# WELCOME TO THE CURRICULUM REVIEW
# SELF-STUDY PROCESS

Discipline/Program __CAR (Collision Auto Repair)__    Coordinator(s) _Rick Driscoll_____

CRC Mentor ___Gail Mays_____    Review Date: __12/05/2008_____

Thank you for agreeing to coordinate the Curriculum Review in your area.  As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date.  Your packet includes instructions and forms for completing the Review.  If needed, a CRC mentor is available to you.  Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives.  These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future.  An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections.  Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues.  Together we will constantly strive to ensure the excellence of instruction at OCC.

## College Curriculum Review Membership
### 2008-2009

| | | |
|---|---|---|
| Imagene Bailey (OR) | Diane Hill (OR) | Janet Peart (AH) |
| Thomas Boozer (AH) | Tony Ingram (OR) | Letyna Roberts (ex-officio) |
| Nadia Boulos (HL) | Darlene Levinson (OR) | Beverly Stanbrough (RO/SF) |
| Aletia Droba (RO) | David Mathews (RO) | Gail Mays-Chair (AH) |
| Cheryl Neely (RO) | Gayle Mazzocco (HL) | Mary Moon (AH) |

## DATA ANALYSIS

**CORE REVIEW**

A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog.   Check where revision is indicated or no revisions seem necessary.  Please, add lines where needed.

|  | Revision needed | No Revision necessary |
|---|---|---|
| Course Number  CAR1100 | ____ | _X_ |
| Course Number  CAR1200 | _X_ | ____ |
| Course Number  CAR1300 | ____ | _X_ |
| Course Number  CAR1350 | _X_ | ____ |
| Course Number  CAR1400 | ____ | _X_ |
| Course Number  CAR1600 | ____ | _X_ |
| Course Number  CAR1700 | ____ | _X_ |
| Course Number  CAR1800 | _X_ | ____ |
| Course Number  CAR1900 | _X_ | ____ |
| Course Number  CAR2100 | ____ | _X_ |
| Course Number  CAR2200 | ____ | _X_ |

**CATALOG COURSE DESCRIPTION REVIEW SUMMARY:**

Minor revisions of the course content descriptions need to be made to the courses identified above. These minor course content modifications are due to revisions and refinements to the course competencies, changes in the amount of time required to introduce and develop those competencies, and changes in the sequencing of competencies that need to be modified as new course content is introduced. These changes to course content are a natural evolution of changes that need to be made to CAR course content due to the many industry changes in the way vehicles are built and designed. These improvements to vehicular design and the new materials used in their construction will necessitate new repair processes as these new materials and design techniques are introduced. The CAR course content will need to be periodically modified to accurately reflect those changes in industry practices

## DATA COLLECTION

**CORE REVIEW**

B. SYLLABUS REVIEW        FOR:  **All CAR Courses use the same syllabus template**
                                                      Course Number

*Coordinator: Ask <u>all full-time and adjunct faculty</u> to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

| **INSTRUCTORS** ⇨ | All | CAR | Instructors | Use | The | Same | College | Criteria | |
|---|---|---|---|---|---|---|---|---|---|
| **Mandatory Items (per FMA and Federal Law)** | | | | | | | | | |
| ADA Notification | X | | | | | | | | |
| Course Goals | | | | | | | | | |
| Grading Standards and Practices | X | | | | | | | | |
| Tentative Schedule of Assignments and Tests | X | | | | | | | | |
| **Recommended Items (per Academic Senate)** | | | | | | | | | |
| Course Name and Number | X | | | | | | | | |
| Instructor, Office Location, Method of Contact | X | | | | | | | | |
| Office Hours | X | | | | | | | | |
| Available Assistance | X | | | | | | | | |
| Course Catalog Description with Prerequisites | X | | | | | | | | |
| General Education Attributes (where pertinent) | X | | | | | | | | |
| Required Books and Supplies | X | | | | | | | | |
| List of Supportive Materials (where available) | X | | | | | | | | |
| Evaluation/Testing System & Policies | X | | | | | | | | |
| Attendance Policy | X | | | | | | | | |
| Safety Instructions | X | | | | | | | | |
| Disclaimer Allowing for Reasonable Revisions | X | | | | | | | | |
| **Optional Items** | | | | | | | | | |
| Semester Meeting Times & Room | X | | | | | | | | |
| Teaching/Learning Strategies | X | | | | | | | | |
| Applicable Forms Pertinent to Course | X | | | | | | | | |
| Reference to Student Policies in OCC Catalog | X | | | | | | | | |
| Policy on Use of Computing Resources | X | | | | | | | | |
| Description of Required Computing Skills | | | | | | | | | |
| Policy on Plagiarism | X | | | | | | | | |
| Student Bill of Responsibilities | | | | | | | | | |

## DATA ANALYSIS

## CORE REVIEW

### B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course. All CAR courses must use the same*

| Course Number (All CAR Courses) | Number of Sections | Percent of Inclusion |
|---|---|---|
| **Mandatory Items (per FMA and Federal Law)** | | |
| ADA Notification | | 100 |
| Course Goals | | 100 |
| Grading Standards and Practices | | 100 |
| Tentative Schedule of Assignments and Tests | | 100 |
| **Recommended Items (per Academic Senate)** | | |
| Course Name and Number | | 100 |
| Instructor, Office Location, Method of Contact | | 100 |
| Office Hours | | 100 |
| Available Assistance | | 100 |
| Course Catalog Description with Prerequisites | | 100 |
| General Education Attributes (where pertinent) | | 100 |
| Required Books and Supplies | | 100 |
| List of Supportive Materials (where available) | | 100 |
| Evaluation/Testing System & Policies | | 100 |
| Attendance Policy | | 100 |
| Safety Instructions | | 100 |
| Disclaimer Allowing for Reasonable Revisions | | 100 |
| **Optional Items** | | |
| Semester Meeting Times & Room | | 100 |
| Teaching/Learning Strategies | | 100 |
| Applicable Forms Pertinent to Course | | 0 |
| Reference to Student Policies in OCC Catalog | | 100 |
| Policy on Use of Computing Resources | | 0 |
| Description of Required Computing Skills | | 0 |
| Policy on Plagiarism | | 100 |
| Student Bill of Responsibilities | | 0 |

*syllabus template.*

# DATA ANALYSIS

**CORE REVIEW**

B. SYLLABUS REVIEW, *(CONTINUED)*

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

**SYLLABUS REVIEW SUMMARY:**

**The following CAR courses need to have minor changes to the course description and course content performed on the syllabus and in the course description section of the OCC College Course Catalog:**

**CAR1200**
**CAR1350**
**CAR1800**
**CAR1900**

Minor revisions of the course content descriptions need to be made to the courses identified above. These minor course content modifications are due to revisions and refinements to the course competencies, competency sequencing and/or changes in the amount of time required to introduce and develop those competencies, and introduction of entirely new competencies that need to be added to the course content when new industry procedures, materials, or innovative vehicular construction practices are introduced. These changes to course content are a natural evolution of changes that need to be made to CAR course content due to the many industry changes in the way vehicles are built and designed. These improvements to vehicular design and the new materials used in their construction will necessitate new repair processes as these new materials and design techniques are introduced. The CAR course content will need to be periodically modified to accurately reflect those changes in industry practices.

# DATA ANALYSIS

## CORE REVIEW

### C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.*

**Enrollment** (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Enrollment, according to the highlights of the Dashboard report I received, has maintained relatively consistent during the last four years studied, and the dashboard score was ranked 16th among all college curriculum in the most recent year.
Annual credit hour enrollment in the CAR program has continued to increase each year, although the rate of increase has slowed somewhat. Furthermore, the number of credit hours has steadily increased and reached a plateau in 2007-8.
The CAR program is currently running near capacity for the current number of faculty and for the size and available space within the existing facility. Further growth in the total number of students and/or an increase in the total credit hours must be balanced with the facilities ability to staff and house any overly large percentage of future growth.

**Minority Students** (Use the Dashboard data on Minority Students to discuss this area.)

According to the Dashboard Report Data, the Percentage of Minority Students enrolled in the CAR program classes varied over the 5 year time period of the study, but averaged slightly less than the college wide average: 20.1% versus 28.7% college wide for the last year measure, 2007-8. The CAR minority population showed a general growth pattern each year from 2004 until 2008, with the percentages of each year starting in 2004-5 being: 17.7%, 2005-6: 13.1%, 2006-8: 21.8%, and 2007-8: 20.1%.
I would expect this pattern of increasing percentage of CAR minority student population to continue into the foreseeable future.

**Student and Course Success** (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The CAR program has a high rate of student success, with the lowest point of student withdrawals reaching 8%, which is below the college average of 18%.

The student course completion rate is also very high, although the number of filled CAR course sections was 77%, which is somewhat below the college average of 86%. Although if you were to add the 10% differential from the lower CAR student withdrawal percentage, the total percentage of students completing any given CAR course is as high or higher than the college combined average of these two statistics.

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

- The CAR program has maintained a relatively high and consistent dashboard score over the last four years, ranging from 10.27 to 9.73. In the last year, the program dashboard score ranked CAR program 16th of all college curriculum.
- Since the programs inception in 2001-2, the number of credit hours has steadily increased and most recently reached a plateau in 2007-8
- The percentage of sections filled to capacity has declined slightly in recent years, but the annual credit hour enrollment continues to increase and reached a peak in the most recent year measured, 2007-8
- Over the last four years the has been a high rate of student success in the Collision Auto Repair program, with the rate of withdrawals at 8% compared to the college wide average of 18%
- According to the highlights of the Office of Assessment and Effectiveness, there will be a total of 223 jobs for Automotive Body and Related Repairers in the next five years in the four-county area of southeastern Michigan. The Office of Assessment and Effectiveness concludes that "Job prospects seem to be the most advantageous for Automotive Body Repairers in both new and replacement jobs."
- According to the I-CAR Educational Foundation 2007 Annual Study for Collision Repair, national technician "turnout" is around 11% annually in the collision repair industry. This figure creates a greater need for additional technicians each year than retirement figures cited in other studies alone will reflect. This "turnout", or number of technicians who leave the industry entirely is around 6.3% and is added to the 3.3% of technicians who leave their technician level job for another industry related job, and is then added to the 1.5% of retiring technicians, to reach a figure closer to 11% of the total technician workforce that must be replaced each year. This percentage figure has proven to be quite consistent in the data obtained from the previous 5 nation wide surveys I-CAR has taken since 1995.
- The conclusion for Technician job placement varies between good and excellent, depending on the source used to collect data on technician job outlook. Either conclusion should be viewed as validation of the industry need for OCC CAR program graduates.

# DATA ANALYSIS

## CORE REVIEW

### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.*

What resources or services does your Discipline/Program need?

After reviewing the input from adjunct faculty and from the one full-time faculty the following issues were identified:

- A digital camera, printer, and software should be provided for student portfolio creation
- Additional industry publications should be subscribed to and provided (LRC?) for student review
- Larger Collision Auto Repair lab facilities and additional outside parking for staff and project vehicles
- Brighter, cleaner facility helps first impressions of parents, students, and staff. Fresh paint and color corrected (daylight spectrum) and much brighter lighting is mandatory for color matching automotive paints.
- A small computer area dedicated for the use of CAR students in the back of the A-221 classroom could be used for the students to create visual portfolios and photographic documentation of their projects. This will aid in interview preparation for job opportunities.
- Put forth ideas for expanding the CAR course offerings for more advanced CAR courses, such as an Advanced Paint Projects class, to the advisory committee for discussion and potential addition to the existing curriculum.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

After reviewing the input from adjunct faculty and the one full-time faculty the following issues were identified:

- Additional training for both full-time and adjunct faculty was suggested by adjunct faculty
- Continuous improvements to the curriculum based on industry changes must be done on an ongoing basis
- I will continue to take on-line and hands-on topical courses to update my knowledge of industry changes in materials, structures, and repair and refinish practices, so as to update the curriculum of existing classes to reflect those changes.

### DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

**Program is currently in good condition, please note the above concerns that may be addressed through the curriculum review process**

## DATA ANALYSIS

E.   INPUT FROM INTERNAL & EXTERNAL COMMUNITY

*Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.*

Faculty Perceptions of Occupational Programs Analysis

Generally, the faculty perceptions are very good. A consistent theme is the need for a nicer appearing facility – new paint and updated lighting would help. Overall, the faculty perception averaged between Strongly Agree and Agree with positive answers to the Data Collection Form questions.

Student Perception of Occupational Programs Analysis

The student survey results have not yet been tabulated, but from what I have seen and read I can make the following observations:

The student perceptions averaged very high. Some of the comments seemed to be for additional classes in the realm of custom painting and additional classes for projects of interest to students. Very positive results were the average student response.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The Advisory Committee survey results have not yet been tabulated, but from the responses I have heard, seen, and read I can make the following observations:

The advisory committee perceptions were positive, although we have not met recently and this showed in less than outstanding responses in the categories of advisory committee input into decision making processes. This condition will be addressed when the CAR advisory committee meeting is help in the beginning of the Winter, 2009 semester.

**INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY
REVIEW SUMMARY**

The final Community Review Summary Results will be tabulated later, but from what I have seen so far the response data was very positive. The student responses in particular were overwhelming supportive of the CAR program direction, course content, instructor delivery, facility and equipment concerns, and the overall structure of the program.

## DATA COLLECTION

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

*Coordinator: Answer the following questions.*

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)

   Ferris State University
   Eastern Michigan University
   Wayne State University

   Beginning Fall 2009 OCC CAR students will be able to attain an Associate in Applied Science Degree in Technological Sciences (TSC.AAS). This Degree will easily transfer to the above institutions for pursuit of a 2 + 2 year or 3 + 1 year (Ferris State) B.S. Degrees.

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

   <u>Oakland Technical Center North West (OTC-NW) campus:</u> we currently have an articulation agreement to place advanced students directly into our CAR1700 Paint & Refinish II class. We are investigating the possibility of expanding this agreement with OTC-NW to include granting credit for second-year students for the CAR1300 Collision Welding class as well.

   In addition, I would like to get the other Oakland Technical Centers involved with advanced placement as well in the future. I am currently working with both the South East and North East Oakland Technical Centers in pursuit of articulation agreements with them as well.

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

   See Tab #16 for documentation on labor market trends and analysis in the Collision
   Repair & Refinish Industry: 2007 I-CAR Education Foundation Snapshot of the     Industry National Survey Executive Summary

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

The basic skills entry level employees are expected to master, according to the Fifth I-CAR    Education Foundation Snapshot of the Industry Survey 2007, have not changed significantly from the previous four national surveys (2004, 2001, 1998, 1995). The wages averaged higher than most comparable trades: $51,312 or a 14.5% increase over the last 3 years, but there has been little increase in the number of employers offering benefits to employees. The need for entry level employees continues to grow despite the fact that there is relatively flat growth in the industry. This need for entry level employees is reflected in the fact that over 11% of the total technicians left the technician job in the last year. Some left for retirement, but most left to either take another related job within the industry (estimating, management, product rep, etc.) or they simply left the industry entirely. These technician jobs must be replaced every year. This is not a single year finding, but is rather commonplace in the collision repair industry over the last 15 years. The last year this percentage represented an 11% total of the entire technician workforce employed in the industry. While the reasons for this "turnout" are many, the fact remains that these vacant positions need to be filled every year. Increasingly, secondary and post-secondary vocational training facilities, such as OCC, have been filling this industry need. In the 1995 Snapshot national survey, only 18% of the available technicians hired      were hired from a vocational training background, as compared to the 56% of the   new hire technician positions filled in the 2007 survey that indicated they had vocational            training. This still leaves roughly half of the workforce that the industry requires each        year that will require training to perform their job.

As vehicular structures become lighter in weight to increase fuel economy, they are also becoming increasingly more rigid in the passenger compartment and more predictably "crushable" in the frontal and rear impact zones to increase passenger safety. Along the lines of these trends, an increasingly large number of panels and vehicle structures are being manufactured using non-traditional or alternative materials of increasing complexity. Some of these materials are composite plastics, Advanced High Strength Steels (AHSS), Metal Plastic Metal (MPM) laminates for noise vibration and harshness reduction (NVH), and a steadily increasing percentage of more expensive   automobile structures are being manufactured form alloys of aluminum. All of these      alternative materials require specific repair and replacement processes, most of which are          unfamiliar to the current technician workforce. These material and vehicle specific repair      and replace procedures will require continuous training for the existing workforce in    order to maintain vehicular integrity according to the OEM specifications. This need for            continuous training ensures the need for programs such as the OCC CAR program to        provide this much needed training to both entry-level technicians and for the continuous        training of the existing workforce for years to come.

## DATA ANALYSIS

G. OUTCOMES ASSESSMENT

*Coordinator: Complete this form after reviewing your most recent Program Assessment Plan.
Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment &
Effectiveness. Please attach it your review.*

1. How have you used the findings from your Program Assessment to improve your program?

   We now use the I-CAR post test for every CD we use in the program. While this increases
   the written assessment criteria we use to measure student performance, the assessment
   methodology is consistent with the industry expectations for technician success. The
   students will gain knowledge and if the post test score is greater than 70%, they also qualify
   for I-CAR Certification Points directly identified by the Office of Assessment in the 2000
   Collision Auto Repair Needs Assessment as an attribute valued by employers.

2. What revisions to your Program Assessment Plan would you suggest?

   The program assessment plan has been modified since the Fall, 2008 benchmarks were
   reviewed by Gail Mays (CAR program CRC Mentor) and myself to streamline and increase
   the relevance of the plan. No further modifications are required at this point in time.

3. Discuss the SAGE findings that apply to the instruction in your Program.
   Obtain these findings from the Office of Assessment & Effectiveness.

   No data to evaluate at this time.

**OUTCOMES ASSESSMENT REVIEW SUMMARY:**

We eliminated many of the initial CAR program Benchmarks and Assessments, and selected a
concentrated few. This will result in improved relevance of the CAR program data collected.
Increased use of Industry Certifications (I-CAR points) have resulted in increased industry awareness
as OCC is now an I-CAR Training Alliance Partner, an industry benchmark for educational collision
repair programs. This OCC/I-CAR Training Alliance Certification allows students to achieve
recognition and certification that validates their successful educational achievements and increases
their employment potential.

# Detailer/Painter Assistant - Certificate of Achievement
## Program Assessment Feedback Form
### Benchmark ID    1241                    B1

**Learning Outcome**
Students will demonstrate detailing skills in preparation for employment as a Detailer/Painter Assistant.

**Benchmark**
80% of students will be able to prepare a vehicle for refinishing procedures.

**Assessment Method**
Rubric for CAR 1700: Surface Preparation and Masking

6/1/2008        **Benchmark Scheduled To Be Assessed**

7/1/2008        **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. __37___    Enter the total number of students who were assessed

2. __33___    Enter the number of students who performed at or above the level indicated in the benchmark

3. _89___%  Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

__X___ was met

_____ was not met

5. What was learned through the assessment of this benchmark?        The majority of the students who take the CAR 1700 Paint & Refinish II class successfully demonstrated the desired competency measured by this Benchmark.  The ability to prepare a vehicle for refinishing procedures is a requirement for employment as a Painters Assistant, and this Benchmark should prove to be an accurate indicator of successful student performance in this area.

6. Based on these assessment findings, modifications/changes will be made:

_____ to the way in which information is delivered to students

_____ to the curriculum

_____ to the Benchmark

_____ to the Assessment Method

_____ to the Learning Outcome

_____ other

Please explain:        No modifications or changes need to be made to this Benchmark at this time.


7. At what point will these actions be implemented?

Month: _____        Year: _____


8. Please explain if there are any budgetary implications stemming from these actions.     None at this time.


NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness.  Thank you!

# Collision Auto Repair: Paint and Refinish Technology
## Program Assessment Feedback Form
## Benchmark ID    263                    B1

**Learning Outcome**
Students will obtain competencies required for I-CAR certification points in the area of paint & refinish repair.

**Benchmark**
Students who complete courses with a B or better will automatically qualify for I-CAR points related to their field of study.

**Assessment Method**
Students will pass quizzes, practical performance assessments (based on rubric scale 1-4).

5/1/2008          **Benchmark Scheduled To Be Assessed**

6/1/2008          **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. _128____   Enter the total number of students who were assessed

2. __121___   Enter the number of students who performed at or above the level indicated in the benchmark

3. _94___% Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

__X___ was met

_____ was not met

5. What was learned through the assessment of this benchmark?         This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.

6. Based on these assessment findings, modifications/changes will be made:

_____ to the way in which information is delivered to students

_____ to the curriculum

__X___ to the Benchmark

_____ to the Assessment Method

_____ to the Learning Outcome

_____ other

Please explain:        The wording of the Benchmark will be changed to reflect the latest I-CAR standards.

Therefore, the new Benchmark will read: "Seventy percent (70%) of the students enrolled in the CAR 1600 Paint & Refinish I class must pass the post-test for each I-CAR point applied for with a score of 70% or higher."

7. At what point will these actions be implemented?

Month: _____09_____    Year: _____2008_____

8. Please explain if there are any budgetary implications stemming from these actions.    None at this time.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness.  Thank you!

# Collision Auto Repair: Paint and Refinish Technology
## Program Assessment Feedback Form
### Benchmark ID    262                    B1

**Learning Outcome**
Students will demonstrate the ability to restore and refinish damaged panels on a vehicle to the pre-accident condition.

**Benchmark**
80% of all students will score 2.5 or higher on the CAR 1700 student project form evaluation rubric.

**Assessment Method**
The assessment method used for this competency is a hands-on performance objective rubric comprised of the individual tasks required for successful competency completion. The cumulative competency score is rated on a scale of 1 to 4, 4 representing the highest possible score. A minimum score of 2.5 on student performance evaluations (rubric) is the benchmark for successful student achievement of this learning outcome.

5/1/2008        **Benchmark Scheduled To Be Assessed**

6/1/2008        **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. __37___    Enter the total number of students who were assessed

2. __35___    Enter the number of students who performed at or above the level indicated in the benchmark

3. _96___%  Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

__X___ was met

_____ was not met

5. What was learned through the assessment of this benchmark?        This Benchmark was successfully met by the majority of students enrolled in the CAR 1700 Paint class. This Student Project Evaluation Rubric evaluates the student's ability to successfully repair and refinish a late model collision damaged vehicle to the pre-accident condition throughout all phases of the repair. This is a necessary skill to develop in order to attain employment as an automotive refinish technician in the industry. This Benchmark is an accurate indicator of student success in the Paint & Refinish Program.

6. Based on these assessment findings, modifications/changes will be made:

\_\_\_\_\_ to the way in which information is delivered to students

\_\_\_\_\_ to the curriculum

\_\_\_\_\_ to the Benchmark

\_\_\_\_\_ to the Assessment Method

\_\_\_\_\_ to the Learning Outcome

\_\_\_\_\_ other

Please explain: No modifications or changes at this time. I recommend elimination of the Paint & Refinish Benchmark ID# 264 B3 due to the very similar language and the fact they are evaluating the same process. This Benchmark, ID# 262 B1 uses the Student Rubric as the assessment method and will be kept.

7. At what point will these actions be implemented?

Month: _____09_____  Year: _____2008_____

8. Please explain if there are any budgetary implications stemming from these actions.

The purchase of a digital camera and a compatible high-resolution color printer will greatly help to document the successful steps involved during the completion of this Benchmark. This photographic document will be used when the student completes their educational portfolio used to demonstrate their aptitude to potential employers. This Camera and Printer would be located in the Applied & Engineering Department Technology Classroom, A221 for security purposes. The anticipated cost should be less than $400 for both components and related software.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness. Thank you!

# Collision Auto Repair: Non-Structural Repair Technology
## Program Assessment Feedback Form
### Benchmark ID    254                    B1

**Learning Outcome**
Students will demonstrate the ability to safely perform metal finishing repair techniques.

**Benchmark**
70% of all students will restore panel or vehicle to pre-accident condition. A rubric score of 2.5 or higher on a scale of 1 – 4 will be the benchmark for student success.

**Assessment Method**
The assessment method used for this competency is a hands-on performance objective rubric comprised of the individual tasks required for successful competency completion. The cumulative competency score is rated on a scale of 1 to 4, 4 representing the highest possible score.

12/1/2007        **Benchmark Scheduled To Be Assessed**

1/1/2008        **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. _19____    Enter the total number of students who were assessed

2. _14____    Enter the number of students who performed at or above the level indicated in the benchmark

3. 74____%  Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

___X__ was met

_____ was not met

5. What was learned through the assessment of this benchmark?        This Benchmark is a useful tool to predict student success in the Non-Structural Repair program. In addition, performing safe metal finishing repairs is a required skill for employment as a collision repair technician.

6. Based on these assessment findings, modifications/changes will be made:

_____ to the way in which information is delivered to students

_____ to the curriculum

__x___ to the Benchmark

_____ to the Assessment Method

_____ to the Learning Outcome

_____ other

Please explain:  None at this time.

Raise benchmark to 80% of students will...

7. At what point will these actions be implemented?

Month: _____     Year: _____

8. Please explain if there are any budgetary implications stemming from these actions.     None.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness.  Thank you!

# Collision Auto Repair: Non-Structural Repair Technology
# Program Assessment Feedback Form
## Benchmark ID    253                    B1

**Learning Outcome**
Students will obtain competencies required for I-CAR certification points in the area of non-structural repair.

**Benchmark**
Students who complete courses with a B or better will automatically qualify for I-CAR points related to their field of study.

**Assessment Method**
Students will pass quizzes, practical performance assessments (based on rubric scale 1-4).

4/30/2008       **Benchmark Scheduled To Be Assessed**

5/31/2008       **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. __16___   Enter the total number of students who were assessed

2. __16___   Enter the number of students who performed at or above the level indicated in the benchmark

3. 100____%  Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

__X___ was met

_____ was not met

5. What was learned through the assessment of this benchmark?        This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.

6. Based on these assessment findings, modifications/changes will be made:

_____ to the way in which information is delivered to students

_____ to the curriculum

__X___ to the Benchmark

_____ to the Assessment Method

_____ to the Learning Outcome

_____ other

Please explain: The wording of the Benchmark will be changed to reflect the latest I-CAR standards.

Therefore, the **new Benchmark will read:** "Seventy percent (70%) of the students enrolled in the CAR1200 Auto Body Fundamentals course must pass the post-test for each I-CAR point applied for with a score of 70% or higher.

7. At what point will these actions be implemented?

Month: _____09_____     Year: ___2008_____

8. Please explain if there are any budgetary implications stemming from these actions. None at this time.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness.  Thank you!

# Detailer/Painter Assistant - Certificate of Achievement
## Program Assessment Feedback Form
### Benchmark ID     1241            B2

**Learning Outcome**
Students will demonstrate detailing skills in preparation for employment as a Detailer/Painter Assistant.

**Benchmark**
80% of students will detail the entire vehicle to the standards identified in the I-CAR: Final Detailing Checklist.

**Assessment Method**
Rubric from CAR 1100: Perform Final Detailing Checklist

6/1/2008        **Benchmark Scheduled To Be Assessed**

7/1/2008        **Assessment Results Sent To Office of Assessment and Effectiveness**

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1. __40___    Enter the total number of students who were assessed

2. _35____    Enter the number of students who performed at or above the level indicated in the benchmark

3. _87.5___% Enter the percent of students who performed at or above the level indicated in the benchmark

4. The above results indicate that the benchmark:

__X___ was met

_____ was not met

5. What was learned through the assessment of this benchmark?        The majority of the students who take the CAR100 Detailing class successfully perform vehicle detailing at or above the standards as identified by the I-CAR Final Detailing Checklist. This Benchmark should prove to be an accurate indicator of successful student performance of the desired competencies required for employment as a Detailer in the Collision Repair Industry.

6. Based on these assessment findings, modifications/changes will be made:

\_\_\_\_\_ to the way in which information is delivered to students

\_\_\_\_\_ to the curriculum

\_\_\_\_\_ to the Benchmark

\_\_\_\_\_ to the Assessment Method

\_\_\_\_\_ to the Learning Outcome

\_\_\_\_\_ other

Please explain:         No modifications or changes need to be made at this point to this Benchmark.

7. At what point will these actions be implemented?

Month: _____         Year: _____

8. Please explain if there are any budgetary implications stemming from these actions.    None at this time.

NOTE: When completed, please send a copy of this form to your campus President, dean, program assessment facilitator and Marty Orlowski (maorlows@oaklandcc.edu) in the Office of Assessment and Effectiveness. Thank you!