## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald Palmer</td>
<td>Primary Team Member</td>
<td><a href="mailto:ron.palmer@marin.edu">ron.palmer@marin.edu</a></td>
<td>8532</td>
<td>all</td>
<td></td>
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</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Erik Dunmire</td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Chair</td>
</tr>
<tr>
<td>Sara McKinnon and</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Becky Brown</td>
<td></td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
</tr>
</tbody>
</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</tr>
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## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
ACRT-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

College of Marin offers an Automotive Collision Repair Program at the Indian Valley Campus in Novato, California. The Automotive Collision Repair program provides instruction in five areas of Auto Collision Repair. The five areas include Painting and Refinishing, Structural Repair, Nonstructural Repair, Electric Vehicle & Hybrid Maintenance and Mechanical & Electrical Repair. The courses are designed to provide opportunity for the development of skills, knowledge and experience for employment in the Automotive Collision Repair industry. Students in other majors may take these courses to enhance their technical skills and overall knowledge of automobiles.

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.

Study in the field of Automotive Collision Repair Technology prepares students for entry into one or more of the many service branches of the expanding Automotive Collision Repair and Maintenance field. The Automotive Collision Repair and maintenance field is a $30-billion a year industry which translates into job security. All courses can be used towards a Certificate of Achievement or Associate of Science Degree and are transferable for baccalaureate degree credit at the California State University. Additionally, all courses in the Auto Collision Repair program address the proper procedure for repairing, replacing or refinishing the exterior and interior of automobiles. Courses are designed to challenge all levels of expertise from the beginner student to the returning technician wishing to advance in the profession. Many collision repair technicians prefer to specialize - some in structural repair, others in painting and refinishing. Some technicians with leadership and business talent will go on to own their own collision repair facility. Some become service managers, shop managers or auto technology instructors, if they have strong communication skills.
III. Students Served
Briefly outline what students are served in your program.

The courses typically attract a wide variety of students.
*Those students right out of high school looking for career pathways that involve automobiles and technology. *Mid age students who typically want to upgrade their skills seeking a higher career level. *Members of the community wishing to perfect their skills and knowledge in automotive restoration and repair. *Electric car enthusiasts.

IV. Program History
Briefly outline the recent history of your program.

For the last 31 years the College of Marin Auto Collision Repair program has resided at the Indian Valley Campus in Novato. The Transportation Technology Complex which includes the Auto Collision Repair lab was recently renovated. The building features "state of the art" equipment and tools and provides students with the most current and up to date training available. The complex is warm, friendly and accommodates student needs better than the previous facility. Like any new building, we are still dealing with design flaws and construction issues. We are trying to overcome these problems so that we can accommodate students better. Over the last 11 years, there has been a steady increase in enrollment in Auto Collision Repair. The curriculum was recently aligned with Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards and has multiple pathways for student success in the form of Certificates of Achievement. ASE /NATEF are nationally recognized certification programs. Instructors in Auto Collision Repair are ASE Certified Master Technicians. The Automotive Collision Repair program is now in the process of a self-study to insure ASE and NATEF standards are being met. The College will hire an outside team to review the curriculum and facility so that we can proceed through the final steps of becoming an ASE/ NATEF certified Auto Collision Repair Facility. The Auto Collision Repair instructors have worked hard over the past several years preparing for the upcoming review. The Auto Collision Repair Discipline works closely with the other disciplines in Career Ed at the College of Marin Indian Valley Campus. They include Auto Technology, Electronics, Machine Metals Technology and Welding. For example, students in the Auto Collision Repair program may decide to improve their welding techniques by taking intermediate or advanced welding through the Welding program or improve their electrical and mechanical skills by taking courses in Auto Technology. The primary goal of the Career Ed program
is to help students gain employment. The Career Ed programs work closely together to help students develop the skills necessary to meet this goal. Currently, the ACRT program is working with the Electronics program and the Environmental Landscaping department to study the feasibility to develop curriculum centered around alternative energy vehicles. The primary role of the ACRT program is to teach students how to alter a conventional internal combustion engine (ICE) vehicle to an electric vehicle (EV). In order for a vehicle to accept EV components, the body of the vehicle must be altered to accept storage of batteries.

Attachments:
List and briefly describe any attachments
## Faculty Members
### ACRT-2011

### I. Program Faculty

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrall</td>
<td>Mark</td>
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**Status:** Shared W/other program(s): Part-time, ETNUM  Yes

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<tbody>
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<td>9</td>
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</table>

**Years of Service:** 3

**Specialty:** Instructor in Auto Collision Repair specializing in plastic repair and detailing. Instructor in Electronics specializing in electrical repair.

### Leadership: List involvement in committees or other service

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Behr</td>
<td>Tom</td>
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**Status:** Adjunct, ETCUM  No

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<th>Spring TU</th>
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<td>6.2</td>
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</table>

**Years of Service:** 9

**Specialty:** Instructor in Auto Collision Repair specializing in non structural repair

### Leadership: List involvement in committees or other service

#### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
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<tbody>
<tr>
<td>Brady</td>
<td>Steven</td>
<td></td>
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**Status:** Adjunct, ETCUM  No

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<th>Spring TU</th>
<th>Reassigned (Total)</th>
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<td>00.000</td>
</tr>
</tbody>
</table>
### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
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<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired</th>
<th>Shared W/other program(s)</th>
<th>Status: Full-time, tenured</th>
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<tbody>
<tr>
<td>Palmer</td>
<td>Ronald</td>
<td>E</td>
<td></td>
<td></td>
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</table>

<table>
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<th>Reassigned (Total)</th>
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<tr>
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<td>6.2</td>
<td>6.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

- Department Chair
- Career Education Program Coordinator
- Auto Collision Repair Technology Curriculum Committee
- Auto Collision Repair Technology Curriculum Committee
## Non-Instructional Support Staff

### I. Current Support Staff

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
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<tbody>
<tr>
<td>Julie Oyle</td>
<td>Full-Time</td>
<td>Clerical</td>
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<td>14Classes</td>
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**Leadership:** List involvement in committees or other service

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#### List of Support Staff

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<thead>
<tr>
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<th>Type</th>
<th>Purpose</th>
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<th>To support</th>
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<td>Laurie Loeffler</td>
<td>Full-Time</td>
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**Leadership:** List involvement in committees or other service

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#### List of Support Staff

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<th>To support</th>
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<td>Lab Tech</td>
<td>19</td>
<td>14Classes</td>
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**Leadership:** List involvement in committees or other service
Facilities Questionnaire

ACRT-2011

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The ACRT program is fortunate to have a newly renovated facility to house its program. The facility features the most modern equipment available in the Auto Collision Repair industry. This includes two environmentally controlled paint spray booths, welding areas with clean air circulation, computerized laser guided frame straightening alignment rack, and dustless sanding. We now can provide our student with the most current and up to date tools and equipment found in the collision repair industry.

Most of the new equipment is computer operated and requires software updates on an annual basis. These costs are new to our program and not part of our regular supply or equipment budgets. The Career Ed department has created a spread sheet showing the software needs for all disciplines in Career Education. The district’s technology committee will need to prioritize and make funds available to support these requests so that the many Career Education programs can continue to operate.

The ACRT program uses a variety of rooms in the Pomo cluster for lectures. All of the lecture rooms in the Pomo cluster need to be converted to SMART classrooms. Lecturing today requires the use of technology such as LC projectors and SMART boards. All of the Career Education classes at the Indian Valley campus share lecture rooms and these rooms should be properly equipped for any presentation.
Student Access and Success

ACRT-2011

I. Access

Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS. Please use this information and your faculty’s own anecdotal experience to answer the following questions.

We have no access barriers. We offer classes in the evenings and Saturdays to accommodate the needs of working students. Classes do not have prerequisites and are open to general enrollments. We have no problems filling the classes we offer in Auto Collision Repair. We typically have a wait list for our more popular classes which indicates we have more students interested in Auto Collision Repair than we can accommodate.

II. Student Success

Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don’t succeed often struggle with________,“ and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

The majority of students enrolled in the Auto Collision Repair program are career oriented. They want to acquire the necessary skills to obtain higher paying jobs with better working conditions than their current employment. In general, students completing the Auto Collision Repair program are successful in finding employment in the field of Auto Collision Repair. The Auto Collision Repair industry is continuously looking for qualified technicians able to repair the vehicles built today involving light weight composite materials. These vehicles also are technical and contain computer controlled electrical systems. Technicians today need a higher level of understanding of electronics than ever before. Our students receive an excellent foundation in electronics, environmentally friendly refinishing products and composite material.

III. Improving Student Success and Retention

Please check off which of the following student support services your students used:
We offer all of our courses on a one year rotation. Starting Fall 2011 each student in the 
program received a spreadsheet print out of their progress. The spreadsheet shows which courses are 
offered and which courses students still need to complete. As students complete the 
requirements they receive a certificate. Students no longer have to fill out paperwork to receive these certificates. This new tracking system has proven to be very successful.

**IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. “Schedule all required classes every semester.”)**
Curriculum

ACRT-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

The focus of the Auto Collision Repair program is career technical education resulting in job placement. It is designed to prepare students for entry level positions in the Auto Collision Repair industry. We also offer update training for those technicians wishing to improve their skills so they can advance in the industry.

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The Automotive Industry is continuously changing and becoming more and more technical. All auto manufacturers are exploring the use of light weight and composite materials for constructing automobiles. They are also incorporating hybrid technology, zero emissions or full electric vehicles. College of Marin Auto Collision Repair program meets with their Advisory committee annually to review the curriculum and implement recommendations. Recently we added hybrid and electric technology to all of our courses in Auto Collision Repair.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

Not at this time

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

No

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

The main goal for Career Education is stay current with technology and become a leader in the community. The Auto Collision Repair program participates in community activities showing it’s leadership in evolving technologies. Recently, the ACRT program participated in alternative energy forum displaying our newly completed,
fully electric vehicle. Presentations were also made.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All of the classes in the program have been updated in the last 5 years. We make changes to our curriculum as necessary.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

Not at this time

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

We haveCollaborated with the ELEC program to create a class for conversion to electrical vehicles. We have also included a section on Hybrid Maintenance and the electrical safety issues involved. In the next five years this class may grow with the current changes in both the state Emission laws and the Federal Emission laws.

9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain.

No

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.
11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Yes
# Student Learning Outcomes

## ACRT-2011

### Five College Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

## I. Degrees and Certificates

1. List your degree and certificate student learning outcomes.

In which courses do students learn each one?

<table>
<thead>
<tr>
<th>A.S. Master Collision Repair</th>
<th>Certificate of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical and Electrical Components</td>
<td>Master Collision Repair</td>
</tr>
<tr>
<td>Nonstructural Damage Repair</td>
<td>Nonstructural Damage Repair</td>
</tr>
<tr>
<td>Painting and Refinishing</td>
<td>Painting and Refinishing</td>
</tr>
<tr>
<td>Structural Damage Repair</td>
<td>Structural Damage Repair</td>
</tr>
<tr>
<td>Electrical Vehicle Specialist</td>
<td>Electrical Vehicle Specialist</td>
</tr>
</tbody>
</table>

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)
Students demonstrate their knowledge through multiple choice tests, research papers and lab practical finals where they have to demonstrate their skill level. Courses are all primarily hand on and project based. Students are assessed individually for their progress and how they advance their skill level throughout the semester.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

   No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

3. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes require new resources or a reallocation of resources? If so, explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

As a Career Technical Education program, Auto Collision Repair is continuously updating its curriculum to stay current with evolving technology. Each time the curriculum changes, the SLO’s are evaluated and aligned to the curriculum. We also update our curriculum to meet ASE and industry standards so that our students are prepared for ASE certification.

2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

We are continuously updating and revising our curriculum to meet ASE and industry standards. The changing curriculum will also involve the updating and aligning of SLO’s. Our Advisory Committee plays an important role in updating and revising our curriculum. We meet annually to insure we meet the needs of the changing Auto Collision Repair industry.
The Automotive Collision Repair Technology program provides a well-rounded and comprehensive curriculum to prepare students to enter the automotive industry. Instructors stay current in their certifications to keep pace with the rapidly changing auto repair industry. Students are taught critical thinking and problem solving skills necessary for today’s highly technical automotive industry. The Automotive Collision Repair Technology program has an Advisory Committee to review aspects of the program and assure industry standards are met. The Automotive Collision Repair Technology program has aligned its curriculum to meet Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF) standards. The faculty, administration, Advisory Committee and local shop owners recognize the ASE standards as the leading industry indicator for quality and reputation. The faculty members work together to find better ways to present material to our diverse student population and their various learning styles. Instructors use PowerPoint, lab demonstrations, guided practice, project based learning, discovery and inquiry approach. Students are also taught the scientific method and problem solving approach for working on collision repair projects.
Throughout the school year the Auto Collision Repair program accepts vehicles to be worked on through the Car Club. Students practice dealing with customers and meet requirements for industry standards. Students read and write repair orders, visually inspect vehicles for primary and secondary damage and orally communicate with car owners and insurance companies.

2. How can you improve student performance on this outcome? Give specific strategies.

Students will be able to assess the damage a car sustained in a collision and solve the problem of repair using critical thinking skills. Formulate strategies to locate, evaluate and apply information from shop manuals, textbooks and computer based information. Students will be able to mix paint using quantitative reasoning, mathematical skill and the scientific method. Students will mix paints by mass, ratio and volume measurements. Students will be able to ready and understand repair work orders. They will be able to write statements documenting additional work required in the field. Students will verbally communicate with employers, customers and insurance agents while working in the field of auto repair.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

Most of the new equipment is computer operated and requires software updates on an annual basis. These costs are new to our program and not part of our regular supply or equipment budgets. The Career Ed department has created a spreadsheet showing the software needs for all disciplines in Career Education. The district’s technology committee will need to prioritize and make funds available to support these requests so that the many Career Education programs can continue to operate.

### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the
With the completion of the new Transportation Technology Center, the ACRT program is attracting a greater numbers of high school graduates, technicians currently working in the industry and members of the community, wanting to learn more about the modern automobile and the collision repair industry. Students are completing Certificates of Achievement and AS degrees. A greater number of students are successfully completing their ASE certification helping them gain employment in the industry. College of Marin’s Auto Collision Repair facility has been recognized as a state of the art facility providing quality education in all aspects of the modern automobile. College of Marin is making every effort to add general education classes to the Indian Valley Campus so that students can complete requirements to obtain an AS degree without having to travel to the Kentfield campus.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Previous program reviews and discipline reviews looked at the aging Transportation Technology facility and recognized it as old and worn out. The College of Marin administrators, faculty, Advisory Committees, and board of Trustees recommended modernizing the facility to become state of the art and ADA compliant which will accommodate a diverse population from the community. The modernization project for the Transportation Technology complex at the Indian Valley campus at College of Marin is now allowing students to become familiar with the ever changing automotive industry. The automotive future may be electric power, hybrid, fuel cell, compressed natural gas, synthetic fuel, bio fuels or some unknown technology at this time. If we look at the history of the automobile, the repair side of the industry reacts slower than the design industry. If the design of the vehicle is too radical, the industry cannot supply technicians fast enough to repair them. All students need a broad base of education including chemistry, physics, mathematics, English and other subject matter. Faculty and Administration at College of Marin need to keep their minds open and encourage cross curricular education. Today’s cars are designed by people with master’s degrees and doctorates in electronics and mechanical engineering. It is unrealistic to think that a technician should only have a high school education in order to repair today’s vehicles. College of Marin is now providing the community with the necessary courses to prepare technicians for the highly technical transportation industry. The Transportation Technology Center is attracting students and community members where they can participate in the ever changing evolution of the automobile. The ACRT program has been collaborating with the Electronics program to develop curriculum and lab
activities to teach construction processes to build and maintain electric and alternative fuel vehicles. Recently, the ACRT program has receive two grants from the college and one grant from the state to explore and develop curriculum dealing with electric vehicles and alternative fuels.

VI. Other concluding remarks.
Department Chair Comments
ACRT-2011

1. Please make any comments on, Student Access and Success, Facilities, Curriculum and SLO sections.

The students in the ACRT program have good access to time and day offerings of courses. This has led to a high completion and success rate. Curriculum is current and up to date with industry standards. The SLO’s are aligned with industry standards.

2. Please comment on the Point of Improvement section.

The instructional equipment requests for ACRT are important to make the discipline function properly. The technology requests are important to keep the ACRT program current with industry standards. Students need to know how to use the most modern electronic equipment to diagnose and repair automobiles. The modernization project fell short of funds for fully equipping the Transportation Technology complex. The Automotive Collision Repair program will have to continue to seek other funding to outfit the facility so that it meets ASE and NATEF standards for certification. The ACRT department has prioritized the needed equipment list. It is unclear at this time, how many items on the list will be purchased by the modernization project and how many items will remain unfunded. All equipment listed is required for ASE and NATEF certification. The ACRT department will have to search for additional funding to cover the shortfall of the modernization project.

3. Other comments