

**Major Highlights**

**Program Dashboard**

**Program Dashboard Percent of Targets Achieved**

**Credit Hour Trends**

**Degree Trends**

**Occupational Projections**

**Occupational Skills Analysis**

**Program Assessment Plans**

**Program Assessment Findings**

**Marketing Plan**

**CRC Recommendations**

**CRC Follow-Up**

**Collision Auto Repair  
Major Highlights  
December 2008**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the three Collision Auto Repair programs. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the programs which may impact short and long term curriculum development.

Major Highlights

- The Collision Auto Repair program has maintained a relatively consistent composite dashboard score over the last four years, ranging from 10.27 to 9.73. The lower end of this range was in 2007-08. In the most recent year the program dashboard score is ranked the 16<sup>th</sup> highest among all college curriculum.
- In recent years there has been a decline in the percent of sections filled to capacity and in 2007-08, approximately 77% of CAR sections were filled, compared to a college-wide average of 86%. However, during this same time period, the percent of cancelled sections has declined to 14%.
- Although annual credit hour enrollment continues to increase, the rate of increase has slowed down over the last four years and was at its lowest rate in 2007-08.
- Over the last four years, there has been a high rate of student success in the Collision Auto Repair program. Consequently, the percent of withdrawals is at its lowest point of 8% and is well below the college-wide average of 18%.
- Since the program's inception in 2001-02, the number of credit hours has steadily increased and most recently reached a plateau in 2007-08.
- In total, 12 <sup>CT</sup>degrees have been awarded in the Collision Auto Repair program since 2003-04, which includes three Certificates in Non-Structural Repair Technology and nine Certificates in Paint and Refinish Technology. The Detailer/Painter Assistant Certificate of Achievement program is relatively new and has not had any graduates yet.
- Two occupational groups have been identified with Collision Auto Repair, which are Automotive Body and Related Repairers and Transportation Equipment Painters. A total of 223 new jobs for Automotive Body and Related Repairers has been projected for the next five years in the four-county region of Southeast Michigan, yet a decline in jobs is projected for Transportation Equipment Painters. Job prospects seem to be the most advantageous for Automotive Body Repairers in both new and replacement jobs.
- All three of the Collision Auto Repair programs have established a program assessment plan. The Non-Structural Repair Technology program and the Paint and Refinish Technology program have both identified three Learning Outcomes, with one Benchmark for each outcome. In addition, the Detailer/Painter Assistant Certificate of Achievement program has identified one Learning Outcome and two benchmarks. All are in accordance with the guidelines established by the Student Outcomes Assessment Committee.

- Between July 2007 and June 2008, 12 out of the 13 benchmarks of the three plans were assessed and all 12 benchmarks were met. The one benchmark that was not assessed will be eliminated since it relies on the performance of students in a different discipline. Although the majority of the benchmarks were met, a number of refinements to the benchmarks were noted and changes were proposed. Subsequently, all three of the assessment plans were modified in order to reflect more clear and accurate benchmarks for the upcoming assessment cycle.

## **Oakland Community College Program Dashboard**

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Canceled Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

# Program Dashboard

## Detail Report

**Prefix** CAR  
**Title** Collision Auto Repair

	<b>Program</b>				<b>College Wide</b>
	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2007-08</b>
<b>Sections Filled to Capacity</b>	76.8%	82.6%	90.4%	77.7%	85.6%
<b>Percent of Cancelled Sections</b>	13.6%	19.0%	22.2%	25.0%	9.7%
<b>Credit Hour Trend Ratio</b>	1.10	1.13	1.17	1.58	1.02
<b>Percent of Minority Students</b>	20.1%	21.8%	13.1%	17.7%	28.7%
<b>Percent of Withdrawals</b>	8.2%	11.1%	13.9%	9.1%	18.4%
<b>Percent of Incompletes</b>	0.0%	0.0%	0.0%	0.0%	1.5%
<b>Student Course Completion Rate</b>	91.8%	88.0%	85.7%	90.9%	67.4%
<b>Dashboard Score</b>	9.73	9.86	9.74	10.27	

## Sections Filled to Capacity

**Prefix** CAR  
**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Total Students</b>	284	281	253	202
<b>Total Capacity</b>	370	340	280	260
<b>Sections Filled To Capacity</b>	76.8%	82.6%	90.4%	77.7%

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**Definition:**

Of all available seats, the percent that are filled based on end of term enrollment data. Calculation includes all four terms within the academic year Summer II, Fall, Winter and Summer I. This measure reflects the extent to which all credit "sections" are filled to their designated capacity e.g. allocated seats divided by the total number of available seats between July 1 and June 30. In particular, this measure provides one indication of the magnitude of student demand.

**Methodology:**

## Percent of Cancelled Sections

**Prefix** CAR

**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Active Sections</b>	19	17	14	21
<b>Cancelled Sections</b>	3	4	4	6
<b>Total Sections</b>	22	21	18	28
<b>Percent of Cancelled Sections</b>	13.6%	19.0%	22.2%	25.0%

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**Definition:**

Of all offered credit sections the percent of sections that are canceled as of the end of the term. Calculation includes all four terms during the academic year Summer II, Fall, Winter and Summer I. The calculation is based on a simple formula which takes the number of canceled credit sections which is then divided by the total number of offered credit sections. This measure is one indicator of scheduling strategies and student demand.

**Methodology:**

## Credit Hour Trend Ratio

**Prefix**            CAR  
**Prefix Title**    Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Credit Hours Year 1</b>	792	738	624	0
<b>Credit Hours Year 2</b>	988	792	738	624
<b>Credit Hours Year 3</b>	1,074	988	792	738
<b>Credit Hours Year 4</b>	1,078	1,074	988	792
<b>Credit Hours Period 1</b>	951	839	718	454
<b>Credit Hours Period 2</b>	1,047	951	839	718
<b>Credit Hours Ratio</b>	1.10	1.13	1.17	1.58

**Definition:**

Trend in credit hour enrollment based on a three year rolling average. Includes total credit hours over the academic year Summer II, Fall, Winter and Summer I. The calculation is based on those students enrolled on the terms official census date (one-tenth day). In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" is calculated based on a three year rolling average of student credit hours. The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. (Period 2 – Period 1) / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

**Methodology:**



## Percent of Minority Students

**Prefix** CAR

**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Minority Students</b>	57	26	16	20
<b>Total Students</b>	284	119	122	113
<b>Percent of Minority Students</b>	20.1%	21.8%	13.1%	17.7%

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**Definition:**

The percent of students who are minority in relation to all enrolled students. Minority status is self-reported by the student and includes African American, Asian, Hispanic, Native American Indian and Other. Calculation is based on the full academic year Summer II, Fall, Winter and Summer I. Percentages are computed on those students enrolled as of the end of the term and exclude missing data.

**Methodology:**

## Percent of Withdrawals

**Prefix** CAR

**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Total Withdrawals</b>	23	26	35	18
<b>Total Grades</b>	280	234	251	198
<b>Percent of Withdrawals</b>	8.2%	11.1%	13.9%	9.1%

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**Definition:**

The percent of students who withdraw from their course after the term begins. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are derived from end of session data, after grades are posted. Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP) and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

**Methodology:**

## Percent of Incompletes

**Prefix** CAR

**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Total Incompletes</b>	0	0	0	0
<b>Total Grades</b>	280	234	251	198
<b>Percent of Incompletes</b>	0.0%	0.0%	0.0%	0.0%

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### Definition:

The percent of students who receive an incomplete in their course. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are based on end of session files, after grades are posted. Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N) Not Reported (NR), and Missing status. This is one indication of student success.

### Methodology:

## Student Course Completion Rate

**Prefix** CAR

**Prefix Title** Collision Auto Repair

	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
<b>Successful Grades</b>	257	206	215	180
<b>Total Student Grades</b>	280	234	251	198
<b>Student Course Completion Rate</b>	91.8%	88.0%	85.7%	90.9%

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**Definition:**

The percent of students who successfully complete a course with a grade of "C" or higher. Calculation includes grades from the entire academic year Summer II, Fall, Winter and Summer I. Student success rates are based on end of session data after grades have been posted. The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

**Methodology:**

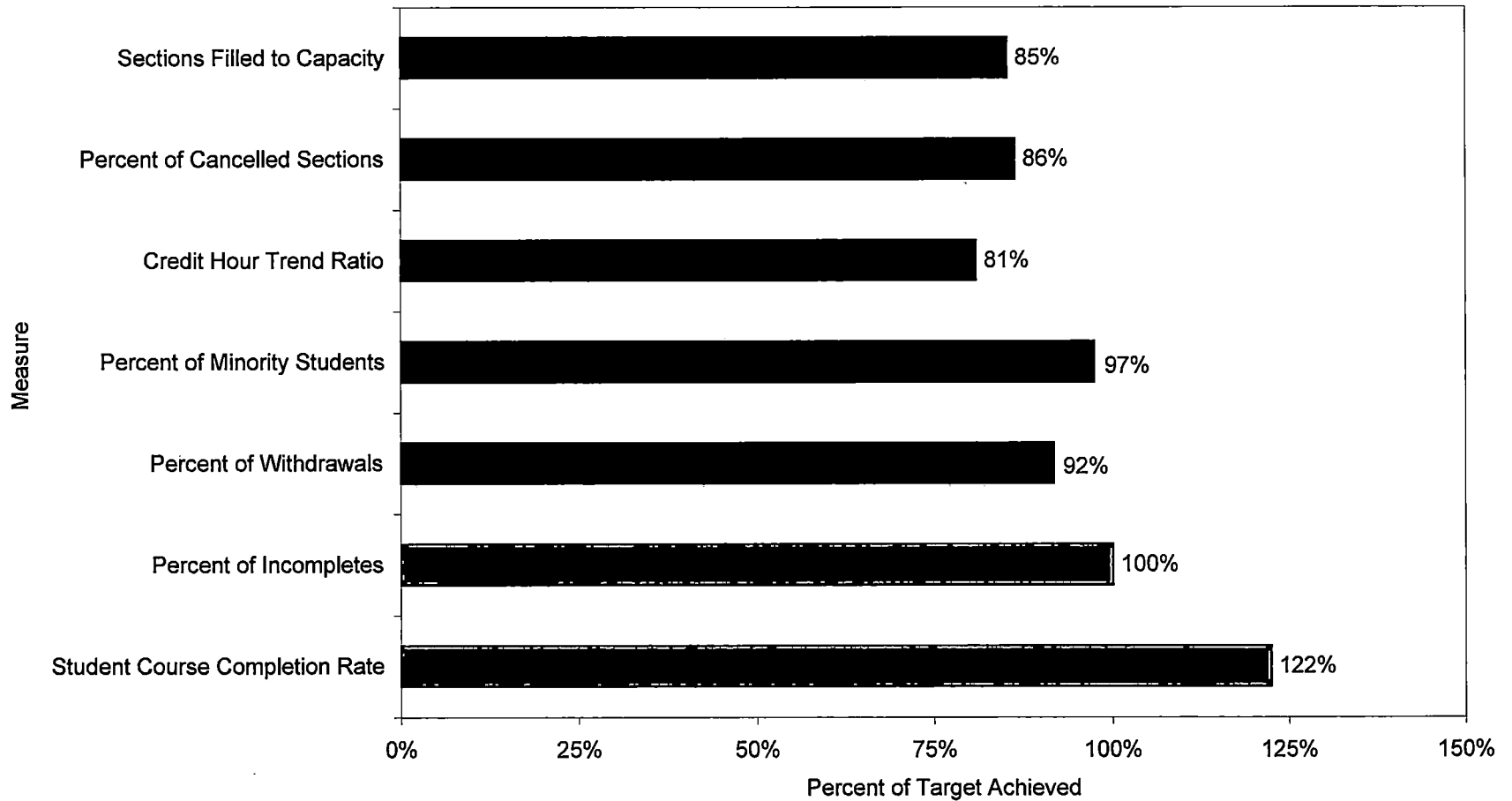
## Oakland Community College Program Dashboard Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

# Oakland Community College Percent of Target Achieved 2007-08

Collision Auto Repair CAR



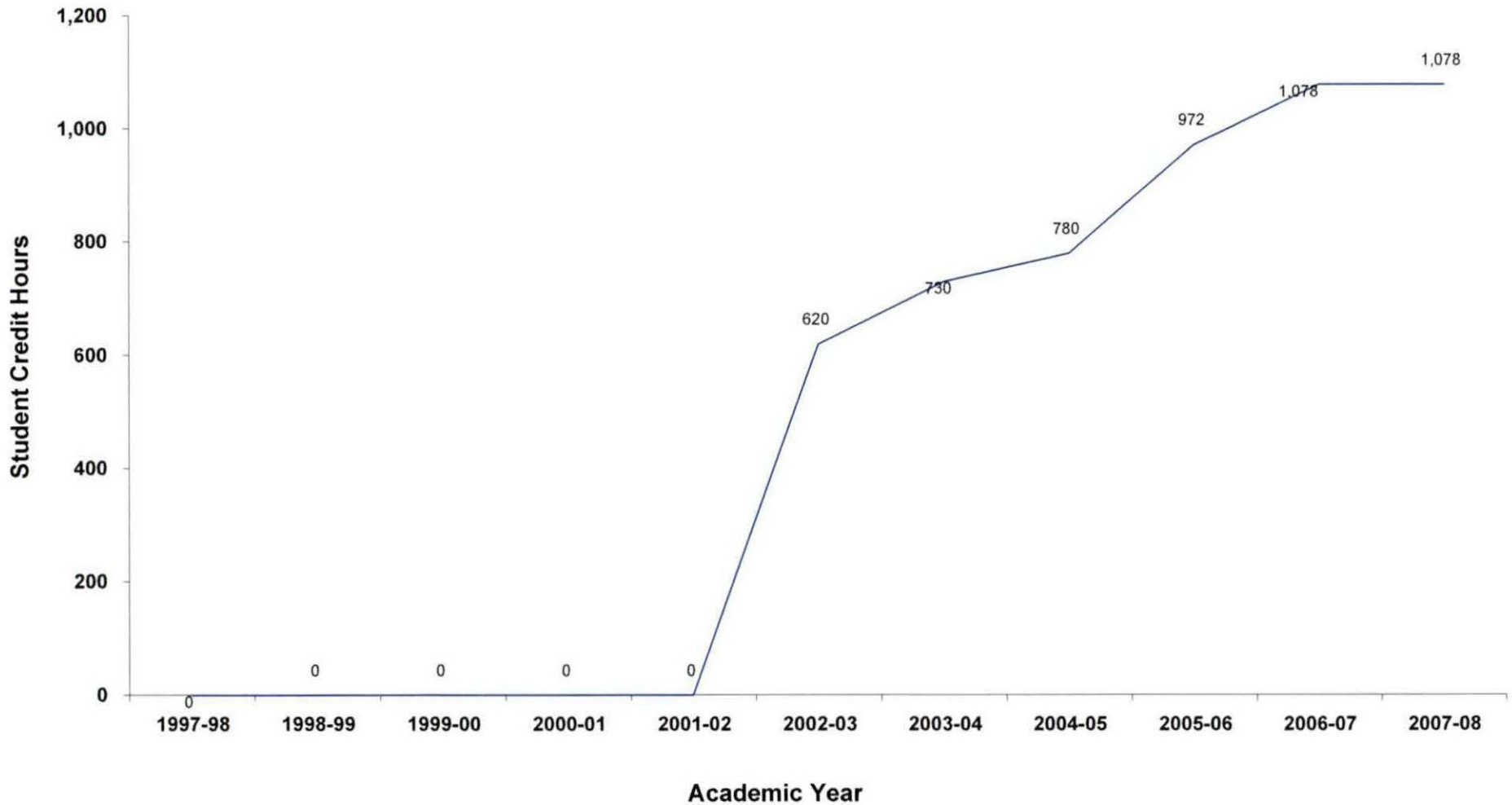
**Oakland Community College  
Program Dashboard Report  
2007-08**

**Collision Auto Repair CAR  
Dashboard Score: 9.73**

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	76.8%	75.0%	90.0%	85.3%	18.0%	1.54
Percent of Cancelled Sections	13.6%	25.0%	0.0%	86.4%	14.2%	1.23
Credit Hour Trend Ratio	1.10	0.68	1.36	80.9%	15.3%	1.24
Percent of Minority Students	20.1%	18.5%	20.6%	97.4%	6.1%	0.59
Percent of Withdrawals	8.2%	15.0%	0.0%	91.8%	12.0%	1.10
Percent of Incompletes	0.0%	3.0%	0.0%	100.0%	7.9%	0.79
Student Course Completion Rate	91.8%	60.0%	75.0%	122.4%	26.5%	3.24

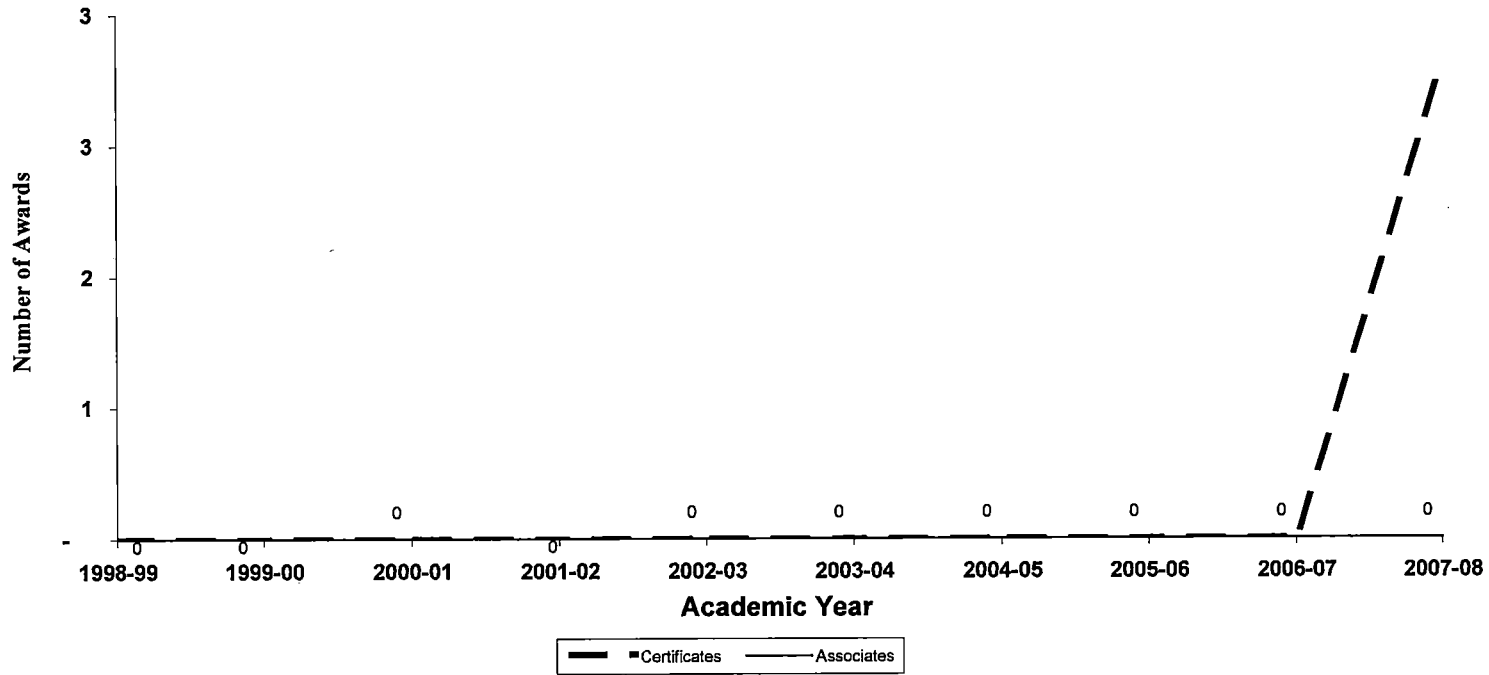
**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Collision Auto Repair  
1997-98 through 2007-08**

	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>5-Year</b>	<b>10-Year</b>
	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>SCH</b>	<b>% Change</b>	<b>% Change</b>
Collision Auto Repair	0	0	0	0	0	620	730	780	972	1,078	1,078	73.9	--
College Wide Totals	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	506,474	5.8	17.4



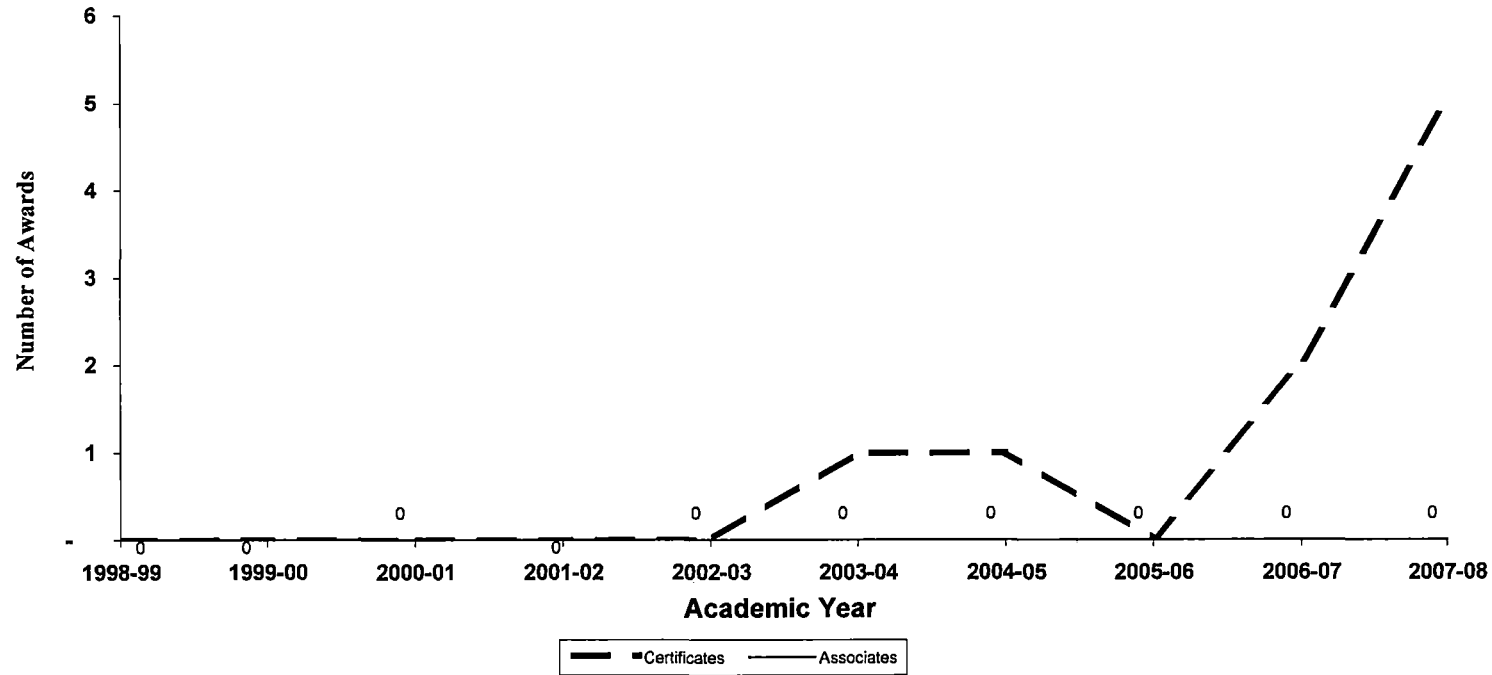


**Oakland Community College  
Associate Degrees and Certificates Awarded  
Collision Auto Repair: Non-Structural Repair Technology Option Certificate  
1998-99 through 2007-08**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	0
2006-07	0	0
2007-08	3	0

**Oakland Community College  
Associate Degrees and Certificates Awarded  
Collision Auto Repair: Paint & Refinish Technology Certificate  
1998-99 through 2007-08**



<b>Academic Yr.</b>	<b>Certificates</b>	<b>Associates</b>
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	1	0
2004-05	1	0
2005-06	0	0
2006-07	2	0
2007-08	5	0

## **Occupational Projections (2008 – 2013)**

The following projections are for those occupations most closely associated with this program based on national and regional labor market data. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

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## Collision Auto Repair Occupation Projections 2008-2013

Region Info										
Region: SE Michigan Four-County Region										
County Areas: Livingston, Michigan (26093), Macomb, Michigan (26099), Oakland, Michigan (26125), Wayne, Michigan (26163)										
SOC Code	Description	2008 Jobs	2013 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	2007 Median Hourly Earnings	2007 Avg Hourly Earnings	Education Level
49-3021	Automotive body and related repairers	3,529	3,752	223	6%	636	18%	\$20.3	\$21.71	Long-term on-the-job training
51-9122	Painters, transportation equipment	820	809	(11)	(1%)	72	9%	\$25.41	\$27.6	Long-term on-the-job training
		<b>4,350</b>	<b>4,561</b>	<b>211</b>	<b>5%</b>	<b>707</b>	<b>16%</b>	<b>\$21.30</b>	<b>\$22.86</b>	
Source: EMSI Covered Employment - Spring 2008 Release v. 2										

## **Occupational Skills Analysis**

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

### Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

### Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

### Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

## Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Mechanical	Important	68	Advanced	69
Customer and Personal Service	Important	54	Advanced	58
Administration and Management	Important	57	Advanced	51
Building and Construction	Somewhat Important	40	Intermediate	45
English Language	Important	51	Intermediate	44
Education and Training	Somewhat Important	49	Intermediate	43
Mathematics	Somewhat Important	39	Intermediate	42
Chemistry	Somewhat Important	44	Intermediate	41
Production and Processing	Somewhat Important	44	Intermediate	40
Psychology	Not Important	21	Intermediate	34
Transportation	Somewhat Important	33	Intermediate	33
Public Safety and Security	Somewhat Important	31	Intermediate	33
Sales and Marketing	Somewhat Important	40	Intermediate	32
Law and Government	Somewhat Important	25	Intermediate	32
Computers and Electronics	Somewhat Important	26	Intermediate	30
Design	Not Important	23	Intermediate	26
Geography	Somewhat Important	25	Intermediate	26
Fine Arts	Not Important	24	Intermediate	25
Physics	Not Important	24	Intermediate	25
Engineering and Technology	Not Important	23	Intermediate	25
Communications and Media	Not Important	19	Basic	24
Clerical	Somewhat Important	29	Basic	23
Foreign Language	Not Important	10	Basic	18
Economics and Accounting	Not Important	19	Basic	18
Telecommunications	Not Important	18	Basic	16
Personnel and Human Resources	Not Important	14	Basic	14
Medicine and Dentistry	Not Important	9	Basic	13
Philosophy and Theology	Not Important	9	Basic	12
Therapy and Counseling	Not Important	14	Basic	11
Biology	Not Important	10	Basic	10
Sociology and Anthropology	Not Important	4	Basic	7
Food Production	Not Important	4	Basic	5
History and Archeology	Not Important	4	Basic	4

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.

## Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Repairing	Important	69	Advanced	69
Equipment Maintenance	Important	51	Advanced	57
Equipment Selection	Important	71	Advanced	57
Troubleshooting	Important	61	Advanced	56
Learning Strategies	Important	53	Advanced	56
Installation	Important	54	Advanced	53
Complex Problem Solving	Important	53	Advanced	51
Time Management	Important	50	Intermediate	46
Mathematics	Somewhat Important	43	Intermediate	45
Social Perceptiveness	Somewhat Important	44	Intermediate	45
Reading Comprehension	Important	51	Intermediate	45
Coordination	Somewhat Important	36	Intermediate	43
Critical Thinking	Somewhat Important	44	Intermediate	42
Writing	Somewhat Important	33	Intermediate	40
Active Listening	Somewhat Important	41	Intermediate	40
Active Learning	Somewhat Important	42	Intermediate	39
Instructing	Somewhat Important	39	Intermediate	39
Judgment and Decision Making	Somewhat Important	44	Intermediate	39
Negotiation	Somewhat Important	37	Intermediate	39
Monitoring	Somewhat Important	44	Intermediate	36
Systems Evaluation	Somewhat Important	40	Intermediate	36
Management of Material Resources	Somewhat Important	37	Intermediate	35
Speaking	Somewhat Important	46	Intermediate	35
Operation Monitoring	Somewhat Important	36	Intermediate	35
Management of Financial Resources	Somewhat Important	36	Intermediate	35
Operation and Control	Somewhat Important	38	Intermediate	35
Persuasion	Somewhat Important	39	Intermediate	34
Operations Analysis	Somewhat Important	35	Intermediate	33
Science	Somewhat Important	30	Intermediate	32
Quality Control Analysis	Somewhat Important	38	Intermediate	32
Systems Analysis	Somewhat Important	32	Intermediate	31
Technology Design	Somewhat Important	27	Intermediate	29
Management of Personnel Resources	Somewhat Important	30	Intermediate	28
Service Orientation	Somewhat Important	25	Intermediate	26
Programming	Not Important	16	Basic	17

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.

## Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Extent Flexibility	Important	69	Advanced	70
Near Vision	Important	66	Advanced	55
Visualization	Important	56	Advanced	54
Oral Comprehension	Important	60	Advanced	54
Oral Expression	Important	60	Advanced	54
Finger Dexterity	Important	56	Advanced	52
Control Precision	Important	66	Advanced	52
Static Strength	Important	53	Advanced	50
Visual Color Discrimination	Important	56	Intermediate	48
Arm-Hand Steadiness	Important	69	Intermediate	48
Hearing Sensitivity	Important	53	Intermediate	48
Reaction Time	Important	50	Intermediate	46
Category Flexibility	Somewhat Important	47	Intermediate	46
Speech Recognition	Important	53	Intermediate	46
Depth Perception	Important	56	Intermediate	46
Trunk Strength	Important	56	Intermediate	46
Information Ordering	Important	50	Intermediate	45
Far Vision	Important	50	Intermediate	45
Perceptual Speed	Important	53	Intermediate	45
Written Comprehension	Somewhat Important	47	Intermediate	45
Manual Dexterity	Important	66	Intermediate	43
Multilimb Coordination	Important	56	Intermediate	43
Problem Sensitivity	Important	66	Intermediate	43
Deductive Reasoning	Important	56	Intermediate	43
Wrist-Finger Speed	Somewhat Important	44	Intermediate	41
Selective Attention	Important	63	Intermediate	41
Time Sharing	Somewhat Important	44	Intermediate	41
Flexibility of Closure	Important	50	Intermediate	41
Response Orientation	Somewhat Important	47	Intermediate	39
Inductive Reasoning	Important	53	Intermediate	39
Dynamic Strength	Somewhat Important	47	Intermediate	38
Auditory Attention	Somewhat Important	47	Intermediate	36
Speed of Limb Movement	Somewhat Important	38	Intermediate	36
Speech Clarity	Important	53	Intermediate	36
Written Expression	Somewhat Important	41	Intermediate	34
Sound Localization	Somewhat Important	38	Intermediate	32
Night Vision	Somewhat Important	28	Intermediate	32
Memorization	Somewhat Important	31	Intermediate	32
Speed of Closure	Somewhat Important	38	Intermediate	32
Rate Control	Somewhat Important	41	Intermediate	32
Stamina	Somewhat Important	41	Intermediate	30
Mathematical Reasoning	Somewhat Important	41	Intermediate	30
Number Facility	Somewhat Important	28	Intermediate	30
Peripheral Vision	Somewhat Important	31	Intermediate	29
Gross Body Coordination	Somewhat Important	41	Intermediate	29
Originality	Somewhat Important	31	Intermediate	27
Gross Body Equilibrium	Somewhat Important	38	Intermediate	27
Fluency of Ideas	Somewhat Important	35	Intermediate	25
Spatial Orientation	Somewhat Important	35	Intermediate	25
Glare Sensitivity	Somewhat Important	28	Intermediate	25
Explosive Strength	Not Important	19	Basic	13
Dynamic Flexibility	Not Important	13	Basic	9

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.



## Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Chemistry	Somewhat Important	48	Intermediate	46
Mechanical	Somewhat Important	44	Intermediate	44
Production and Processing	Somewhat Important	42	Intermediate	41
Mathematics	Somewhat Important	27	Intermediate	29
Customer and Personal Service	Somewhat Important	30	Intermediate	26
Education and Training	Somewhat Important	27	Intermediate	26
Design	Somewhat Important	27	Intermediate	25
Administration and Management	Not Important	22	Intermediate	25
Public Safety and Security	Somewhat Important	26	Basic	23
Transportation	Not Important	22	Basic	20
Physics	Not Important	19	Basic	19
Computers and Electronics	Not Important	19	Basic	19
Personnel and Human Resources	Not Important	18	Basic	19
Engineering and Technology	Not Important	20	Basic	17
English Language	Somewhat Important	29	Basic	16
Building and Construction	Not Important	7	Basic	8
Sales and Marketing	Not Important	8	Basic	7
Telecommunications	Not Important	10	Basic	6
Therapy and Counseling	Not Important	5	Basic	5
Clerical	Not Important	8	Basic	5
Foreign Language	Not Important	8	Basic	5
Medicine and Dentistry	Not Important	6	Basic	5
Economics and Accounting	Not Important	9	Basic	4
Fine Arts	Not Important	3	Basic	3
Law and Government	Not Important	2	Basic	3
Psychology	Not Important	3	Basic	2
Biology	Not Important	1	Basic	2
Communications and Media	Not Important	1	Basic	1
Sociology and Anthropology	Not Important	1	Basic	1
Geography	Not Important	1	Basic	1
History and Archeology	Not Important	1	Basic	1
Philosophy and Theology	Not Important	0	Basic	0
Food Production	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.

## Occupational Skills

Skill	Importance	Imp. (0-100)	Level	Lvl (0-100)
Monitoring	Important	72	Advanced	66
Coordination	Important	61	Advanced	61
Active Learning	Important	59	Advanced	60
Equipment Maintenance	Important	72	Advanced	55
Learning Strategies	Important	53	Advanced	53
Equipment Selection	Important	71	Advanced	52
Social Perceptiveness	Somewhat Important	48	Advanced	51
Critical Thinking	Important	62	Advanced	50
Repairing	Important	51	Intermediate	49
Time Management	Important	73	Intermediate	48
Complex Problem Solving	Important	55	Intermediate	48
Instructing	Important	55	Intermediate	46
Reading Comprehension	Important	54	Intermediate	46
Operation and Control	Somewhat Important	47	Intermediate	45
Active Listening	Important	59	Intermediate	43
Speaking	Important	58	Intermediate	43
Judgment and Decision Making	Important	60	Intermediate	43
Quality Control Analysis	Somewhat Important	49	Intermediate	42
Mathematics	Important	50	Intermediate	41
Persuasion	Somewhat Important	37	Intermediate	41
Technology Design	Somewhat Important	35	Intermediate	40
Management of Personnel Resources	Somewhat Important	39	Intermediate	40
Operations Analysis	Somewhat Important	39	Intermediate	37
Troubleshooting	Important	54	Intermediate	37
Systems Evaluation	Somewhat Important	37	Intermediate	37
Science	Somewhat Important	43	Intermediate	37
Management of Material Resources	Important	60	Intermediate	36
Installation	Somewhat Important	36	Intermediate	31
Systems Analysis	Somewhat Important	34	Intermediate	30
Writing	Somewhat Important	28	Intermediate	30
Operation Monitoring	Somewhat Important	32	Intermediate	27
Service Orientation	Somewhat Important	27	Basic	23
Management of Financial Resources	Not Important	21	Basic	22
Negotiation	Not Important	24	Basic	20
Programming	Not Important	5	Basic	5

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.

## Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Visual Color Discrimination	Important	66	Advanced	61
Extent Flexibility	Important	56	Advanced	50
Finger Dexterity	Important	56	Intermediate	48
Near Vision	Important	60	Intermediate	48
Manual Dexterity	Important	60	Intermediate	46
Oral Comprehension	Somewhat Important	44	Intermediate	46
Control Precision	Important	53	Intermediate	45
Arm-Hand Steadiness	Important	63	Intermediate	45
Trunk Strength	Important	63	Intermediate	45
Reaction Time	Somewhat Important	44	Intermediate	43
Visualization	Somewhat Important	41	Intermediate	43
Static Strength	Important	50	Intermediate	43
Multilimb Coordination	Important	53	Intermediate	43
Oral Expression	Important	50	Intermediate	43
Selective Attention	Somewhat Important	47	Intermediate	41
Information Ordering	Somewhat Important	44	Intermediate	38
Problem Sensitivity	Somewhat Important	44	Intermediate	38
Far Vision	Somewhat Important	41	Intermediate	36
Speech Recognition	Important	53	Intermediate	36
Written Comprehension	Somewhat Important	38	Intermediate	36
Category Flexibility	Somewhat Important	41	Intermediate	34
Speech Clarity	Somewhat Important	47	Intermediate	34
Deductive Reasoning	Somewhat Important	47	Intermediate	34
Flexibility of Closure	Somewhat Important	35	Intermediate	34
Depth Perception	Somewhat Important	44	Intermediate	32
Gross Body Equilibrium	Somewhat Important	38	Intermediate	30
Dynamic Strength	Somewhat Important	35	Intermediate	30
Glare Sensitivity	Somewhat Important	35	Intermediate	30
Rate Control	Somewhat Important	38	Intermediate	30
Perceptual Speed	Somewhat Important	31	Intermediate	29
Speed of Limb Movement	Somewhat Important	31	Intermediate	29
Gross Body Coordination	Somewhat Important	38	Intermediate	29
Time Sharing	Somewhat Important	28	Intermediate	29
Inductive Reasoning	Somewhat Important	31	Intermediate	29
Hearing Sensitivity	Somewhat Important	31	Intermediate	29
Stamina	Somewhat Important	41	Intermediate	27
Auditory Attention	Somewhat Important	35	Intermediate	27
Wrist-Finger Speed	Somewhat Important	28	Intermediate	27
Number Facility	Somewhat Important	28	Intermediate	27
Response Orientation	Somewhat Important	31	Intermediate	27
Speed of Closure	Somewhat Important	28	Intermediate	27
Fluency of Ideas	Somewhat Important	28	Intermediate	25
Written Expression	Somewhat Important	28	Basic	23
Originality	Somewhat Important	25	Basic	23
Spatial Orientation	Somewhat Important	25	Basic	20
Mathematical Reasoning	Somewhat Important	28	Basic	20
Peripheral Vision	Not Important	22	Basic	20
Memorization	Somewhat Important	25	Basic	20
Sound Localization	Not Important	19	Basic	18
Night Vision	Not Important	19	Basic	18
Dynamic Flexibility	Not Important	3	Basic	2
Explosive Strength	Not Important	0	Basic	0

Source: U.S. Department of Labor / Employment and Training Administration, O\*NET database version 11.

**Collision Auto Repair: Non-Struct Repair Tech Certificate  
Program Assessment Plan**

**Last Revised 9/23/2008**

**Statement of Purpose**

The non-structural certificate program is a competency-based system of foundational and advanced courses, designed to prepare students for successful employment as Collision Repair Technicians.

# Collision Auto Repair: Non-Struct Repair Tech Certificate Program Assessment Plan

## Learning Outcome

Use safe practices related to performing non-structural repairs, with emphasis on environmentally sound usage and disposal methods.

<b>Benchmark</b>	<b>Assessment Method</b>	<b>Assessment Date</b>
70.1A 80% of all students will pass the Safety & Environmental Awareness Test with a score of 100%	20% of students' safety tests in each course.	5/1/2009

## Collision Auto Repair: Non-Struct Repair Tech Certificate Program Assessment Plan

### Learning Outcome

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

Benchmark	Assessment Method	Assessment Date
70.3A    Seventy percent (70%) of the students enrolled in the CAR1200 Auto Body Fundamentals course must pass the post-test for each I-CAR point applied for with a score of 70% or higher	Students will pass quizzes, practical performance assessments (based on rubric scale 1-4).	5/1/2009

# Collision Auto Repair: Non-Struct Repair Tech Certificate Program Assessment Plan

## Learning Outcome

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

<b>Benchmark</b>	<b>Assessment Method</b>	<b>Assessment Date</b>
70.4A 80% of all students will restore panel or vehicle to pre-accident condition. A rubric score of 2.5 or higher on a scale of 1 – 4 will be the benchmark for student success.	The assessment method used for this competency is a hands-on performance objective rubric comprised of the individual tasks required for successful competency completion. The cumulative competency score is rated on a scale of 1 to 4, 4 representing the highest possible score.	12/1/2008

**Detailer/Painter Assistant - Certificate of Achievement  
Program Assessment Plan**

**Last Revised 5/30/2008**

**Statement of Purpose**



## Detailer/Painter Assistant - Certificate of Achievement Program Assessment Plan

### Learning Outcome

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

<b>Benchmark</b>		<b>Assessment Method</b>	<b>Assessment Date</b>
71.1A	80% of students will be able to prepare a vehicle for refinishing procedures.	Rubric for CAR 1700: Surface Preparation and Masking	6/1/2009
71.1B	80% of students will detail the entire vehicle to the standards identified in the I-CAR: Final Detailing Checklist.	Rubric from CAR 1100: Perform Final Detailing Checklist	6/1/2009

**Collision Auto Repair: Paint & Refinish Tech Certificate  
Program Assessment Plan**

**Last Revised 9/23/2008**

**Statement of Purpose**

The paint & refinish certificate program is a competency-based system of foundational and advanced courses, designed to prepare students for successful employment as Collision Refinish Technicians.

# Collision Auto Repair: Paint & Refinish Tech Certificate Program Assessment Plan

## Learning Outcome

Use safe practices related to performing paint & refinish repairs, with emphasis on environmentally sound usage and disposal methods.

<b>Benchmark</b>	<b>Assessment Method</b>	<b>Assessment Date</b>
72.1A 80% of all students will pass the Safety & Environmental test with a score of 100%.	Average completed student test scores related to Safety and Environment.	12/1/2008

## Collision Auto Repair: Paint & Refinish Tech Certificate Program Assessment Plan

### Learning Outcome

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

Benchmark	Assessment Method	Assessment Date
72.2A 80% of all students will score 2.5 or higher on the CAR 1700 student project form evaluation rubric.	The assessment method used for this competency is a hands-on performance objective rubric comprised of the individual tasks required for successful competency completion. The cumulative competency score is rated on a scale of 1 to 4, 4 representing the highest possible score. A minimum score of 2.5 on student performance evaluations (rubric) is the benchmark for successful student achievement of this learning outcome.	5/1/2009

## Collision Auto Repair: Paint & Refinish Tech Certificate Program Assessment Plan

### Learning Outcome

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

Benchmark	Assessment Method	Assessment Date
72.3A Seventy percent (70%) of the students enrolled in the CAR 1600 Paint & Refinish I class must pass the post-test for each I-CAR point applied for with a score of 70% or higher.	Students will pass quizzes, practical performance assessments (based on rubric scale 1-4).	5/1/2009

**Collision Auto Repair: Non-Struct Repair Tech Certificate  
Summary of Program Assessment Findings**

**7/1/2007 to 6/30/2008**

**Statement of Purpose**

The non-structural certificate program is a competency-based system of foundational and advanced courses, designed to prepare students for successful employment as Collision Repair Technicians.

**Within this timeframe:**

- 5 Benchmarks were scheduled to be assessed**
- 5 Benchmarks were assessed**
- 0 Benchmarks were not assessed**

**Note: The following pages reflect findings for those Benchmarks that were assessed.**

# Collision Auto Repair: Non-Struct Repair Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

Use safe practices related to performing non-structural repairs, with emphasis on environmentally sound usage and disposal methods.

### Benchmark

70.1A 100% of sampled tests have scores of 100%.

<b>Findings</b>	<b>Benchmark Met?</b>	<b>Planned Change</b>	<b>Expected Completion</b>	<b>Status</b>
The assessed student safety test scores met the benchmark of 100%. Eight out of the fourteen students who passed the class achieved the perfect score benchmark, or fifty seven (57%) of the class had a perfect safety test score. The benchmark was achieved.	Yes	The assessed student safety test scores met the benchmark of 100%. Eight out of the fourteen students who passed the class achieved the perfect score benchmark, or fifty seven (57%) of the class had a perfect safety test score. The benchmark was achieved.	5/1/2008	

# Collision Auto Repair: Non-Struct Repair Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

Students will develop oral and written technical communications skills.

### Benchmark

70.2A Students will achieve 80% in evaluation by faculty against technical writing standards.

<b>Findings</b>	<b>Benchmark Met?</b>	<b>Planned Change</b>	<b>Expected Completion</b>	<b>Status</b>
By definition, the CAR program faculty cannot assess the success of another departmental class. This benchmark will be eliminated for 2008-9.	Unknown	By definition, the CAR program faculty cannot assess the success of another departmental class. This benchmark will be eliminated for 2008-9.	5/1/2008	



# Collision Auto Repair: Non-Struct Repair Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

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

### Benchmark

70.3A Students who complete courses with a B or better will automatically qualify for I-CAR points related to their field of study.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.	Yes	This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.	5/1/2008	

# Collision Auto Repair: Non-Struct Repair Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

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

### Benchmark

70.4A 70% of all students will restore panel or vehicle to pre-accident condition. A rubric score of 2.5 or higher on a scale of 1 – 4 will be the benchmark for student success.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This Benchmark is a useful tool to predict student success in the Non-Structural Repair program. In addition, performing safe metal finishing repairs is a required skill for employment as a collision repair technician.	Yes	This Benchmark is a useful tool to predict student success in the Non-Structural Repair program. In addition, performing safe metal finishing repairs is a required skill for employment as a collision repair technician.	12/1/2007	

### Benchmark

70.4B 70% of students will demonstrate the ability to safely select tools & materials, and perform multiple non-structural collision-related tasks. A rubric score of 2.5 or higher on a scale of 1 – 4 will be the benchmark for student success.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This benchmark is too vague and selecting tools and materials is too remedial of an assessment to accurately predict student success. This benchmark will be eliminated for the 2008-9 academic year.	Yes	This benchmark is too vague and selecting tools and materials is too remedial of an assessment to accurately predict student success. This benchmark will be eliminated for the 2008-9 academic year.	12/1/2007	

**Detailer/Painter Assistant - Certificate of Achievement  
Summary of Program Assessment Findings**

**7/1/2007 to 6/30/2008**

**Statement of Purpose**

**Within this timeframe:**

- 2 Benchmarks were scheduled to be assessed**
- 2 Benchmarks were assessed**
- 0 Benchmarks were not assessed**

**Note: The following pages reflect findings for those Benchmarks that were assessed.**

**Detailer/Painter Assistant - Certificate of Achievement  
Summary of Program Assessment Findings**

**7/1/2007 to 6/30/2008**

**Learning Outcome**

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

**Benchmark**

71.1A 80% of students will be able to prepare a vehicle for refinishing procedures.

<b>Findings</b>	<b>Benchmark Met?</b>	<b>Planned Change</b>	<b>Expected Completion</b>	<b>Status</b>
The majority of the students who take the CAR 1700 Paint & Refinish II class successfully demonstrated the desired competency measured by this benchmark. The ability to prepare a vehicle for refinishing procedures is a requirement for employment as a Painters Assistant, and this benchmark should prove to be an accurate indicator of successful student performance in this area.	Yes	The majority of the students who take the CAR 1700 Paint & Refinish II class successfully demonstrated the desired competency measured by this benchmark. The ability to prepare a vehicle for refinishing procedures is a requirement for employment as a Painters Assistant, and this benchmark should prove to be an accurate indicator of successful student performance in this area.	6/1/2008	

## Detailer/Painter Assistant - Certificate of Achievement Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

**Benchmark**

71.1B 80% of students will detail the entire vehicle to the standards identified in the I-CAR: Final Detailing Checklist.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
The majority of students who take the CAR100 Detailing class successfully perform vehicle detailing at or above the standards as identified by the I-CAR Final Detailing Checklist. This benchmark should prove to be an accurate indicator of successful student performance of the desired competencies required for employment as a Detailer in the Collision Repair Industry.	Yes	The majority of students who take the CAR100 Detailing class successfully perform vehicle detailing at or above the standards as identified by the I-CAR Final Detailing Checklist. This benchmark should prove to be an accurate indicator of successful student performance of the desired competencies required for employment as a Detailer in the Collision Repair Industry.	6/1/2008	

**Collision Auto Repair: Paint & Refinish Tech Certificate  
Summary of Program Assessment Findings**

**7/1/2007 to 6/30/2008**

**Statement of Purpose**

The paint & refinish certificate program is a competency-based system of foundational and advanced courses, designed to prepare students for successful employment as Collision Refinish Technicians.

**Within this timeframe:**

- 6 Benchmarks were scheduled to be assessed**
- 6 Benchmarks were assessed**
- 0 Benchmarks were not assessed**

**Note: The following pages reflect findings for those Benchmarks that were assessed.**

# Collision Auto Repair: Paint & Refinish Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

Use safe practices related to performing paint & refinish repairs, with emphasis on environmentally sound usage and disposal methods.

### Benchmark

72.1A 80% of all students will pass the Safety & Environmental test with a score of 100%.

<b>Findings</b>	<b>Benchmark Met?</b>	<b>Planned Change</b>	<b>Expected Completion</b>	<b>Status</b>
Successful achievement of this benchmark ensures that we are educating students in the areas of Personal Safety and Environmental Awareness as they pertain to Paint and Refinish repair.	Yes	Successful achievement of this benchmark ensures that we are educating students in the areas of Personal Safety and Environmental Awareness as they pertain to Paint and Refinish repair.	12/1/2007	

# Collision Auto Repair: Paint & Refinish Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

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

### Benchmark

72.2A 80% of all students will score 2.5 or higher on the CAR 1700 student project form evaluation rubric.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
<p>This Benchmark was successfully met by the majority of students enrolled in the CAR 1700 Paint class. This Student Project Evaluation Rubric evaluates the student's ability to successfully repair and refinish a late model collision damaged vehicle to the pre-accident condition throughout all phases of the repair. This is a necessary skill to develop in order to attain employment as an automotive refinish technician in the industry. This Benchmark is an accurate indicator of student success in the Paint &amp; Refinish Program. No modifications or changes at this time. I recommend elimination of the Paint &amp; Refinish Benchmark ID# 264 B3 due to the very similar language and the fact they are evaluating the same process. This Benchmark, ID# 262 B1 uses the Student Rubric as the assessment method and will be kept.</p>	<p>Yes</p>	<p>This Benchmark was successfully met by the majority of students enrolled in the CAR 1700 Paint class. This Student Project Evaluation Rubric evaluates the student's ability to successfully repair and refinish a late model collision damaged vehicle to the pre-accident condition throughout all phases of the repair. This is a necessary skill to develop in order to attain employment as an automotive refinish technician in the industry. This Benchmark is an accurate indicator of student success in the Paint &amp; Refinish Program. No modifications or changes at this time. I recommend elimination of the Paint &amp; Refinish Benchmark ID# 264 B3 due to the very similar language and the fact they are evaluating the same process. This Benchmark, ID# 262 B1 uses the Student Rubric as the assessment method and will be kept.</p>	<p>5/1/2008</p>	



# Collision Auto Repair: Paint & Refinish Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

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

### Benchmark

72.3A Students who complete courses with a B or better will automatically qualify for I-CAR points related to their field of study.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.	Yes	This Benchmark should be rewritten to more accurately reflect the I-CAR point earning requirements as revised in 2007. OCC is now a member of the I-CAR Industry Training Alliance and as such, each student is required to purchase the I-CAR CD containing course materials from the OCC bookstore and they must pass the related I-CAR post-test with a minimum score of 70% to earn the I-CAR points for that module.	5/1/2008	

# Collision Auto Repair: Paint & Refinish Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

### Learning Outcome

Students will demonstrate the ability to safely select tools & materials, and perform multiple refinish-related tasks.

### Benchmark

72.4A 80% of all students will pass the Safety & Environmental test with a score of 100%.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This benchmark is a mistaken repetition of the more useful Benchmark ID# 261 B1 and is not required for 2008-9 academic year. This benchmark will be eliminated.	Yes	This benchmark is a mistaken repetition of the more useful Benchmark ID# 261 B1 and is not required for 2008-9 academic year. This benchmark will be eliminated.	5/1/2008	

### Benchmark

72.4B 80% of all students will properly identify the appropriate tools and materials to refinish a damaged panel.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This benchmark is to be eliminated for 2008-9 academic year because it is too narrow in scope and it is not an accurate indicator of student success in the program or course.	Yes	This benchmark is to be eliminated for 2008-9 academic year because it is too narrow in scope and it is not an accurate indicator of student success in the program or course.	5/1/2008	

# Collision Auto Repair: Paint & Refinish Tech Certificate

## Summary of Program Assessment Findings

7/1/2007 to 6/30/2008

**Benchmark**

72.4C 80% of all students will restore panel or vehicle to pre-accident condition.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
<p>This Benchmark uses the CAR 1700 Student Project Rubric to assess the same competency performance as the Benchmark ID#262 B1. Therefore this Benchmark will be eliminated but the student performance of this objective will be analyzed using the 262 B1 Benchmark instead.</p>	<p>Yes</p>	<p>This Benchmark uses the CAR 1700 Student Project Rubric to assess the same competency performance as the Benchmark ID#262 B1. Therefore this Benchmark will be eliminated but the student performance of this objective will be analyzed using the 262 B1 Benchmark instead.</p>	<p>5/1/2008</p>	

# Marketing Plan

Collision Auto Repair  
Oakland Community College

September 2003 –December 2005

## TABLE OF CONTENTS

SITUATIONAL ANALYSIS	1
FIGURE 1: SWOT ANALYSIS	2
TARGET MARKET	2
LABOR MARKET ANALYSIS	4
COMPETITIVE ANALYSIS	5
FIGURE 2: COMPETITIVE ANALYSIS	10
STRATEGIES	
CERTIFICATION	11
CAREER MARKET	12
SPECIALTY ADV.	13
EVENTS	13
I-CAR CERTIFICATION	14
MARKETING MATERIALS	14
FINANCIAL ANALYSIS	15
GOALS & OBJECTIVES	16

### **Situational Analysis**

Prior to Fall 2002, Oakland Community College offered courses in collision auto repair as a non-credit curriculum. The program now also offers two credit certificate program options in the areas of Non-Structural Repair Technology, and Paint & Refinish Technology. While the college continues to attract those who want the non-credit offerings, the addition of the certificate products prepares the program to serve a new market, those who seek a career in collision repair.

While determining the market for CAR, particularly the credit offerings, it was found that there are enough similarities between it and the Automobile Servicing program to warrant marketing them together. Both collision auto repair techs and mechanics work in the same types of places and both programs attract the same type of student, predominantly white males, ages 18- 40, who intend on working in the field. They demonstrate an interest in cars in general, attend auto shows and auto-related events and read the auto section of the newspaper. Marketing AUS and CAR not only appeals to the same market, it will strengthen OCC's market position with the offering of a wider product line. However, the primary impact of this plan is expected to be in the CAR area. For this reason, combined with the fact that not all data was available for a thorough analysis of AUS, benchmarks will be set for the CAR program only. Attention will be paid to the impact on AUS and as a result, the plan may be adjusted in the future.

*Figure 1: CAR SWOT Analysis*

	Strength	Weakness	Opportunity	Threat
Program	Completers can sit for ASE certification tests  Certificates are less credits than competition	Limited staff  Equipment needs	Increase number of sections offered  Add daytime classes	
Students	2 distinct markets: credit & non-credit	Employers are not an avenue for reaching the credit market	Build career market	Broad market, hard to define
Location	Virtually no competition in the area		Increase offerings: daytime classes, I-CAR workshops	
Competition	I-CAR is preferred by employers		Become part of I-CAR Training Alliance	OTCs capture the 18-22 year old market
Labor Market	Plenty of jobs – expected growth through 2010	Employers do not value certificates as criterion for hiring	Employers value ASE & I-CAR continuing education  Have staff become I-CAR certified instructors	Employers provide on-the-job training, specialized training (dealerships)

### **Target Market**

Data collection for the CAR program began when it was a non-credit program in Fall 2001. At that time, the program was attracting an older crowd with 2/3 of course takers over the age of 40. The majority of these students already held college degrees and 75% were working in a job related to the automotive industry. Out of 45 students enrolled, only two were non-white and only two were female. These courses would attract people who desired to learn the skills to restore classic cars that they owned, or to become self-employed (perhaps working on cars as a side job).

In Fall 2002, the certificate options were added and changes became apparent right away. The number of students in the 40-plus age group decreased and students ages 18-22 represented one-third of enrollees in the credit courses. The number of females increased from 4% to 16%, and the number of African Americans increased to 20%. The number of FTIACs (first time in any college) jumped to 40%, and 43% of students surveyed indicated the intent of gaining a certificate. The CAR credit offerings were attracting a younger, career-oriented market. This new market for CAR mirrored the market AUS has been serving historically.

This group is comprised of people who may have some work experience in the field, but more than likely have not entered the field yet. They may work in other trades or blue-collar occupations such as construction or manufacturing, or may be unemployed. The common characteristic is an interest in cars.

The addition of the credit certificates does open up a new market for CAR, but the program can and should still serve the older, non-credit enthusiast market. The non-credit (enthusiast) and credit (career) now become dual markets for the CAR program and strategies will be developed for both. However, while AUS may attract a limited amount of enthusiasts, research bears out that the AUS market has been historically, and continues to be, the career market. Attempts to market AUS & CAR together should be aimed primarily at the career market.



### **Labor Market Analysis**

Auto body technicians use special equipment to restore damaged metal frames and body sections, as well as repair other components. They may choose to specialize in one type of repair, such as glass repair or paint refinishing. According to the Occupational Outlook Handbook 2000-01, in metro Detroit the mean hourly pay rate for an auto body tech is \$15.87. This is slightly higher than the national mean of \$15.62. The majority of auto body technicians work in private body shops, with others finding employment in auto dealerships, body repair shops affiliated with dealerships and paint/detailing shops.

Several other occupations are directly related collision auto body repair, including automotive service technicians and mechanics. This is another indicator that the AUS and CAR program have a common target market.

The number of jobs in the collision auto body repair industry is expected to continue to grow 10-20% a year through 2010, however there is rising concern among collision auto body repair facilities operators about the industry's ability to attract new technicians to the trade. To address this concern, the industry has begun to work with high schools to develop collision repair programs. Still, employers admit that formal training programs supply only a portion of their needs, and many new recruits receive their training on-the-job. This may explain why the employers still put the highest value on continuing education through the industry channels, rather than a formal college degree or certificate.

It is also an industry affected greatly by technological changes that impact the automobile. As body materials, electronics and components change, additional training is

required. Vehicle, parts, and equipment manufacturers often offer this training. In a telephone poll of local auto repair employers conducted by OCC's Office of Institutional Research, the most preferred educational requirement for technicians was certification classes offered by the Inter-Industry Conference on Auto Collision Repair (I-CAR). Less than 3% percent preferred a certificate of achievement.

After studying the labor market for CAR it is apparent that while employers place a value on continuing education, they do not encourage employees to pursue a post-secondary certificate. Promoting OCC's certificate options to employers will not likely result in them sending employees to complete the program. However, by aligning itself more closely with I-CAR, which the employers view as the preferred method of training, the college wills awareness among those already working in the field.

### **Competitor Analysis**

At first glance, competition for OCC's CAR program appears to be complex. Potential students can opt for training through a variety of avenues: community colleges, universities, private automotive training centers, employer-sponsored training, or train at the Oakland Technical Centers while in high school and then enter the workforce. This is an industry in which certification is stressed by employers, yet the credential of a college degree is not the most highly valued. This is also an industry where on-the-job training and continuing education is imperative.

The industry recognizes the following certifications and training standards. The parent organization for setting training standards is the National Institute for Automotive Service Excellence, or ASE. The ASE was established in 1972 to set national standards

and certification of individual technicians through a testing process. Training programs - private as well as public education - can be recognized as an ASE certified provider.

Determination of a program's eligibility is conducted through a separate division of ASE, the National Automotive Technicians Education Foundation (NATEF). The State Departments of Education in all 50 states recognize ASE certification of automotive programs. Thus, a student attending an ASE-certified program will be adequately prepared, and qualified, to sit for an ASE exam for certification. Only eight programs in Michigan are NATEF certified. The OCC CAR program is currently not NATEF certified.

Competition falls into three categories: credit, non-credit and continuing education.

### **Credit Competition**

In the credit arena, the competitors for OCC are K-12 education and other higher education institutions. In the K-12 category are the Oakland Technical Centers. The four centers located in Clarkston, Pontiac, Walled Lake and Royal Oak are competition because the outcome for students is similar to that of a student completing the certificate program at OCC. While students completing the OTC program do not obtain college credit, they do acquire the skills necessary to enter the workforce and after on-the-job experience may sit for the ASE certification exams.

Among community colleges, OCC has the shortest certificate completion time with 28 credits. Other schools offering a CAR program are Lansing Community College, Mott Community College, Washtenaw Community College and Wayne County

Community College District. While a number of them continue to offer associate degrees, the certificate training option seems to be a more appropriate product for the market.

In addition to having the strength of two certificate program options in place, OCC has the market advantage geographically. With CAR classes at the Auburn Hills campus, the closest competitor for the certificate programs is Wayne County Community College's CAR offerings in Taylor. Neighboring Macomb Community College does not have a CAR program. It does however have an Automotive Servicing Program.

Universities are not competition for OCC. A study found that only two universities – Ferris State and Madonna offer degrees in Collision Repair. Ferris offers an associate degree in Automotive Body at a cost of \$13,750. Madonna offers an associate or bachelors in Automotive Collision Repair. However, Madonna has no automotive facilities or actual CAR courses. Students must transfer into Madonna with 30 credits of CAR and complete only the general education requirements at Madonna. Clearly Madonna is not a competitor. If anything, this may represent an opportunity for OCC to be a feeder into the university program. Those students who desire a degree could transfer their OCC credit to Madonna.

### **Non-Credit Competition**

The non-credit competition is defined as training opportunities for the enthusiast or hobbyists who is not career-oriented. This is the OCC CAR program's beginnings and where the college continues to have a niche. Oakland County is one of the top car enthusiast areas of the country, and with a high per capita income many can and do indulge in the expensive hobby of classic car ownership and restoration. The lack of

competition and size of the market justify OCC continuing to provide some non-credit options.

The fact that there is a large non-credit market has not gone un-noticed by other institutions. Interestingly, Washtenaw Community College has attempted to reach out to this market with credit offerings in the area of Auto Restoration & Hot Rod Fabrication. WCC offers a certificate in this area, as well as in Collision Auto Repair. This may be a strategy worth consideration if the credit certificates do not sustain adequate enrollments over the long-term.

While strategies will be named for the non-credit segment, the primary focus of this marketing plan is to build enrollment for the credit options. Enrollment benchmarks will be set for the two certificate options.

### **Continuing Education**

Nearly ninety percent of employers surveyed indicated that a college degree has no impact on opportunity for advancement, yet the same number indicate that certification is required.

Dealerships and insurance companies will often have their own training systems and certification standards for collision auto repairers. One example is the GM Service Technical Training College, headquartered in Warren. The training is designed and offered only to those working in authorized GM dealerships, and follows criteria set by the auto manufacturer for quality. Due to the exclusivity of its market, the GM College is not competition for the OCC CAR program. It may represent an opportunity, as it does not have a curriculum established for paint refinishing. OCC could market the paint certificate to this group; however, this may require extensive work on behalf of the

college to meet the standards set by GM. At this time, there are other players in the continuing education market that represent a much more attractive market for OCC in terms of raising awareness and boosting enrollment.

The most widely accepted standard for continuing education is training conducted through the Inter-Industry Conference on Auto Collision Repair (I-CAR). I-CAR is an ASE-certified training provider with representation from:

- Collision repair businesses;
- Insurance companies;
- Domestic and import vehicle manufacturers;
- Providers of technical education, training, and research; and
- Suppliers of related industry services, such as independent appraisers, technical publishers, and recyclers

A person in the industry earns "points" by attending an I-CAR course and successfully completing an associated test. Points can also be earned by completing approved training programs or courses from I-CAR approved training providers.

I-CAR recently formed the Industry Training Alliance, which brings together technical training providers, career and technical schools, and colleges to optimize training efforts. Industry Training Alliance Members include companies such as Chief Automotive Systems, General Motors' Service Technical College, BASF Corporation, and DuPont Automotive Finishes, to name a few. Additionally, more than 20 secondary and post-secondary schools and colleges are now members of the Industry Training Alliance; however, none of these colleges are located in Southeast Michigan.

I-CAR workshops typically meet 4–8 hours on weeknights or weekends. Classes are held all across the tri-county area at body shops, dealerships and schools. Cost may not be a factor for those attending I-CAR training, as the employer typically pays the expense. The costs are low, ranging from \$60 - \$110 per session.

*Figure 2: Competitor Analysis*

School	Product	Location	Cost
OCC	Certificate: Non-Structural Repair Tech. Certificate: Paint & Refinish Tech.	Auburn Hills	\$1817.60
Lansing CC	Assoc. Degree Auto Body Repair Certificate: Auto Body Repair	Lansing	\$4,882.50 \$2597.50
Mott CC	Assoc. Degree Auto body Repair & Painting		\$4,453.30
Washtenaw CC	Certificate: Collision Auto Repair Certificate: Auto Restoration & Hot Rod Fabrication		\$1,902.00
Wayne County CCD	Assoc. Degree: Automotive Body Repair Certificate: Automotive Body Repair	Taylor	\$3,669.00 \$1,879.00
Ferris State Univ.	Assoc. Degree: Automotive Body		\$13,750.00
Oakland Technical Centers	Collision Repair & Refinishing program	Clarkston, Pontiac, Walled Lake, Royal Oak	\$0
I-CAR	I-CAR points	Throughout SE Mich.	\$60-\$110 (employers pay)

## Strategies

### **1.) Certification**

The creation of the two certificate options has positioned OCC to compete in the credit arena. However, to maximize the potential of both the credit and non-credit markets, it is recommended that the CAR program move to become part of the I-CAR Industry Training Alliance and NATEF certified.

The AUS program would also be more marketable by offering certificates of achievement in the areas of ASE certification. To carry both programs through the certification process may require additional commitments from the administration, outside of the scope of this marketing plan. The resources in this plan are for the CAR program only to begin the certification process.

I-CAR offers training on-line for members to become authorized instructors. By having the CAR program coordinator complete this training, OCC would be recognized as part of the I-CAR Industry Training Alliance. The college could then leverage that relationship with I-CAR to build awareness in the industry of its credit program, as well as offer I-CAR training sessions. As more people train at OCC through the workshops word-of-mouth advertising for the credit programs would increase. It is recommended that the I-CAR training be the first priority in the certification strategy, followed by the more complex undertaking of NATEF certification.

Earning NATEF certification to become an ASE accredited program would lend more credibility to the OCC programs. ASE certification is the nationally recognized standard of achievement. The AUS program would also benefit from certification. AUS



currently offers eight specialized courses designed in accordance with the Auto Mechanic Certification test required for state licensure. A review needs to be conducted to see if these courses follow the ASE certification areas. If not, the curriculum needs to be modularized to meet ASE requirements prior to seeking NATEF certification. With both AUS and CAR program ASE certified, it will strengthen the competitive positioning of OCC as it will have a much more comprehensive product line than other schools. To assist CAR with the certification process, monies will be allocated with a budget of \$3500.

Once CAR is certified, increased efforts to market to both credit and non-credit targets can ensue. While the research identified differences among the credit and non-credit groups, it also showed the over-riding common characteristic is an interest in vehicles. Using this interest is an efficient way to reach both markets. The strategies outlined here are a combination of networking/grass roots efforts aimed at the non-credit side combined with a more traditional media approach for the career market.

A number of strategies will be implemented, promoting both CAR and AUS offerings.

## **2.) Career market**

a.) The primary method for reaching out to the unemployed or those who may consider a career in auto collision or automobile servicing will be the placement of newspaper classified ads in the Detroit News and Free Press. The ads will stress the availability of jobs and the careers available in the CAR and AUS fields and be timed to coincide with enrollment periods. When and if certificates of achievement are established for AUS, the ads will stress the combined offerings in the automotive field.

b.) OCC's Workforce Development group is also a valuable internal link to this audience. The Recruitment, Screening and Certification department works with job seekers as well as employers. The CAR & AUS staffs need to partner with the Workforce Development group to develop strategies to best promote the available training options. Working with this internal group is a low-cost strategy that will increase the visibility of the college as well as the programs.

Cost: \$20,000

The remaining strategies will impact both the credit and non-credit markets:

**3.) Specialty advertising**

A budget of \$10,000 is recommended for specialty advertising that will hit both target markets. This advertising schedule will consist of specialty publications including the Oakland Tech News, widely read by those working in the automotive field; the auto section of the Oakland Press, car club newsletters and related websites such. This category will also include advertising opportunities with I-CAR and ASE. A detailed plan will be developed and coordinated by the Marketing Committee.

Total Cost: \$10,000

**4.) Events**

The target groups share a love of cars and frequent auto shows and events. OCC needs to have a presence at select events around the county. Participation would not only increase visibility of the OCC programs, but would also impact enrollment. While most of these events take place in the warmer months, there are opportunities year-round. The Auto-Rama for example is a major indoor classic car show that takes place each January

at Cobo Center. The CAR and AUS staffs need to identify a minimum of two major shows each year and ensure that the OCC programs are represented. Current students may be encouraged to enter their own cars at the shows as representatives of the college.

A budget of \$4,000 per year will be allocated to cover entry fees, transportation costs and possibly sponsorship arrangements. Total cost: \$8,000.

### **5.) I-Car Workshops**

As part of the Industry Training Alliance, OCC will become a host site for I-CAR workshops. This will draw potential students to the campus and also increase awareness among employers. Expenses may be incurred with the hiring of instructors to conduct the workshops. Monies may be allotted from the marketing support budget, but it is preferable that this cost be covered from a campus or departmental budget.

### **Marketing Materials**

In addition to support for the certification process, classified ads and specialty advertising, the college will continue to support the CAR and AUS departments with a new promotional brochure and website featuring the two programs together. A budget of \$3,500 will be established for the completion the brochure, which will serve as a "mini-cluster" brochure, and the related website. The website should include links to ASE, I-CAR and other auto career information sites. The website could also include a list of auto events in the area and a message board for auto-related questions to be answered by OCC staff. These features would appeal to the non-credit as well as credit audiences.

Total cost: \$3500.

**Financial Analysis**

The strategies outlined in this plan are far reaching, as is appropriate when dealing with a large market for not one, but two programs. The potential for the CAR and AUS programs transcends geographic borders, as these offerings will appeal to those outside of Oakland County and there is virtually no competition. The budget of \$45,000 may in fact yield even better results than forecasted. At that time, the college will need to determine allocations in the areas of increasing staffing and resources.

The recommended budget would be structured as follows:

Year I:	September 2003- December 2004	
	\$3,500	certification process
	\$3,500	marketing support
	\$10,000	career advertising
	\$5,000	specialty advertising
	<u>\$4,000</u>	events
	Total: \$26,000	
Year II:	January 2005 –September 2005	
	\$10,000	career advertising
	\$5,000	specialty advertising
	<u>\$4,000</u>	events
	Total: \$19,000	
	Total Cost of Plan: \$45,000	

### Goals And Objectives

Success of the marketing initiative for the CAR program will be measured in terms of enrollment for the non-credit offering and number of credit hours for the credit offerings.

Enrollment data for the calendar year 2003 is as follows:

<u>Semester</u>	<u>Total Credit Hours</u>
Winter 2003	216
Spring/Sum 2003	135
Fall 2003	<u>189</u>
Total	540

With the intensive marketing efforts implemented, it is reasonable to expect to reach an increase in credit hours in the range of 25% each year of the plan. This would bring the total to 675 credit hours in the first year, and 843 credit hours for the calendar year 2005. Meeting these benchmarks would most likely require the addition of sections, up to four sections over the two years. If the campus officials decide that cannot be done, strategies will be emphasized to attract non-credit students. The marketing plan and objectives will be adjusted to reflect the capacity of the program.

The benchmark will be successive, not cumulative, for the two years of the plan. Measurements will be conducted for calendar Years I (January 2004 –December 2004) and II (January 2005- December 2004).

Benchmarks	Year I	Year II
Credit Hours	675	843

For the non-credit side, an increase in total enrollment numbers will be expected to also fall in the 25% range.

While formal benchmarks for AUS are not contained in this plan, it is reasonable to project that the program will benefit from the marketing efforts. Enrollment could also see a percentage increase of up to 15%. If the college accepts the recommendation to re-vamp the AUS curriculum to meet ASE certification standards, the program becomes much more marketable and enrollment could be impacted as much as 25%. Capacity would also have to be examined for the AUS offerings.

**CAR Program**  
**Faculty Coordinator – Rick Driscoll**

Collision Automotive Repair is a strong program with great potential to serve a high need audience providing viable, employable skills to this significant group. This program is I-CAR certified, which can be an attraction for new students. If the program chooses to grow and update its facilities it will need additional resources.

**CRC Recommends**

**Curriculum:**

- Students are not completing GE course to receive the 3 certificates due to viable employability with only the CAR courses, thus:
  - Consider team teaching GE courses to make them relevant for students so they apply for a certificate. Faculty coordinator to discuss this with Speech, and ENG 1450 instructors.
  - Consider incorporating the basic GE concepts into the curriculum whether by team teach or adding 1 credit as part of a course for 6 weeks
  - Consider piloting a course with GE instructors/learning communities
- The minor revisions for course description to be taken to the Curriculum Committee

**Program Needs:**

- Larger facilities with adjacent classrooms, additional spray booth, and additional storage (the campus administration is working with the state to enhance Building A)
- Digital Camera and printer (requested as a result of assessment findings)
- A laptop/small computer in order for students to put together their portfolio
- Software for student presentations

**Program Considerations:**

- Offering information sessions each semester
- Support faculty (FT/Adjunct to take courses to update skills to meet industry standards)
- Work with dean, since the CAR program is a very viable option for credit and/or non-credit skill development and employability for laid off workers
- Revisit marketing materials if larger facilities becomes a reality
- Strategize with dean for adapting to industry changes so the program can keep pace (long-term plan)
- Consider teaching to industry suppliers/ reps etc and have a revenue account by using the facilities.