YEARLY PLANNING DISCUSSION

Auto Body Technology Program

Academic Year: 2025–2026

GENERAL QUESTIONS

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

The core mission of the Auto Body Technology program remains centered on preparing students for employment in the collision repair and refinishing industries through industry-aligned, hands-on instruction. This primary function has not changed.

However, the program has intentionally expanded its scope to explore emerging career pathways connected to advanced coatings and materials applications within the aerospace industry.

Through developing relationships with regional aerospace-related organizations such as SpaceX, Firefly Aerospace, and ArtCraft Paint, the program is working to identify how refinishing technologies, surface preparation skills, and coating application competencies may translate into aerospace manufacturing and finishing careers. This effort reflects regional workforce trends and creates additional employment pathways for students beyond traditional collision repair.

While automotive collision repair remains the program's foundation, the curriculum emphasis is broadening to highlight transferable skills such as:

- Surface preparation precision
- Advanced coating application

- Material compatibility awareness
- Safety and regulatory compliance
- Quality control standards

This strategic expansion strengthens the program's alignment with evolving industry demands and supports students in accessing a wider range of high-skill, high-wage technical careers.

Were there any noteworthy changes to the program over the past year?

While no new courses, degrees, or certificates were formally added, several programmatic developments occurred that strengthen student career pathways and industry alignment.

The program has expanded engagement with regional industry partners, including collision repair facilities, refinishing specialists, and aerospace-related organizations such as SpaceX, Firefly Aerospace, and ArtCraft Paint.

There is increased emphasis on transferable technical skills, including:

- Precision surface preparation
- Coating systems application
- Material compatibility and substrate awareness
- Safety compliance and environmental standards
- Quality control processes

Instructional practices have also been refined to emphasize:

- Structured lab rotations
- Tool accountability
- Professional workflow habits
- Career-readiness discussions

These improvements support stronger employment outcomes and a smoother transition from training to industry.

Is your two-year program map in place and were there any challenges?

Yes, the two-year program map remains fully in place, and the planned course sequence was successfully maintained.

The structured sequence supports logical skill progression:

- Foundational courses → safety, tools, materials
- Advanced courses → refinishing, welding, structural repair

This consistency supports:

- Predictable enrollment patterns
- Clear student expectations
- Timely program completion

Were there any staffing changes?

There were no staffing changes.

The program continues with:

- One full-time instructor
- One part-time instructor (John Watanabe)

This stability supports consistency in instruction, safety standards, and lab training.

Program Successes in Area of Focus

The program made strong progress in strengthening education and industry partnerships.

Key successes include:

- Expanded relationships with collision repair and aerospace partners
- Increased integration of industry expectations into instruction

- Emphasis on professional workflow, accountability, and job readiness
- Increased student awareness of employment pathways

These efforts improved alignment with workforce needs and expanded career opportunities for students.

LEARNING OUTCOMES ASSESSMENT

Key Results

1. Technical Proficiency

- Metalwork & Panel Repair: 88% proficiency
- Painting & Surface Prep: 84% proficiency
- Structural Repair: 78% proficiency
- Tool Selection: 90% proficiency

2. Knowledge & Analytical Skills

- Damage Analysis: 82%
- Paint Theory: 85%
- Measurement & Specs: 80%

3. Professionalism & Work Habits

- Safety Compliance: 92%
- Project Completion: 83%
- Work Habits: Improved accountability and conduct

4. Areas for Improvement

- Advanced blending techniques
- Computerized measuring systems
- Digital estimating tools

Reflection and Analysis

The data shows strong technical training and improvement in key areas. Structured lab rotations and workflow expectations have positively impacted student performance.

Students demonstrate strong safety habits, tool usage, and analytical thinking. Continued focus is needed on advanced technical skills and emerging technologies.

Recommendations and Accolades

Strengths identified:

- Strong hands-on instruction
- Industry-aligned lab activities
- Emphasis on safety and professionalism

Recommendations include:

- Equipment modernization
- Increased digital tool exposure
- Expanded industry engagement and internships

DISTANCE EDUCATION (DE) REVIEW

N/A

CTE LABOR MARKET REVIEW

Does the program meet labor market demand?

Yes, the program meets regional demand.

Key findings:

- 195 current jobs
- 235 projected jobs (20.5% growth)
- 31 annual openings
- Median wage: $58,516

This confirms strong workforce alignment and employment potential.

How does the program address unmet needs?

The program differentiates itself through:

- Structured lab training
- Strong safety culture
- Emphasis on professional habits
- Industry-aligned instruction

It also serves a unique geographic region and expands into aerospace-related pathways.

Program Effectiveness and Vitality

The program demonstrates strong effectiveness based on:

- Labor market demand
- Student completion trends
- High technical competency
- Industry engagement

Students are well-prepared for employment and workforce entry.

Title 5 Compliance

The program meets all Title 5 requirements.

- Prerequisites reviewed
- No changes required
- Continued compliance ensured

Have recommendations from the previous report been addressed?

Recommendations from the previous program review have been **partially addressed through instructional improvements**, while key resource-related needs remain **unresolved and ongoing**.

Within the program's direct control, progress has been made in strengthening instructional practices. This includes the implementation of structured lab activities, increased emphasis on tool accountability, and reinforcement of professional workflow habits aligned with industry expectations. These changes have improved student engagement, participation, and overall skill development.

However, recommendations related to **equipment modernization, tool replacement, and instructional support staffing** have not yet been fully implemented. These items require institutional funding and remain critical to maintaining a safe, efficient, and industry-relevant training environment. As a result, these previously identified needs are being carried forward and directly addressed through current planning initiatives, including:

- Request for an **Instructional Assistant** to support lab operations, tool management, and student workflow efficiency
- Request for **$50,000 in tool replacement and equipment updates** to align with industry standards

These initiatives are essential to improving instructional quality, supporting student success, and ensuring the program continues to meet workforce expectations. These two initiatives are directly connected, as effective tool management and lab efficiency rely on both updated equipment and dedicated instructional support.

Overall, while instructional improvements have been successfully implemented, **full resolution of prior recommendations is dependent on securing the necessary resources** and remains a priority moving forward.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*Instructional Assistant for Auto Body Program*
Planning years:	*2026-27*

Description:

The request for an Instructional Assistant remains a high priority and is being resubmitted from the previous program review cycle. While instructional improvements have been implemented, the absence of dedicated lab support continues to impact efficiency, safety oversight, and instructional capacity in the Auto Body program.

Hiring an Instructional Assistant is essential to support faculty in managing shop organizations, overseeing cleanups, maintaining tool inventory, and ensuring efficient laboratory operations. This role is especially critical in a hands-on, equipment-intensive environment where safety, workflow management, and access to tools directly impact student learning and performance.

Over the past year, the program has implemented increased structure and accountability within lab activities, including required participation verification, cleanup signoffs, and tool accountability procedures. While these improvements have strengthened student engagement and professional work habits, they have also increased the need for consistent lab support to maintain these standards effectively.

Without an Instructional Assistant:

- Instructors must divide time between teaching and managing shop logistics
- Tool organization, maintenance, and tracking remain inconsistent
- Lab efficiency and student time-on-task are reduced
- Safety oversight is more difficult in a high-activity environment

With the addition of an Instructional Assistant:

- Lab operations would become more efficient and organized
- Tool and equipment availability would improve
- Safety and workflow consistency would be strengthened
- Instructors would be able to focus more fully on teaching and student support

This position directly supports student success, improves instructional quality, and ensures alignment with industry expectations for professional shop environments.

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**	

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

☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	$50,000 Hand Tool replacement and update for Auto Body Shop
Planning years:	*2026-27*

Description:

This initiative is being **resubmitted from the previous program review cycle** and remains a high priority. The program continues to request $50,000 in funding to replace outdated, damaged, or missing tools and to update essential equipment in the Auto Body shop.

While instructional improvements have been implemented over the past year, limitations in tool availability and equipment condition continue to impact lab efficiency, student access to hands-on practice, and overall instructional quality.

The goal of this initiative is to align the program's tool inventory with current industry standards, enhance student learning outcomes, and ensure a safe, efficient, and professionally relevant lab environment.

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

This initiative directly supports Goal E by ensuring students are trained using industry-standard tools that reflect real-world auto body shop environments.

With updated tools and equipment, the program will:

Improve Workforce Readiness

Students will gain hands-on experience with tools they are expected to use in industry, reducing the gap between training and employment and increasing confidence and competence.

Enhance Employment Outcomes

Improved access to modern tools will strengthen skill development, resulting in better job readiness, stronger resumes, and increased employability.

Support Industry Alignment

Tool selection will continue to be informed by advisory committee input and regional employer needs, ensuring alignment with current workforce expectations.

Improve Student Engagement and Completion

A well-equipped lab environment reduces downtime, improves time-on-task, and supports higher retention and completion rates.

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				

ENROLLMENT TRENDS AND EFFICIENCY

What data were analyzed and what were the main conclusions?

The analysis drew from multiple sources of program and labor market data, including:

(https://www.hancockcollege.edu/ie/documents/F23_Automotive_Body_and_Related_Repairers.pdf)

- Program-level student learning outcome (SLO) assessment data
- Enrollment, retention, and success trends observed within lab-based courses
- Regional labor market data from the Automotive Body and Related Repairers Report (Lightcast Q2 2023 dataset)
- Program completion and workforce alignment data

Key labor market findings indicate:

- Approximately 195 existing jobs in the regional service area
- Projected growth to 235 jobs by 2033 (20.5% increase)
- Around 31 annual openings due to growth and replacement demand

- A regional median wage of $58,516, significantly higher than the national average

These findings confirm that the program remains aligned with regional workforce demand and continues to support viable career pathways.

Enrollment Trends and Program Growth

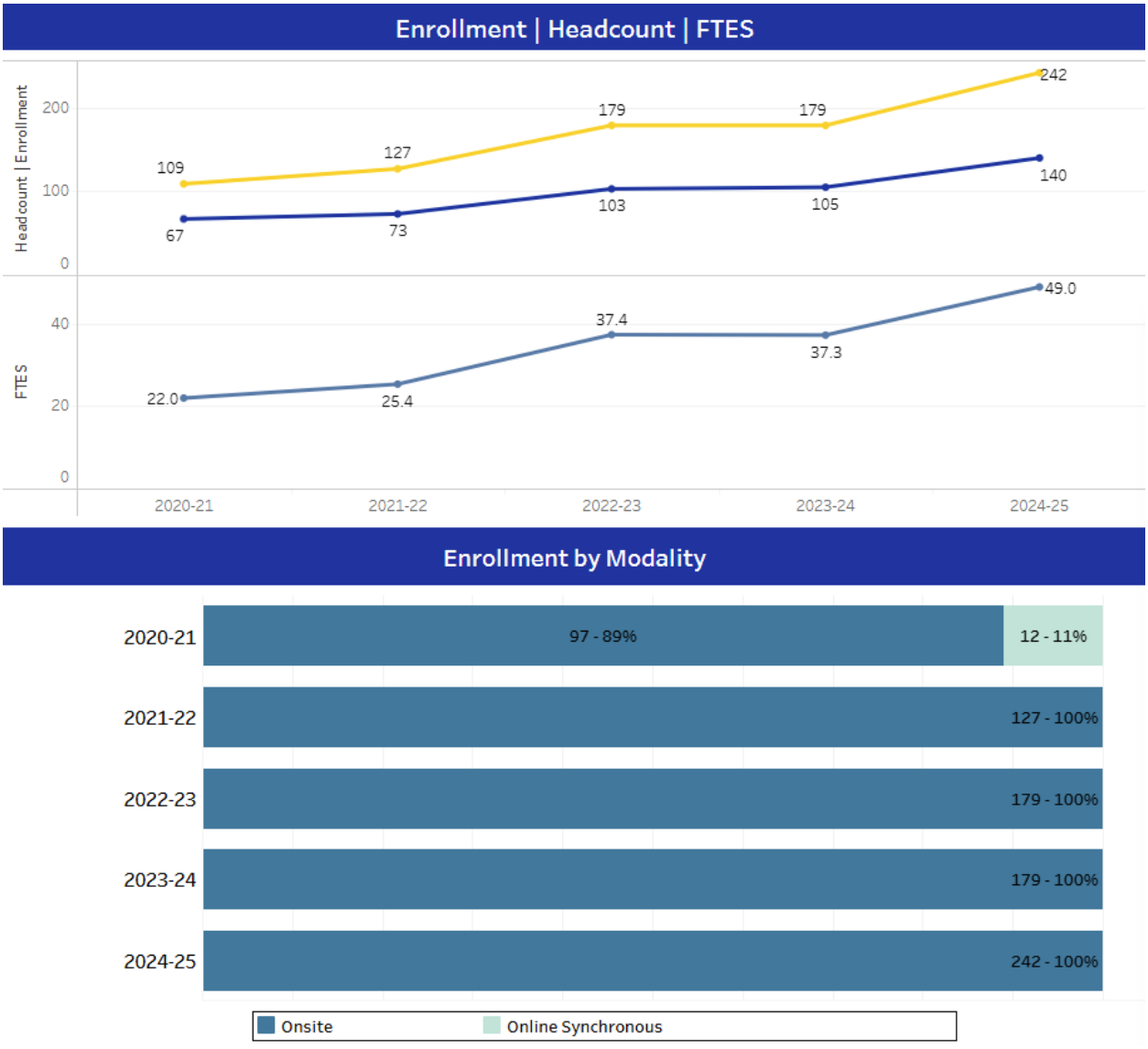

Figure 1: Enrollment, Headcount, and FTES Trends for Auto Body Technology Program (2020–2025)

Over the past five academic years, the Auto Body Technology program has demonstrated steady and sustained growth in enrollment, headcount, and FTES. Enrollment increased from 109 students in 2020–21 to 242 students in 2024–25, while headcounts grew from 67 to 140 students. FTES increased from 22.0 to 49.0, reflecting improved program productivity and efficiency.

The data also shows that the program is delivered almost entirely through in-person instruction, reinforcing its hands-on, lab-based structure. This modality supports skill development aligned with industry expectations and highlights the importance of consistent student attendance and participation.

These trends indicate strong student demand and effective course scheduling. However, they also emphasize the need to ensure that increased enrollment translates into successful course completion and skill competency.

Program-level assessment data further indicates strong student performance in technical skill development, with high proficiency rates in areas such as surface preparation, refinishing, and safety compliance. Students also demonstrate strong competency in tool selection and structured repair processes.

However, analysis of student participation patterns and lab engagement revealed that attendance, punctuality, and consistent participation are key factors impacting overall course success and retention. Because the program is heavily hands-on, students who are not consistently present and engaged during lab activities are less likely to successfully complete required competencies. Without continued improvements to lab support and equipment, increased enrollment may strain existing resources and impact student access to hands-on learning

Main Conclusions

- The program is strongly aligned with regional labor market demand and continues to provide relevant workforce training.
- Students are achieving high levels of technical competency, indicating effective instruction and curriculum design.

- While enrollment and productivity trends are strong, the primary factor impacting efficiency and student success is inconsistent attendance and engagement in lab-based courses.
- Improving student accountability, participation, and professional work habits is critical to increasing retention, success rates, and overall program efficiency.

What are your plans for change or innovation?

To improve student retention, success rates, and overall program efficiency, the Auto Body Technology program will continue to implement and expand structured instructional practices that reinforce accountability, engagement, and professional work habits within lab-based courses.

A primary area of innovation is the intentional integration of industry-aligned accountability systems into daily instruction. These include:

- Required in-class participation for lab credit
- Instructor verification sign-offs to confirm student presence and completion of hands-on activities
- Cleanup sign-off procedures to reinforce professional responsibility and shop expectations
- Photo documentation requirements to ensure authenticity of student work and active participation
- Increased emphasis on attendance, punctuality, and full engagement during lab time

These practices are designed to address observed challenges related to inconsistent attendance and partial participation, which directly impact student success in a hands-on learning environment.

In addition, the program is expanding the use of:

- Structured lab activities and rotations that mirror real-world workflow
- Performance-based assessments that require demonstration of skills rather than passive completion
- Student presentations and guided discussions to strengthen communication and critical thinking skills
- Clear expectations around time management, task completion, and professional conduct

These innovations reflect a shift from assignment completion toward demonstrated competency and workforce readiness, aligning classroom expectations more closely with industry standards.

As part of this effort, structured lab activities have been intentionally developed and refined to provide clear expectations, accountability measures, and measurable student outcomes. These activities build upon the existing foundation of the program while introducing more defined procedures and documentation practices that better reflect current instructional and industry standards.

To provide a concrete example of this approach, a sample structured lab activity is included via the link below. This example illustrates the level of organization, accountability, and student engagement now embedded in lab instruction.

https://docs.google.com/document/d/1nKaIh4J9SUQYw65RiWEUaND259tBXfAJxylR3At9Mc4/edit?usp=sharing

Moving forward, the program will monitor the impact of these changes on:

- Student retention and course success rates
- Lab participation and engagement levels
- Completion of program requirements within the two-year sequence

Additional areas of exploration include strengthening connections with industry partners to support internship opportunities, job placement pathways, and real-world exposure.

In addition to instructional and program-level innovations, the instructor continues to engage in ongoing professional development to maintain alignment with current industry standards and emerging technologies. This includes participation in industry seminars and webinars such as those offered by Hunter Engineering, exposure to advanced custom coating techniques, and collaboration with aerospace-related partners including SpaceX, Firefly Aerospace, and ArtCraft Paint. These experiences directly inform instructional practices, ensuring that students are exposed to current methods, technologies, and expectations relevant to both automotive and expanding aerospace applications.

Overall, these changes are intended to create a more structured, accountable, and industry-relevant learning environment that supports both student success and program efficiency.

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

The effectiveness of these instructional changes will be measured using a combination of quantitative program data and qualitative classroom observations, with a focus on student retention, success, and engagement in lab-based courses.

1. Student Success and Retention Metrics

- Track course success rates (pass rates), particularly in lab-heavy courses such as AB 356 and AB 358
- Monitor retention rates (course completion vs. withdrawal)
- Compare current data to prior years to identify trends

2. Attendance and Participation Tracking

- Use instructor sign-off systems to monitor consistent participation
- Track attendance and punctuality patterns
- Evaluate reductions in incomplete or non-participatory lab submissions

3. Assignment Completion and Authenticity

- Review completion rates of lab assignments requiring:
    - Photo documentation
    - Instructor verification
    - Cleanup sign-off
- Measure reduction in assignments submitted without active participation

4. Skill Competency and Learning Outcomes

- Assess SLOs related to:
    - Surface preparation and refinishing
    - Tool usage and workflow
    - Safety compliance and professional habits
- Compare proficiency levels year-over-year

5. Work Habits and Professional Readiness

- Evaluate improvements in:
    - Tool accountability
    - Cleanup compliance
    - Time-on-task during lab
- Use instructor observation and lab performance tracking

6. Industry and Advisory Feedback

- Collect feedback from advisory committee members and industry partners
- Evaluate student preparedness and professional behavior
- Incorporate feedback into program improvements

Indicators of Success

- Increased course success and retention rates
- Improved student attendance and punctuality
- Higher rates of completed, verified lab work
- Continued or improved technical skill proficiency
- Stronger demonstration of professional work habits aligned with industry expectations

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
- **Steve Guerrero** – Industry Partner, 805bodyworks@gmail.com

- **Allan Tuck** – Industry Partner, awt@wescogroupinc.com
- **John Watanabe** – jwatanabe@hancockcollege.edu
- **Steve Foster**- roxy@fosterbodyandpaint.com
- **Hector Paz**- hector.paz@fixautousa.com
- **Bernie Flamm**- bernie.flamm@kaizencollisioncenter.com

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?

The validation team strongly recommended increased funding to support the Auto Body program, specifically to replace outdated, damaged, and missing tools in order to maintain industry relevance and ensure students are training with equipment aligned to current workforce standards.

This need has already been identified and formally requested through prior program planning and funding proposals. However, the program has not yet received the requested funding. At this time, the specific reasons for the lack of funding allocation are unclear.

Continued investment in updated tools and equipment remains critical to student success, safety, and workforce readiness, and this recommendation aligns directly with both industry input and program-level priorities.

Program Review Signature Page:

Nicholas Grijalva (May 20, 2026 10:21:11 PDT)

Program Review Lead

May 20, 2026

Date

Thomas Lamica

Program Dean

May 20, 2026

Date

Vice President, Academic Affairs

Jun 15, 2026

Date

AB_2025-26 Program Review_enrollment&efficiency

Final Audit Report 2026-06-15

Created:	2026-05-18
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAmfwyAGLuRX8Ayxh4ZIYTCFqRVn_AAdzP

"AB_2025-26 Program Review_enrollment&efficiency" History

Document created by Kara Mushegan (kara.mushegan@hancockcollege.edu)
2026-05-18 - 4:54:27 PM GMT- IP address: 209.129.94.61

Document emailed to nicholas.grijalva@hancockcollege.edu for signature
2026-05-18 - 4:55:40 PM GMT

Email viewed by nicholas.grijalva@hancockcollege.edu
2026-05-20 - 5:19:16 PM GMT- IP address: 74.179.68.93

Signer nicholas.grijalva@hancockcollege.edu entered name at signing as Nicholas Grijalva
2026-05-20 - 5:21:09 PM GMT- IP address: 104.28.123.89

Document e-signed by Nicholas Grijalva (nicholas.grijalva@hancockcollege.edu)
Signature Date: 2026-05-20 - 5:21:11 PM GMT - Time Source: server- IP address: 104.28.123.89 - Signature Appearance Selected: MOBILE_DRAW

Document emailed to Thomas Lamica (thomas.lamica@hancockcollege.edu) for signature
2026-05-20 - 5:21:14 PM GMT

Email viewed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
2026-05-20 - 6:37:22 PM GMT- IP address: 104.47.70.126

Document e-signed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
Signature Date: 2026-05-20 - 6:37:37 PM GMT - Time Source: server- IP address: 174.239.176.195 - Signature Appearance Selected: MOBILE_IMAGE

Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2026-05-20 - 6:37:39 PM GMT

Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-06-15 - 6:47:25 PM GMT- IP address: 104.47.70.126

New document URL requested by Robert Curry (rcurry@hancockcollege.edu)

2026-06-15 - 6:47:29 PM GMT- IP address: 209.129.94.61

Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2026-06-15 - 9:33:44 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE

Agreement completed.

2026-06-15 - 9:33:44 PM GMT

ALLAN HANCOCK COLLEGE | Powered by Adobe Acrobat Sign