# Signature Page

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</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>
<td></td>
</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 Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</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 Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</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>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
ACRT-2009

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 the four areas of Auto Collision Repair. The four areas include Painting and Refinishing, Non Structural Repair, Structural Repair 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 an 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.

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

For the last 29 years the College of Marin Auto Collision Repair program has resided at the Indian Valley Campus in Novato. The building is showing its age and modernization is already in progress. Construction will be completed Spring of 2010. While the construction process is taking place, the program is being taught in a temporary building. Over the last 8 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 Skill Certificates and Career Certificates. 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
Five Pathways
A description of how you serve students in the five pathways as described in the Education Master Plan.
ACRT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: To a great extent/ a majority of the students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?
Students in the ACRT program work in a well supervised environment that promotes skill development and the practical application of theoretical principles they have learned.
III. How does your program/discipline help students meet these goals?

IV. How do you measure your success?

COM Auto Collision Program has shown a steady increase in success rate from 78% to 85% between 2004 to 2007 compared to the state's overall success rate of 66%.

V. How do you make sure your students are able to get through your program in a timely fashion?

We offer classes on a 1 1/2 year rotational basis. This allows for a full time student to complete the program in 1 1/2 years. It allows for part time students to complete the program in 2 to 3 years.
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

We offer classes in the afternoons, evenings and Saturdays to accommodate the needs of working students. We also rotate class times so that they accommodate the needs of students. Classes do not have prerequisites and are open to general enrollment. The only limiting factor is class size. Some of our classes have exceeded the maximum capacity.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Over the last 6 years, we have an overall average success rate of 82%. This demonstrates that we are providing students with the necessary instruction and lab opportunities so they can successfully complete the courses in ACRT.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Although none of our courses have prerequisites, nor are our classes a prerequisite for other classes, students who continue on to a four year college can use our units for electives or part of technical education degrees.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
V. Please explain and provide additional details regarding your choices above:

As students enter our program, they need to meet with a counselor to develop an educational master plan.

We are continually updating and revising the curriculum to stay current with the ever changing automotive industry.

We have recently introduced a new course in Alternative Fuels. This course teaches students how to convert an internal combustion vehicle to run on electricity.

We are in the process of setting up an articulation agreement with local high schools so that students can receive college credit while attending their high school classes. We also need to consider working with other four year institutions to insure that our units are accepted for transfer to CSU. We need to continually encourage our students to further their education at four year colleges. The collision repair industry is always looking for people who have experience and four year degrees for upper level management positions.

In recent years we have held career fairs and career days at the Indian Valley campus. We have participated in local car shows and advertised the program at informational booths. We need to continue and strengthen these efforts.

We meet biannually with our Advisory committees to go over curriculum and discuss job market trends and needs of employers in the auto collision repair industry.

The ACRT facility is going through the modernization process. The facility will be ADA compliant and better meet the needs of students.

Our faculty members attend annual conferences and training in the area of collision repair.
Facilities Questionnaire
ACRT-2009

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.)

We are currently still in our temporary facility. We are planning on moving into the modernized facility in spring 2010. The planners, designers and builders have spent a great deal of time working together to create a state of the art facility that incorporates high technology and is an ADA compliant facility. The faculty members have been working with the designers and the Advisory committee to create a facility that prepares students for the continuous technological advances and changing work environment of collision repair.
Curriculum
ACRT-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

All courses in the ACRT were updated Spring 2009. Course updates and revisions were submitted to Curriculum Committee and approved by UDWC. We created one new course, ACRT 139EV which teaches students how to convert an internal combustion vehicle to be powered by electricity. This course was approved by curriculum and UDWC. It will be taught Spring 2010.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

We currently have 3 career certificates and 5 skills certificates in the ACRT program. As students progress through the program, they can obtain the various certificates in a variety of different areas of collision repair. If they take all the necessary courses, students can earn the Master Collision Repair certificate. If they further their education by completing the general ed requirements, they receive an AS degree in Auto Collision Repair Technology. Due to the multiple pathways, students can pick and choose which part of the curriculum they want to take.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

The ACRT Department is currently working with the Electronics Department on Electric Vehicle conversion and construction. We are also considering creating a certificate in Alternative Energy for home, business and transportation. Students will have more opportunities to be involved in emerging technologies.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

We are in the process of rewriting all of our courses in the ACRT program to incorporate how to repair vehicles that are powered by alternative fuel. Because the automotive industry is changing the way cars are built we will incorporate how to deal with alloy steels and composite material construction. Those working in the field are encountering new technologies and will need update training and experience to stay current.

5. 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 how it will improve student learning, student success and/or access.

At this time we are not considering Distance Ed learning.

6. 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.

We do not have any material fees at this time.
Student Learning Outcomes
ACRT-2009

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. What degrees and certificates does your discipline offer?
   A.S. in Master Collision Repair
   Certificate of Achievement
   Skills Certificates in Mechanical and Electrical Components, Nonstructural Damage Repair, Painting and Refinishing and Structural Damage Repair.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?
   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. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
      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.
   ii. Scientific and Quantitative Reasoning
      Students are able to mix paints following all EPA and health & safety standards. They understand the chemical makeup and proper mixing ratios of the paint so they can use the scientific method to determine paint temperatures and which reduces, activators, accelerators, retarders, flex additive and fish eye eliminator to use for different environmental conditions.
   iii. Critical Thinking
Students will be able to assess primary and secondary damage to vehicles. They will use critical thinking skills to determine the best and most economical procedures for beginning repairs on the vehicle.

iv. Problem Solving

Students will be able to use problem solving skills to determine how to repair structural and non-structural damage to an automobile. They will also be able to evaluate the finish and set up a plan repair procedure.

v. Information Literacy

Students will be able to read and evaluate repair orders, service bulletins, shop manuals and computer based software.

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

No

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

Yes. All of our course outlines and syllabi include student learning outcomes.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100%

3. Assessment:
   i. How often do you assess these SLOs?

We review our course offerings annually with our Advisory Committee. The committee makes recommendations to align course objectives to SLO’s.

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

We have incorporated critical thinking into all of our courses in the ACRT program. Students use critical thinking and problem solving skills during a vehicle repair. They use a variety of techniques and materials. Instructors assess how they complete their projects and think through the repair process safely and efficiently.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

We have added SLO's to all of our syllabi and we will continue to integrate critical thinking, problem solving and inquiry approach to all labratory exercises. Students
will evaluate the extent of the vehicle damage and determine if it is feasible to repair the vehicle or declare it as non repairable.

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

We plan to focus on problem solving. We will teach students how to evaluate collision repair problems and solve them in the most cost effective manner while remaining conscious of environmental and safety issues. We will assess through written examination and lab work.
### I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>450 Students</td>
<td>Over $200 Each</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

#### Description and part number for ordering:

MIL-951065 Millermatic 252 W/Spoolmatic 30A W/Dual Cylinder Cart 230/460 575 V

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$2,875.00</td>
<td>$241.56</td>
<td>$0.00</td>
<td>$3,116.56</td>
</tr>
</tbody>
</table>

#### One-time expenses:
(e.g. construction, electrical, installation)

#### On-going Expenses:
(e.g. maintenance, repairs, staffing, and/or upgrades)

#### Item to be shared with the following Department/Program: (Include any shared expenses)

#### Do you have space for this equipment?

#### Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   A

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   The addition of this piece of equipment will allow for an additional work station in the Auto Collision Repair Lab. This spreads students out more evenly in the lab enhancing supervision. This piece of equipment is mobile and can be moved to the welding shop so that the Advanced Welding students can learn how to weld tubing for custom fit.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   This piece of equipment is needed to teach students the art of metal fabrication and design. Students will use this piece of equipment to retrofit internal combustion vehicles so they can be converted to electricity. A Aluminum Spool Gun Welder is a
very important piece of equipment when making alterations to the body and frame of a
car to accept batteries and electric motors. The piece of equipment will be used in
the EV Conversion class, Electronics class, Metal Fabrication and Welding class. Yes,
it is necessary for students to succeed.

4. How will access for students be improved? How many students (annually) will benefit from
this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?
All students enrolled in Auto Collision, Welding, Machine and Electronics will benefit. Having access to this equipment will allow
students to use their class room knowledge, combined with problem solving and critical thinking, to successfully modify donor
cars for electric retrofit. The ability to actually modify and retrofit existing vehicles will make COM unique in the Bay Area. This
will attract additional students to the initial class and expose them to the many other classes available.

5. What student learning or other outcomes are expected? Is it important to the achievement
of student goals?
Students in our classes must increase their individual skills. Teaching an EV Course where the student learning outcomes are a
written report or oral group report does not serve workforce needs. Student learning outcomes will include manipulative skills
and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

6. How will these outcomes be measured for future planning? What data or evidence supports
your request?
Outcomes are measured by student success rate and progress through the various worksheets during the class. Students must
pass both a manipulative skill final and a written final.

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>0450 Students</td>
<td>Over $200 Each</td>
<td>Auto Collision Repair</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Ultimate Tubing Notcher Variable Speed with Stand and Cutters - Mittler Bros. Machine & Tool

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$5,400.00</td>
<td>$540.00</td>
<td>$200.00</td>
<td>$6,140.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
none

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
none

Item to be shared with the followwng Department/Program: (Include any shared expenses)
Electronics, Welding and Machine

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   A

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

The addition of this piece of equipment will allow for an additional work station in the Auto Collision Repair Lab. This spreads students out more evenly in the lab enhancing supervision. This piece of equipment is mobile and can be moved to the welding shop so that the Advanced Welding students can learn how to weld tubing for custom fit.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

This piece of equipment is needed to teach students the art of metal fabrication and design. Students will use this piece of equipment to retrofit internal combustion vehicles so they can be converted to electricity. A tubing cutting notcher is a very important piece of equipment when making alterations to the body and frame of a car to accept batteries and electric motors. The piece of equipment will be used in the EV Conversion class, Electronics class, Metal Fabrication and Welding class. Yes, it is necessary for students to succeed.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All students enrolled in Auto Collision, Welding, Machine and Electronics will benefit. Having access to this equipment will allow students to use their class room knowledge, combined with problem solving and critical thinking, to successfully modify donor cars for electric retrofit. The ability to actually modify and retrofit existing vehicles will make COM unique in the Bay Area. This will attract additional students to the initial class and expose them to the many other classes available.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes must increase their individual skills. Teaching an EV Course where the student learning outcomes are a written report or oral group report does not serve workforce needs. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Outcomes are measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

Additional Justification for this item:
# Instructional Operating Supplies

**ACRT-2009**

**I. Consumable Instructional Operating Supplies**
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

**Note:** Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

**Note:** These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Furniture, Fixtures, and Equipment Automotive Collision Repair, Perkins 1C # 12920-23201-64000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200.0</td>
<td>1200.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**
None

**How Long?**
Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.

2. **Is it necessary for students to succeed in a series of courses?**

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the
cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget. Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: 01  
To Support: 500 Students  
Discipline Area ACRT

Broad Category (for example in Chemistry - "Chemicals")

Other Districtwide (Perkins 1C) Automotive Collision Repair # 12920-23201-58400-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type None  
How Long? None

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

This account is currently not in use. We left it open so we could transfer money into if needed.

http://programreview.marin.edu/IEReportPart4.jsp  2/20/2010
2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

---

**I. Consumable Instructional Operating Supplies**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area

| 01 | 500 Students | ACRT |

**Broad Category (for example in Chemistry - "Chemicals")**

Other Contract Services (Perkins 1C) Automotive Collision Repair # 12920-23201-56700-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type** | **How Long?**

- None | None

Item to be shared with the following Department/Program: (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

This account is currently not in use. We left it open so we could transfer money into if needed.

---

2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Travel and Conference (Perkins 1C) Automotive Collision Repair # 12920-23201-52000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200.0</td>
<td>1200.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type
None

How Long?
Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

   A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.

2. Is it necessary for students to succeed in a series of courses?
For faculty members to stay current and up to date, they attend conferences and workshops throughout the year. The instruction they receive is brought back to the college where they can share this new information with students and colleagues. Over the last several years, instructors have attended the annual NATEF conference, CAT conference and ASE certification and testing.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Faculty members have the opportunity to articulate with others, visit other colleges and universities to help evaluate what we do versus other colleges. Faculty members get to meet with auto manufacturers and engineers to discuss current and evolving plans for automobiles. Faculty members are able to share this vital information with administrators, other faculty members and students. These types of activities are important to insure that our college continues to move forward and keep an open mind as the industry and job market continuously changes.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

By having faculty attend conferences, students gain up to date information allowing them to stay current with industry and increase their individual skills. Student learning outcomes include manipulative skills and a manipulative skill final. Student's ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Because the faculty members are encouraged to participate in conferences and workshops, they are able to stay on the leading edge of technology and knowledge. This gives faculty the ability to keep curriculum current and up to date, address trends in the automotive industry and stay informed about the types of grants and special funds there are available through state and federal agencies. Over the last several years the ACRT program has been fortunate enough to write and receive several grants concerning alternative fuel vehicles which include electric and hybrid vehicles. Our most recent course, EV Conversion and Electrical/Hybrid maintenance has become popular and recognized in the community with a forward thinking approach to automotive education.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Instructional Supplies (perkins 1C) Automotive Collision Repair # 12920-23201-43000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1600.0</td>
<td>1600.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

None

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - The district receives money from VTEA and Perkins 1C. The money is distributed to the various vocational programs. Since our course offerings and student enrollment are stable or increasing, we need to maintain the current level of funding to provide our students with the necessary tools and equipment.
2. Is it necessary for students to succeed in a series of courses?
Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Instructional Supplies (Annual Giving) Automotive Collision Repair # 12600-23201-43000-094900
Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   A - The ACRT Department receives donations throughout the year. This money is put into our Annual Giving account. This money is used to help support and run our program allowing us to purchase tools and equipment that we would not necessarily have the money for.

2. Is it necessary for students to succeed in a series of courses?
   Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the
various worksheets during the class. Students must pass both a manipulative skill final and a written final.

---

**I. Consumable Instructional Operating Supplies**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Instructional Supplies (Lottery) Automotive Collision Repair #12400-23201-43000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5140.0</td>
<td>5140.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - Every year the district receives lottery money and distributes it to departments in the college. We would like to receive same amount of money so that we can fund supplies and equipment to run our program. If the district does not receive money from lottery, it would be necessary to fund this supplies and equipment account through college general funds.

2. Is it necessary for students to succeed in a series of courses?

   Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the...
ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Furniture, Fixtures, and Equipment Automotive Collision Repair # 11100-23201-64000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000.0</td>
<td>1900.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?

A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.
2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Laundry Automotive Collision Repair # 11100-23201-56550-094900
Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   A - We are asking for a budget increase to offset the cost of inflation of laundry used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?
   Students need shop towels in all of our courses. Students use shop towels to clean up after themselves. Without these towels students cannot clean up after themselves after simulating repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   As students perform laboratory exercises and tasks, they use shop towels and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have shop towels available to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Other Supplies - Automotive Collision Repair # 11000-23201-45000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200.0</td>
<td>1000.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?

   Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement...
of student goals?

Students in our classes will increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Other Supplies - Automotive Collision Repair # 11100-23201-45000-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4500.0</td>
<td>5000.0</td>
<td>500.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

A - We are asking for a budget increase to offset the cost of inflation of supplies used in the variety of classes taught in the ACRT program.

2. Is it necessary for students to succeed in a series of courses?

Students need supplies and materials to work with in all of our courses. Students practice the correct procedures in the Auto Collision Repair class using these
supplies. Without these supplies we cannot simulate repairs that will prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer six classes per semester in Auto Collision Repair with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to perform collision repair processes that meet industry standards. Students are attracted to our program because we have a modern and up to date facility. They know they will receive up to date training with the most modern tools, equipment and supplies which are necessary for making repairs properly and meet the ASE/NATEF standards. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. The ACRT program needs to keep the supply budget inline with inflation so that quality instruction is maintained.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

The best way to measure success is through enrollment and number of students successfully completing AS degrees, master technician certification, career and skill certificates and ACRT classes. The Auto Collision Repair classes are grouped together so students can earn skill certificates and career certificates. Some students may choose to go to four year institutions and can use the courses they've taken in the ACRT program for either electives or required courses at state universities. In recent years, some of our students have transferred to state colleges such as Chico State University to enroll in the Manufacturing Technology program and other related degrees. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>450 Students</td>
<td>ACRT</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Instructional Supplies Summer ACRT # 11100-23201-43100-094900

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000.0</td>
<td>774.0</td>
<td>226.0</td>
</tr>
</tbody>
</table>

Type How Long?

http://programreview.marin.edu/IEReportPart4.jsp 2/20/2010
Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A - this is the first time we have asked for an increase to offset the increase of cost of supplies to support our summer school program

2. Is it necessary for students to succeed in a series of courses?

   Students need supplies and materials to work with in all of our summer school courses. Students practice the correct procedures in the Auto Collision Repair Industry. Without these supplies we cannot simulate repairs that prepare students to work in the field of Auto Collision Repair.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   As students perform laboratory exercises and tasks, they use materials and supplies such as sand paper, thinner, welding gas, gloves and other necessary supplies. We offer two Auto Collision Repair workshops with a class size of 30 students each. We need to have supplies on hand to keep all students working and learning how to do collision repair. We have had the same budget for the last several years. As the cost of living increased, our supply budget has not. Students are attracted to our program because they know they can have the necessary tools, equipment and supplies to learn the tasks outlined in the ASE/NATEF standards for teaching Auto Collision Repair. All students enrolled in Auto Collision, Welding, Machine and Electronics will benefit. Having access to this equipment will allow students to use their class room knowledge, combined with problem solving and critical thinking, to successfully modify donor cars for electric retrofit. The ability to actually modify and retrofit existing vehicles will make COM unique in the Bay Area. This will attract additional students to the initial class and expose them to the many other classes available.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   Students in our classes must increase their individual skills. Student learning outcomes will include manipulative skills and a manipulative skill final. The ability to use standard industry equipment is a required student goal.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

   The best way to measure the success is through enrollment and number of students successfully completing the summer school program. The summer school Auto Collision Repair workshop is one of the requirements for the ACRT/AS Degree, Career Certificate and Skill Certificate. Outcomes are also measured by student success rate and progress through the various worksheets during the class. Students must pass both a manipulative skill final and a written final.
# Faculty Members

## ACRT-2009

### I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Year Retired:</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrall</td>
<td>Mark</td>
<td></td>
<td></td>
<td>Part-time, ETNUM Yes</td>
</tr>
<tr>
<td>Brade</td>
<td>Steven</td>
<td></td>
<td></td>
<td>Adjunct, ETCUM No</td>
</tr>
</tbody>
</table>

### 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>Year Retired:</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjunct, ETCUM No</td>
<td></td>
</tr>
</tbody>
</table>

### Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)

<table>
<thead>
<tr>
<th></th>
<th>2009 TU</th>
<th>2009 TU</th>
<th>2010 TU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrall</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
<tr>
<td>Brade</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

### Years of Service: Specialty:

- **Barrall**: Instructor in Auto Collision Repair specializing in plastic repair and detailing. Instructor in Electronics specializing in electrical repair.
- **Brade**: Instructor in Auto Collision Repair specializing in non structural repair and welding.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Year Retired:</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjunct, ETCUM No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009 TU</th>
<th>2009 TU</th>
<th>2010 TU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrall</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
<tr>
<td>Brade</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

### Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)

<table>
<thead>
<tr>
<th></th>
<th>2009 TU</th>
<th>2009 TU</th>
<th>2010 TU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrall</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
<tr>
<td>Brade</td>
<td>0</td>
<td>9</td>
<td>6.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

### Years of Service: Specialty:

- **Barrall**: Instructor in Auto Collision Repair specializing in plastic repair and detailing. Instructor in Electronics specializing in electrical repair.
- **Brade**: Instructor in Auto Collision Repair specializing in non structural repair and welding.

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Palmer</td>
<td>Ronald</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

Status: Full-time, tenured Yes
Shared W/other program(s):

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2</td>
<td>6.2</td>
<td>6.2</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Years of Service: Specialty:
Instructor in Auto Collision Repair specializing in automotive painting and refinishing. Instructor in Automotive Technology specializing in automotive engines, manual transmissions and drive train, brakes, alignment and suspension. Specialized electronics training.

Leadership: List involvement in committees or other service
Department Chair Career Education Program Coordinator Auto Collision Repair Technology Curriculum Committee

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
# Non-Instructional Support Staff

**ACRT-2009**

## 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>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Oyle</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>10</td>
<td>14Classes</td>
</tr>
</tbody>
</table>

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

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Loeffler</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>5</td>
<td>14Classes</td>
</tr>
</tbody>
</table>

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

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Loeffler</td>
<td>Full-Time</td>
<td>Lab Tech</td>
<td>19</td>
<td>14Classes</td>
</tr>
</tbody>
</table>

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

---

## II. Request for additional support staff

(request clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary

ACRT-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

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 powerpoints, 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.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

We look forward to the completion of the new Transportation Technology Center. As the automotive industry continuously evolves and changes, the ACRT program needs to keep pace with the industry by continuously updating its curriculum and equipment. The ACRT budget needs to reflect appropriate funds necessary to maintain the present equipment and provide for continuous updating or replacement of worn or outdated equipment. 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 critical thinking and problem solving. They can use these skills for a variety of automotive repair situations such as how to repair cars involved in minor to severe collision damage and customize classic and antique car restoration. Today's technicians also have to be knowledgeable about alternative fuel vehicles. Our student are learning 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.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

With the completion of the new Transportation Technology Center, the ACRT program will attract 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. More students will complete skill certificates, career certificates and AS degrees. A greater number of students will succeed in ASE certification and gain employment in the industry. College of Marin's
Transportation Technology Center will be 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 2008 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 will allow 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 needs to provide the community with the necessary courses to prepare technicians for the highly technical transportation industry. The Transportation Technology Center will attract students and community members where they can participate in the ever changing evolution of the automobile. The ACRT program has been working 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.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Although the college has done an excellent job of modernizing the Transportation Technology complex and ACRT program, they have run short on funding to fully outfit the ACRT lab with all the necessary tools and equipment to meet the ASE standards. At this point, it will be up to the district to continually fund and find resources to complete the modernization project so that we are able to meet or exceed ASE standards. Once the facility has met the standards for NATEF and ASE, it will be possible to apply for ASE certification. At this time, all of the faculty members meet and exceed ASE standards for education. The curriculum has been aligned to meet ASE/NATEF certification.

VI. Other concluding remarks.
Department Chair Comments
ACRT-2009

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

The Five Pathways are well thought out and make it easy for students to choose a career path. 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. We are looking forward to moving into our new modern facility. Curriculum is current and up to date with industry standards. The SLO’s are aligned with industry standards.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

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. Please comment on the faculty and staff sections.

The faculty and staff in the ACRT program typically work fairly well together. Their teaching philosophies and teaching styles are aligned with one another. The ACRT program works and operates smoothly. The ACRT staff is working with the Electronics and Machine Metals program on the electric vehicle and alternative fuels project which is a cross curricular activity.

4. Other comments
Area Directors and Deans Comments
ACRT-2009

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

The program instructors and chair have done an exemplary job in engaging industry partners to support the program and include the Advisory Committee in the TransTech facility modernization and continuous improvement in curriculum and program development. The time and energy invested in creating the new EV Conversion Course has proven to be a success by gaining additional resources to the program and many new students. The expansion into this direction of new transportation technologies will keep the CoM ACRT program highly competitive.

The Dean of Workforce Development has been working with the Dean of Student Development and Services to enhance and expand counseling for vocational students. In addition a program to track counseling services to vocational students will also be implemented in the Fall 2010 semester.

The Advisory Committee to the ACRT program is committed to supporting a review of the program design and curriculum. As part of full program and curriculum review, Student Learning Outcomes, the assessment of those outcomes and the support to assure student success in meeting these outcomes will provide the foundation to program improvement.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

| Ultimate Tubing Notcher Variable Speed with Stand and Cutters - Mittler Bros. Machine & Tool |
|---|---|---|---|
| Quantity | Unit Cost | Tax | Shipping |
| 1 | $5,400.00 | $540.00 | $200.00 |
| Total | $6,140.00 |

This equipment will update the instructional program to meet industry standards and prepare students to enter employment with skills expected for an entry level worker.

After exhaustive work by faculty and staff with industry experts, the furniture, fixture and equipment request list was submitted for review and further review and analysis by the Advisory Committee, the dean and the modernization committee. The modernization funds are expected to cover most of the agreed upon priority list, although not all. Additional funds are necessary to complete the purchase of that prioritized list.

3. Please comment on the faculty and staff sections.

It is difficult to identify instructors who possess the minimum qualifications to...
teach in the ACRT program:

- At least an AA degree
- Excellent technical skills
- Excellent skill for instructing adults.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

The ACRT program expends all funds available to the program every year. The program expenses have increased along with rising prices and increasing numbers of students. In order to maintain the instructional quality of the program, additional (categorical funds) of $6,100 are expended annually. Additional funds to add the EV class were raised through a one-time grant opportunity from the California Energy Commission.

5. Other comments

The leadership and quality of instruction provided in program development and expansion in the ACRT program is a model that should be replicated throughout the career programs area. The ongoing inclusion of colleagues, industry experts, and advisory committee members is reflected in the healthy numbers in enrollment and the student success rate. The most recent addition of the Electric Vehicle course is an example of how a program can maintain a vision for the future while still focusing on fundamentals for entry level students, advanced students and professionals maintaining competitive skills.