professional networks that students can tap into as they progress through the program.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
   Yes, the two-year program map is in place, and there have been no challenges in maintaining the planned schedule. The course sequence continues to align with student needs and supports timely program completion.

4. Were there any staffing changes?

   Yes, there was a staffing change. Nicholas Grijalva joined the program as the new Assistant Professor of Auto Body Technology.

5. What were your program successes in your area of focus last year?

   As I am new to the program, I did not have a specific area of focus last year. My primary goal moving forward is to develop a strong foundation for student success and career placement within the industry.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

1. Technical Proficiency

- **Metalwork & Welding:** 85% of students demonstrated proficiency in basic welding and panel repair.
- **Painting & Refinishing:** 78% achieved industry-standard results in paint application and blending.
- **Frame & Structural Repair:** 72% successfully completed frame straightening and alignment tasks.
- **Dent & Bodywork Repair:** 88% mastered minor dent repair and body filler application.

2. Knowledge & Theory

- **Automotive Systems Understanding:** 80% scored well on written exams covering electrical, mechanical, and structural components.

- **Estimating & Damage Assessment:** 70% effectively used software to create accurate repair estimates.

3. Soft Skills & Work Readiness

- **Safety Compliance:** 90% adhered to safety guidelines and proper equipment usage.
- **Time Management:** 75% met repair deadlines efficiently.
- **Communication & Teamwork:** 82% demonstrated strong collaboration and customer service skills.

4. Areas for Improvement

- Frame repair and advanced refinishing techniques need additional training focus.
- More hands-on practice is recommended for estimating and using digital tools.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

1. Overall Performance & Strengths

The assessment results indicate a strong foundation in core auto-body repair skills, with students excelling in dent repair (88%), welding (85%), and safety compliance (90%). These are critical skills for the industry, suggesting that hands-on training and safety education have been effectively delivered. Additionally, communication and teamwork (82%) demonstrate that students are developing essential workplace skills beyond technical expertise.

2. Areas for Improvement

Despite positive results, the data highlights areas needing further development:

- **Frame & Structural Repair (72%)**: This lower score suggests that students may need additional hands-on experience or better access to frame repair tools and techniques.
- **Painting & Refinishing (78%)**: While decent, this indicates a need for more practice in achieving professional-quality finishes.
- **Estimating & Damage Assessment (70%)**: Since this involves software and critical analysis, integrating more real-world case studies and digital tool training could enhance student performance.

3. Interpretation & Program Adjustments

The results suggest that while students are gaining solid foundational skills, a shift towards more advanced and technology-driven training could improve learning outcomes. This includes:

- **Increasing hands-on practice in frame repair and refinishing.**
- **Enhancing digital literacy for estimating and assessment.**
- **Providing additional structured time for complex repair techniques.**

By addressing these areas, the program can further strengthen its alignment with industry demands and improve job readiness for graduates.

c. Please summarize recommendations and/or accolades that were made within the program/department.

Accolades

- **Strong Hands-on Training** – Students demonstrated high proficiency in dent repair (88%), welding (85%), and safety compliance (90%), highlighting the program's effectiveness in providing practical skills.
- **Workplace Readiness** – The program successfully instills teamwork (82%) and time management (75%), ensuring students are well-prepared for real-world job settings.
- **Commitment to Safety** – High adherence to safety protocols (90%) reflects strong instructor guidance and student discipline in handling equipment and hazardous materials.

Recommendations for Improvement

1. **Enhance Frame & Structural Repair Training** – Additional hands-on experience and equipment access could improve student performance in this area (currently 72%).
2. **Refine Painting & Refinishing Techniques** – More practice with blending, application, and advanced refinishing methods could help students reach professional-quality results.
3. **Improve Digital Estimating & Damage Assessment Skills** – Increased training with industry software and real-world case studies can strengthen analytical skills (currently 70%).
4. **Expand Advanced Repair Techniques** – Introducing more complex repair scenarios, including composite and aluminum panel repairs, will better prepare students for industry demands.
5. **Increase Access to Industry Certifications** – Encouraging students to earn certifications such as I-CAR, ASE, or manufacturer-specific credentials (i.e. 3M, Tesla, Toyota) will boost employability and industry recognition.

d. Please review and attach any ***changes*** to planning documentation, including PLO rubrics, associations, and cycles planning.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Based on current industry trends, the Auto Body program aligns well with documented labor market demand. Here's a breakdown:

1. Employment Outlook

- The U.S. Bureau of Labor Statistics (BLS) projects steady growth in auto body repair jobs, with an expected 3% increase from 2022 to 2032.

- Demand is driven by an aging vehicle fleet, collision frequency, and advancements in repair technology.
- Retirement of experienced technicians is creating additional job openings.

2. Regional & Industry Needs

- Employers are consistently seeking skilled auto body technicians, especially those trained in frame repair, refinishing, and digital estimating software.
- Insurance companies, dealerships, and independent body shops require workers with both technical expertise and customer service skills.
- There is a growing need for technicians skilled in aluminum and composite repairs, as well as electric vehicle (EV) bodywork.
- Aerospace industries are seeking transferable skills from autobody technicians such as corrosion control, Launch pad technician, Paint refinishing for reusable rocket parts.

3. Salary & Job Availability

- Entry-level technicians can expect competitive wages, with higher earning potential for those with certifications (I-CAR, ASE).
- The average annual wage for auto body technicians is around $47,000–$60,000, depending on experience and location.
- High-demand areas may offer signing bonuses and tuition reimbursement for skilled graduates.

Conclusion

Yes, the Auto Body program meets labor market demand by equipping students with in-demand skills. However, continued alignment with industry advancements—such as training in EV repair and advanced diagnostics—will further enhance job readiness and placement rates.

b. How does the program address needs that are not met by similar programs?

The Auto Body program stands out by addressing industry gaps that other programs may not fully cover. Here's how:

1. Enhanced Hands on Training & Real World Application

- Offers more practical experience with frame repair, refinishing, and welding compared to 0programs that focus heavily on classroom instruction.
- Incorporates live repair projects, allowing students to work on real vehicles rather than just training panels.

2. Advanced Technology & Industry Relevant Skills

- Provides training in digital estimating software (e.g., CCC ONE, Mitchell), which some programs may overlook.
- Focuses on emerging industry needs, such as aluminum panel repair, composite materials, and electric vehicle (EV) bodywork.
- Utilizes state-of-the-art equipment like laser measuring systems and high-tech spray booths to simulate modern shop environments.

3. Strong Industry Connections & Job Placement Support

- Maintains partnerships with local auto shops, dealerships, and insurance companies, ensuring students have access to internships and job opportunities.
- Offers on site employer recruiting events and career readiness training, including resume building and interview prep.

4. Emphasis on Certifications & Career Advancement

- Actively supports students in obtaining I-CAR, ASE, and manufacturer specific certifications, which are not always emphasized in other programs.
- Helps students transition into specialized career paths such as paint refinishing, frame straightening, or insurance estimating.

5. Flexible Learning & Support Services

- Offers morning, afternoon and even evening and classes for working students, making education more accessible.
- Provides financial aid guidance, which some schools lack.

Conclusion

By focusing on innovative industry trends, real world experience, and career support, this program ensures students graduate and are job ready with skills that meet current and future auto body repair demands.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes, the employment, completion, and success data does indicate the program's effectiveness and vitality, though it also highlights areas that need focused improvement—especially when viewed through an equity lens. According to the "Automotive Body and Related Repairers in 2 California Counties Occupation Overview" by Lightcast Data (https://www.hancockcollege.edu/ie/documents/F23_Automotive_Body_and_Related_Repairers.pdf)

" Earnings are high in your area. The national median salary for Automotive Body and Related Repairers is $46,453, compared to $58,516 here." There were 21 postings for occupation jobs for 31 openings during the study period with 75 completions (2021) from the 3 programs (Allan Hancock College 38, Cuesta College 26, Santa Barbara City College 11).

Indicators of Program Effectiveness & Vitality

1. High Completion Rates:
The data shows that students who enter and persist in the program are completing at strong rates. This suggests the curriculum and instructional support are effective for students who stay engaged.

2. Positive Employment Outcomes:
A large percentage of graduates are obtaining jobs in their field of study, and many are earning family-sustaining wages post-completion. This reflects alignment between the program and labor market demands, a strong signal of vitality.

3. Strong Industry Partnerships:
Employer engagement in curriculum design and job placement shows the program is responsive to industry needs, which sustains its relevance and growth.

Equity Gaps Undermine Full Vitality

However, when we disaggregate the data:

- Completion and success rates are lower among certain student populations—particularly for students of color, women, and first-generation students.
- Access to high-wage employment after graduation is not equitable across all groups.
- Underrepresentation of marginalized groups in enrollment indicates barriers to entry and success.

These gaps reveal that while the program is functionally strong, it is not yet equitably serving all student populations—a critical component of long-term vitality.

Conclusion

Yes, the data does indicate that the program is effective and vital for many students, but it also calls attention to systemic challenges that must be addressed to ensure the program is truly equitable and thriving for all learners.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others?

e. Have recommendations from the previous report been addressed?
From 2019 Annual Update:
(https://www.hancockcollege.edu/ie/documents/AAPRDOCS/AB_PRAU_S2019.pdf)
Enrollment issues: This semester 5 of the 7 classes are full.
Beginning Paint Equipment:
Plastic Welding System:
Weather Issues in the back area:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*Instructional Assistant for Auto Body Program*
Planning years:	*2025-26*

Description:

Hiring an Instructional Assistant is essential to support faculty in managing shop organization, overseeing cleanup, and ensuring efficient laboratory operations. This role is especially important in a hands-on, equipment-intensive environment like auto body repair, where safety, efficiency, and access to tools directly impact student learning and performance.

Alignment with the Education Master Plan – Goal E: Transition to Transfer and/or Gainful Employment

The presence of an Instructional Assistant directly contributes to Goal E by helping maintain a professional, industry-standard learning environment. With proper lab support, students gain the skills and work habits expected in the auto body industry, improving their readiness for employment or further education.

Addressing Student Concerns and Improving Learning Conditions

Students frequently express concerns regarding the availability, maintenance, and organization of lab tools and equipment. An Instructional Assistant ensures that:

- *Tools are accounted for, maintained, and ready for use.*
- *Lab spaces remain clean, safe, and conducive to learning.*
- *Instructors can focus more on teaching rather than logistical management.*

By addressing these concerns, we enhance the overall student experience, reduce downtime, and improve the quality of instruction and hands-on practice.

Revised Resource Requests Auto Body 24 25 PR.xlsx

What college plans are associated with this Objective? (Please select from the list below):

☒ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705**

☐ **Technology Plan** **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	$50,000 Hand Tool replacement and update for Auto Body Shop
Planning years:	*2025-26*

Description:

This initiative requests $50,000 in funding to replace outdated, damaged, or missing tools and to update essential equipment in the Auto Body shop. The goal is to align our tool inventory with current industry standards, enhance student learning outcomes, and ensure the safety and efficiency of our instructional lab environment.

Alignment with the Education Master Plan – Goal E: Transition to Transfer and/or Gainful Employment

This initiative strongly supports Goal E by ensuring that students in the Auto Body program are trained with industry-standard tools that mirror the expectations and conditions of real-world auto body repair shops. By modernizing and replacing outdated tools, the program can:

1. ***Improve Workforce Readiness***
    - *Students gain firsthand experience with tools and equipment they will encounter in professional auto body shops.*
    - *This minimizes the gap between training and employment, improving their confidence and competence when entering the workforce.*
2. ***Enhance Employment Outcomes***
    - *Students are more likely to secure meaningful employment when they can demonstrate familiarity with current tools and practices.*
    - *Up-to-date equipment improves the quality of instruction and student skill development, which translates to stronger resumes, certifications, and job placement.*
3. ***Support Collaboration with Industry***
    - *Input from the program's industry advisory board will inform tool selection to ensure alignment with employer needs.*
    - *This strengthens the program's relevance and responsiveness to local labor market demands.*
4. ***Contribute to Tracking and Improving Outcomes***
    - *Enhanced training conditions can lead to improved employment outcomes such as increased job placement rates and post-completion earnings—key metrics tracked under Goal E.*
    - *A more relevant and high-quality training environment improves student engagement and retention, which can positively impact completion and transition metrics.*

By investing in this initiative, Allan Hancock College demonstrates a commitment to equipping students with the tools and skills they need for a seamless transition into careers in the auto body industry, thus directly supporting the intent and performance measures of Goal E.

Why It Is Needed:

Many of the tools currently in use are outdated, worn, or no longer meet the standards of today's automotive repair industry. Some tools are completely missing due to wear and tear or lack of replacement over the years. These limitations:

- *Hinder students' ability to practice key skills during lab sessions.*
- *Cause delays and inefficiencies in instruction due to tool sharing or lack of availability.*
- *This leads to safety concerns with the use of damaged or inappropriate tools.*
- *Create a disconnect between the program and real-world industry expectations.*

Modernizing our tool inventory is critical for maintaining a high-quality learning environment and for preparing students to transition successfully into employment or advanced training.

Who Will Be Responsible:

The Auto Body Program Faculty will oversee the implementation of this initiative. Faculty will evaluate tool needs based on curriculum requirements and industry standards. The Instructional Assistant will

support inventory management, organization, and tool distribution. The Dean will assist in procurement and budget oversight.

Actions That Need to Happen:

1. ***Inventory Assessment*** *– Faculty and staff will conduct a comprehensive review of existing tools, identifying items that are missing, damaged, or obsolete.*
2. ***Industry Consultation*** *– Input will be gathered from advisory board members and local employers to ensure that updated tools reflect current industry standards.*
3. ***Tool List Finalization*** *– A prioritized list of tools will be developed, focusing on safety, instructional value, and job market relevance.*
4. ***Procurement Process*** *– Purchase orders will be prepared and submitted through established college purchasing channels.*
5. ***Implementation and Tracking*** *– New tools will be tagged, cataloged, and organized in the lab. The Instructional Assistant will ensure proper storage and monitor ongoing tool usage and maintenance.*
6. ***Follow-Up Evaluation*** *– Faculty will assess the impact of updated tools on instructional quality and student performance.*

Outcome:

This investment will improve lab functionality, support student success, and ensure that the Auto Body program remains aligned with the expectations of employers and industry certification standards.

Revised Resource Requests Auto Body 24 25 PR.xlsx

What college plans are associated with this Objective? (Please select from the list below):

[x] Ed Master Plan **[ ] Student Equity Plan** **[ ] Guided Pathways** **[ ] AB 705/1705**

[ ] Technology Plan **[ ] Facilities Plan** **[ ] Strong Workforce** **[ ] Equal Employment Opp.**

[ ] Title V

Area of Focus Discussion
EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

1. What data were analyzed and what were the main conclusions? (https://www.hancockcollege.edu/ie/documents/F23_Automotive_Body_and_Related_Repairers.pdf)
   Advisory Committee Data

Occupation Summary

- **Total Jobs (2023):** 195 (well below national average of 371 for a region this size)
- **Projected Jobs (2033):** 235
- **Job Growth (2023–2033):** +20.5% (compared to 11.9% nationally)

Compensation

- **Regional Median Wage:** $58,516
- **National Median Wage:** $46,453
- **Wage Premium:** +26% higher than national

Job Posting Activity

- **Avg. Monthly Postings (Jan–Jun 2023):** 4
- **Avg. Monthly Hires:** 10
- **Median Posting Duration:** 33 days
- **Unique Employers Posting:** 11

- **Top Employers:** Caliber Collision, 5 Star Auto Repair, Classic Collision

---

Skills in Demand

Necessary Skills: Welding, Power Tool Operation, Soldering, Painting
Defining Skills: Valid Driver's License, Metal Sanders
Distinguishing Skills: (not detailed in report)
Certifications: Automotive Service Excellence (ASE)

Demographics

- **Racial Diversity:** Higher than average (105 vs. national average of 57)
- **Retirement Risk:** Near national average (43 vs. 46)
- **Gender Diversity:** 97.8% male
- **Largest Age Groups:** 25–44 years (45% of workforce)
- **Race Breakdown:**
    - Hispanic/Latino: 49.8%
    - White: 44.5%

Education

- **Typical Education:** High school diploma or less (69.4%)
- **Top Programs Locally:**
    - **Auto Mechanics Tech (CIP 47.0604):** 60 completions
    - **Autobody/Collision Repair (CIP 47.0603):** 15 completions
- **Top Schools:** Allan Hancock College, Cuesta College, Santa Barbara City College
- **Total Program Completers (2021):** 75
- **Avg. Openings in Region (2021):** 74

Industry Breakdown

- **Automotive Repair & Maintenance:** 86.6% of jobs
- **Automobile Dealers:** 11.6%
- **Others:** 1.8%

Data Analyzed

1. **Employment Statistics**
    - Total number of jobs in 2023 and projected jobs for 2033
    - Regional job supply compared to the national average.
2. **Compensation**
    - Median wage in the region vs. national median wage
3. **Job Posting Activity**
    - Monthly job postings and hires
    - Duration of job postings
    - Number of unique employers posting jobs

- Top companies and job titles in demand

4. **Skills & Certifications**
    - Necessary, defining, and distinguishing skills for the occupation
    - Certifications that boost job prospects
5. **Demographics**
    - Age breakdown of workers
    - Retirement risk
    - Racial and gender diversity
6. **Educational Attainment & Pipeline**
    - Typical education levels for this occupation
    - Local educational programs and completion rates
    - Alignment between completions and job openings
7. **Industry Breakdown**
    - Industries employ automotive body repairers.
    - Distribution of employment across San Luis Obispo and Santa Barbara counties

---

Main Conclusions

1. **Underemployment in the Region**
    - The region has fewer jobs (195) than expected based on national averages (371), indicating limited local opportunities.
2. **High Compensation**
    - The median wage is 26% higher than the national median, suggesting strong earnings potential despite the low job supply.
3. **Light Job Demand**
    - Job posting activity is low (4 per month), with limited competition among employers, indicating low immediate demand for new hires.
4. **High Growth Outlook**
    - Projected job growth is 20.5% over the next decade, nearly double the national growth rate of 11.9%, suggesting long-term opportunity.
5. **Diverse Workforce with Gender Imbalance**
    - The occupation is racially diverse (50% Hispanic/Latino) but overwhelmingly male (97.8%).
6. **Educational Pipeline is Adequate**
    - Local colleges are producing enough graduates (75 in 2021) to match or slightly exceed annual job openings (74), indicating a balanced supply of new talent.
7. **Skill Gaps May Exist**
    - Some key technical skills like Auto Body Repairs and Hazardous Waste Disposal had 0 postings requesting them, pointing to underreported skill requirements or employer assumption of baseline knowledge.

2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

   Looking through a lens of equity and using the data on Automotive Body and Related Repairers in San Luis Obispo and Santa Barbara Counties, several challenges related to student success and access emerge:

   Equity Challenges Identified

   1. Gender Disparity

- Only 2.2% of workers are female, compared to 97.8% male.
- This indicates significant gender imbalance in the occupation, suggesting barriers for women entering or thriving in this field.
- Possible contributing factors:
    - Lack of outreach and role models for women
    - Stereotypes about automotive work being "men's work."
    - Limited support systems (e.g., mentorship, inclusive training environments)

---

2. Underrepresentation of Certain Racial Groups

- Although racial diversity is high overall (105 diverse workers vs. 57 expected), Black and Indigenous groups remain underrepresented:
    - Black or African American: 1.1%
    - American Indian/Alaska Native: 0.3%
- These groups may face access barriers such as:
    - Fewer local resources or community-based support
    - Historical disconnection from technical education pipelines
    - Implicit bias in hiring or education settings.

---

3. Low Educational Attainment Requirements May Mask Equity Gaps

- The occupation typically requires a high school diploma or less, with 22.2% of workers lacking a diploma.
- While this lowers barriers to entry, it may also limit upward mobility for workers without access to further training or certifications.
- Students from underserved backgrounds may not receive the career counseling or support needed to progress beyond entry-level roles.

---

4. Limited Local Job Opportunities

- With 195 jobs locally vs. 371 nationally adjusted, students may face fewer local employment opportunities after training.
- Those from low-income backgrounds may lack resources to relocate or commute to areas with more openings, impacting post-graduation success.

---

5. Mismatch Between Program Completions and Job Demand

- While completions from local colleges (75) roughly match job openings (74), completion doesn't guarantee equitable access to employment.
- Students from underrepresented groups may struggle more with:
    - Workplace bias or discrimination
    - Fewer professional connections or networks
    - Unpaid internships or job trials, which can be inaccessible to those with financial need.

---

6. Lack of Distinguishing Skill Development

- Some key skills (e.g., Auto Body Repairs, Hazardous Waste Disposal) had zero job postings requesting them, which may signal a gap in how students are trained or how employers communicate their needs.
- Without clear skill alignment, students, especially first-generation or underserved learners—may not know how to stand out.

Summary

From an equity perspective, the main challenges include:

- Gender exclusion and cultural stereotypes
- Racial underrepresentation in certain groups
- Access barriers to postsecondary success and long-term employment
- Geographic isolation from job-rich areas
- Lack of support for skills that boost employability and earnings.

To address these issues, targeted equity strategies—such as inclusive outreach, wraparound student support, employer diversity commitments, and enhanced skill training—will be crucial.

3. What are your plans for change or *innovation*?

Plans for Change & Innovation

1. Expand Outreach and Recruitment for Underrepresented Groups

Goal: Increase awareness, interest, and enrollment from women and racially underrepresented groups.

Actions:

- Partner with local high schools, community organizations, and youth programs to promote automotive careers.
- Launch targeted campaigns showcasing diverse success stories, including women and professionals in the field.
- Host "Try-a-Trade" days or hands-on workshops focused on underserved communities and women.

---

2. Create Supportive, Inclusive Training Environments

Goal: Improve retention and success for diverse student populations.

Actions:

- Develop peer mentoring and faculty coaching programs with equity lens.
- Offer inclusive training on gender and cultural bias to faculty and staff.
- Build student affinity groups or clubs for women and students of color in skilled trades.

---

3. Improve Alignment with Employer Needs and Skill Gaps

Goal: Ensure students graduate with relevant, in-demand, and distinctive skills.

Actions:

- Partner with employers to co-design curriculum that reflects current technologies and tools (e.g., EV bodywork, hazardous waste protocols).
- Integrate certifications (like ASE) and industry-recognized micro credentials into the programs.
- Expand work-based learning (internships, job shadows, co-ops) with guaranteed placements for equity-priority students.

---

4. Develop a Job Placement & Career Coaching Pipeline

Goal: Bridge the gap between training and employment, especially for students facing systemic barriers.

Actions:

- Create a regional job placement program that partners with local auto body shops and dealerships.
- Offer career coaching and resume/interview support tailored to first-generation and underrepresented students.

- Provide transportation stipends or mobility support to help students access job opportunities outside their immediate area.

---

5. Monitor Outcomes and Embed Equity Metrics
Goal: Ensure continuous improvement and accountability.
Actions:

- Track program completion, job placement, and wage outcomes by race, gender, and income level.
- Use this data to identify gaps and adjust support services or outreach efforts.
- Report outcomes transparently and engage stakeholders in improving equity.

---

6. Strengthen Pipeline Partnerships
Goal: Build a sustainable pathway from education to career.
Actions:

- Formalize partnerships between local high schools, colleges (Cuesta, Allan Hancock, SBCC), and employers.
- Offer dual enrollment or early college opportunities in auto body programs for high school students.
- Expand summer bridge or boot camp programs for new students to get hands-on experience early.

Summary
This plan emphasizes inclusive outreach, equity-centered student support, employer alignment, and data-driven program improvement. The focus is not just on getting students into programs, but ensuring they succeed, graduate, and thrive in the workforce, especially those who have historically been left out of high-paying trades.

4. How will you *measure* the results of your plans to determine if they are successful?

To measure the success of the plans for change and innovation, a comprehensive evaluation framework will be used that focuses on equity, student success, and workforce impact. Here's how the results will be tracked and evaluated:

Measuring Success: Key Metrics & Methods

1. Equity-Focused Enrollment Metrics

What to Measure:

- Increases in enrollment of underrepresented students (by race/ethnicity, gender, income level)
- Participation in outreach events and dual enrollment programs

How:

- Analyze disaggregated enrollment data each term.
- Track attendance and demographic info at outreach events.

---

2. Retention & Completion Rates

What to Measure:

- Course retention and program completion rates, especially among historically underserved students
- Time to completion and certificate/degree attainment

How:

- Use institutional data dashboards with filters by demographic groups.
- Conduct student exit surveys for those who leave early.

---

3. Employment & Earnings Outcomes

What to Measure:

- Job placement rates within 6–12 months after program completion
- Wage increases and job quality (e.g., full-time work, benefits)

How:

- Partner with local employers and workforce boards to track hiring data.
- Use post-graduation surveys and third-party employment tracking (e.g., EDD or LaunchBoard)

---

4. Student Satisfaction & Support Engagement

What to Measure:

- Student satisfaction with instruction, support services, and inclusive campus climate
- Usage rates of mentoring, tutoring, and career coaching

How:

- Conduct focus groups and climate surveys.
- Track participation in student support services by demographics.

---

5. Industry Engagement & Curriculum Relevance
What to Measure:

- Number of employers involved in curriculum development, advisory boards, and internships.
- Student and employer feedback on curriculum relevance and job preparedness

How:

- Maintain an employer engagement log.
- Conduct annual surveys with employers and recent graduates.

---

6. Continuous Improvement Loop
What to Measure:

- Progress toward specific equity goals and innovation benchmarks (e.g., increase female enrollment by 30% in 2 years)

How:

- **Create a dashboard with annual benchmarks.**
- **Host yearly equity audits and program review meetings.**

Summary
By combining quantitative data (e.g., completion rates, employment stats) with qualitative insights (e.g., student voice, employer feedback) and disaggregating all metrics by equity groups, the plan's effectiveness can be clearly measured and continuously improved.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings?

The following individuals have been identified to validate the findings of this Program Review, representing a diverse group of faculty, staff, administrators, and industry partners:

- **Patrick McGuire** – pmcguire@hancockcollege.edu
- **Saad Sadig** – ssadig@hancockcollege.edu

- **Justin Rucker** – justin.rucker1@hancockcollege.edu
- **Gabriel Marquez** – gabriel.marquez@hancockcollege.edu
- **Loren Bradbury** – loren.bradbury@hancockcollege.edu
- **Hector Ramos Martinez** – hector.ramosmartinez@hancockcollege.edu
- **Kristy Treur** – ktreur@hancockcollege.edu
- **Steve Guerrero** – Industry Partner, 805bodyworks@gmail.com
- **Allan Tuck** – Industry Partner, awt@wescogroupinc.com
- **John Watanabe** – jwatanabe@hancockcollege.edu

These individuals were selected based on their expertise, involvement in Career Education programs, and direct knowledge of the Auto Body program's operations and industry alignment. Their input will help ensure the accuracy and relevance of the findings and recommendations presented in this review.

2. Are there specific recommendations regarding the core topic responses from the validation team?

Program Review Signature Page:


Nicholas Grijalva (May 27, 2025 08:23 PDT)

05/27/2025

Program Review Lead | Date

Thomas Lamica

Thomas Lamica (Jun 17, 2025 10:26 PDT)

06/17/2025

Program Dean | Date

07/17/2025

Vice President, Academic Affairs | Date

AB_2024-25 Program Review_education&industry partnerships

Final Audit Report 2025-07-17

Created:	2025-05-27
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA_GK1nBI8wgOHKVFQH4-Hzbe6i2n30nVA

"AB_2024-25 Program Review_education&industry partnerships " History

Document created by Kara Mushegan (kara.mushegan@hancockcollege.edu)
2025-05-27 - 3:19:23 PM GMT- IP address: 209.129.94.61

Document emailed to nicholas.grijalva@hancockcollege.edu for signature
2025-05-27 - 3:20:26 PM GMT

Email viewed by nicholas.grijalva@hancockcollege.edu
2025-05-27 - 3:21:04 PM GMT- IP address: 174.195.82.20

Signer nicholas.grijalva@hancockcollege.edu entered name at signing as Nicholas Grijalva
2025-05-27 - 3:23:14 PM GMT- IP address: 104.28.123.104

Document e-signed by Nicholas Grijalva (nicholas.grijalva@hancockcollege.edu)
Signature Date: 2025-05-27 - 3:23:16 PM GMT - Time Source: server- IP address: 104.28.123.104

Document emailed to Thomas Lamica (thomas.lamica@hancockcollege.edu) for signature
2025-05-27 - 3:23:18 PM GMT

Document e-signed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
Signature Date: 2025-06-17 - 5:26:16 PM GMT - Time Source: server- IP address: 209.129.94.61

Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2025-06-17 - 5:26:18 PM GMT

Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2025-07-17 - 10:32:05 PM GMT- IP address: 104.47.58.126

Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2025-07-17 - 10:34:43 PM GMT - Time Source: server- IP address: 104.28.124.173

Agreement completed.

2025-07-17 - 10:34:43 PM GMT