

HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

Auto Body Repair & Paint (ABRP)

November 9, 2015

**Review Period
July 1, 2014 to June 30, 2015**

Initiator: Joel Tanabe

**Writer(s): Garrett Fujioka, Colby Koreyasu, and Jeff
Fujii**

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed

Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

This program prepares the student for employment in an auto body repair and painting shop. Graduates have found that completion of the ABRP program leads to better paying jobs and faster advancement once employed.

The ABRP program delivers a comprehensive curriculum that covers all major facets of the auto body industry. It includes safety, appraisals, structural repair, panel repair and prep, glass replacement, suspension repair, air conditioning and heating, color matching and paint.

The program serves the auto body/auto tech industry, especially in the local community, by providing entry level graduates. Not only does the program provide technical training, but also embeds soft skills such as work ethics, initiative, leadership, accountability and responsibility, in its lessons.

Though the auto body industry follows the cyclical trends of the economy, it is also challenged by internal industry instability (attributed to requirements set by insurance companies). The results are less jobs and/or interest in a career in the auto body field. However, numerous HawCC ABRP graduates are employed annually by shops in our community.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

Based on the Program Quantitative Indicators, the ABRP program has an overall program health call of Cautionary. Of the three indicators, only the Demand Indicator was deemed Unhealthy. Both the Efficiency Indicators and Effectiveness Indicators were given a Healthy health call.

After careful review, we have determined that the data used in the rubric to determine the Demand Health Call is flawed. The numerator in the formula, New & Replacement Positions (County Prorated), is flawed. We know for a fact that there were more than two job openings for AY 2014-15. Currently we are in the process

of tracking our graduates work placement and current employment. This data should be collected and ready to review next year.

There were four Perkins IV Core Indicators not met during AY 2013-14. They were 1P1, 4P1, 5P1, and 5P2. 1P1 was not met because of low enrollment and one student that failed. Low enrollment has always plagued the ABRP program due to economy and internal industry instability. To remedy low enrollment we have been working hard turning around the program by updating equipment and generating interest by refreshing the courses. We also implemented minimum requirements to enter the program to “weed out” students that are not serious.

We believe 4P1 may have been met, but not shown, because the student placement was outside of the of the job code used to determine this outcome. As mentioned above, we are currently in the process of tracking our graduates work placement and current employment.

Meeting 5P1 and 5P2 has always been a challenge. We are currently looking into attending career day’s setup by local high schools and middle schools to recruit non-traditional students. Currently we attend Hawaii CC day and try to have a non-traditional students, which are currently enrolled in ABRP, to talk with anyone interested in the program. We will continue to look for opportunities to create interest and/or recruit non-traditional students.

Part III. Action Plan

Describe in detail the Program’s overall action plan for the current/next academic year. Discuss how these actions support the College’s Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of “Cautionary” or “Unhealthy,” and any Perkin's Core Indicator(s) for which the Program’s Goal was not met.

We have been awarded a Perkins Grant to purchase an i5 spot welder and an aluminum repair station. With these two pieces of equipment, the ABRP program will be at the cutting edge of technology. We are expecting two things, increased skill level in our students, and increased enrollment.

We will increase the skill level in our students because they will get hands-on training with equipment we never had before. This will help 1P1 (technical skills attainment) and 4P1 (student placement).

We will increase enrollment by creating interest in the program. Interest will be created because we are teaching current auto body technology. If we play the numbers game, with increased enrollment we will have increased non-traditional enrollment. Altogether, increased enrollment will help in 1P1 (technical skills attainment), 4P1 (student placement), 5P1 (nontraditional participation), and 5P2 (nontraditional completion).

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s).

Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

The two significant changes in the program since our last comprehensive review are the blocking of our courses and the awarding of our Perkins Grant (detailed in Part III).

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2014_abrp_comprehensive_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

Hawai'i Community College

CTE Program Advisory Council Meeting

February 19, 2015

4-6pm with Reception to follow in the Cafeteria

AGENDA

1. Assessment
 - a. Results of program and course assessment
 - b. Review Program Learning Outcomes (PLO's), Course Learning Outcomes (CLO's) – verify the achievement by a student will meet industry needs for entry-level employment
 - Run the shop as a regular body shop with multiple jobs, using time management skills
 - Tailor the courses to real life situations
 - New frame rack, upgrade to big welders, circuit boards, etc.
 - Integrate technology (mobile devices) into course curriculum
 - Program visits from high school students
2. Review of courses and curriculum
 - a. Program CIP Code (if changed in the past year)
 - b. Plans for update, new directions
 - Upgrade shop (long-term)
 - Write a grant to fund new and better equipment; Perkins?
 - Keep up with faculty/instructors certifications (ASE, I-CAR, basic certifications, etc.); also attend a conference/convention at least once per year
 - c. Industry feedback regarding curriculum
 - Combine semester blocks to streamline curriculum
 - Share equipment from HonCC during the semesters of necessity; Debbie will make contact with HonCC
 - Possibly lease equipment from vendor due to recurring changes to equipment
 - Do not take students' personal vehicles or allow students' to restore their vehicles
 - Take down the cost signs in classroom
 - Take small jobs in the Fall semester
 - Do not keep vehicles for longer than one semester
3. Industry Report
 - a. Trends – What's new in your industry? How will this affect our program? (New skills, procedures, technology changes, etc.) – Short & Long-term
 - Aluminum parts and equipment to repair them?
 - b. Employment forecast – Jobs available short term & long-term
 - Offering an internship to allow students to participate in a paid internship while going to various locations to gain experience

Please join us for a reception in our campus cafeteria after the meeting.

PRESENT: Garrett Fujioka, Colby Koreyasu, Derrick Kiyan, Kesha Kubo (note taker), Harriet Hamada, and Debbie Omori.

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

70% Developing Proficiency was the goal for the students. The following is the scoring rubric used.

Scoring Rubric:

<69%	Not Proficient
70%-89%	Developing Proficiency
90%>	Proficient

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
ABRP 40 Collision Damage Appraisal	Fall 2014	CLO1, CLO2, CLO3, CLO4
ABRP 41 Panel Replacement/Alignment	Fall 2014	CLO1
ABRP 42 Door and Quarter Panel Replacement	Fall 2014	CLO1
ABRP 43 Movable Glass Service	Fall 2014	CLO1
ABRP 44 Windshield/Stationary Glass Rep.	Fall 2014	CLO1
ABRP 45 Servicing Elect. Components	Fall 2014	CLO1
ABRP 50 Structural Damage Analysis	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5
ABRP 51 Straightening Struc. Cmpnts.	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO6
ABRP 52 Structural Replacement	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
ABRP 53 Steering and Suspension	Spring 2015	CLO1
ABRP 54 Heating and Cooling Systems	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
ABRP 40 Collision Damage Appraisal	Fall 2014	CLO1, CLO2, CLO3, CLO4
ABRP 41 Panel Replacement/Alignment	Fall 2014	CLO1
ABRP 42 Door and Quarter Panel Replacement	Fall 2014	CLO1

ABRP 43 Movable Glass Service	Fall 2014	CLO1
ABRP 44 Windshield/Stationary Glass Rep.	Fall 2014	CLO1
ABRP 45 Servicing Elect. Components	Fall 2014	CLO1
ABRP 50 Structural Damage Analysis	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5
ABRP 51 Straightening Struc. Cmpnts.	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO6
ABRP 52 Structural Replacement	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
ABRP 53 Steering and Suspension	Spring 2015	CLO1
ABRP 54 Heating and Cooling Systems	Spring 2015	CLO1, CLO2, CLO3, CLO4, CLO5

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

ABRP 40 Collision Damage Appraisal	The performance rubric was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted during the last month of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 41 Panel Replacement/Alignment	The written test was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 42 Door and Quarter Panel Replacement	The written test was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 43 Movable Glass Service	The written test was based on the CLO(s) assessed

	and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 44 Windshield/Stationary Glass Rep.	The written test was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 45 Servicing Elect. Components	The written test was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 50 Structural Damage Analysis	The performance rubric was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted during the last month of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 51 Straightening Struc. Cmpnts.	The performance rubric was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted during the last month of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 52 Structural Replacement	The performance rubric was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted during the last month of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
ABRP 53 Steering and Suspension	The written test was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted at the end of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.

ABRP 54 Heating and Cooling Systems	The performance rubric was based on the CLO(s) assessed and reviewed by the Advisory Council. The assessment was conducted during the last month of the semester by our Educational Specialist. The results were reviewed by both instructors and the Educational Specialist using the scoring rubric.
-------------------------------------	--

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results.

Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

ABRP 40 Collision Damage Appraisal	<p>Upon completing the assessment of ABRP 40 (Damage Collision Appraisal) the students show that they have an entry-level understanding of damage collision appraisal.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 82.6% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform damage collision appraisal.</p>
ABRP 41 Panel Replacement/Alignment	<p>Upon completing the assessment of ABRP 41's Course Learning Outcome number 1 (Entry level knowledge and skills for panel replacement and alignment), the students show that they have an understanding of what entry level knowledge and skills are needed to perform panel replacement and alignment.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 89.9% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p>

	Students have entry-level knowledge and skills to perform panel replacement and alignment.
ABRP 42 Door and Quarter Panel Replacement	<p>Upon completing the assessment of ABRP 42's Course Learning Outcome number 1 (Entry level knowledge and skills for door and quarter panel replacement), the students show that they have an understanding of what entry level knowledge and skills are needed to perform door and quarter panel replacement.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 87.8% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform door and quarter panel replacement.</p>
ABRP 43 Movable Glass Service	<p>Upon completing the assessment of ABRP 43's Course Learning Outcome number 1 (Entry level knowledge and skills for movable glass service), the students show that they have an understanding of what entry level knowledge and skills are needed to perform movable glass service.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 82.2% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform movable glass service.</p>
ABRP 44 Windshield/Stationary Glass Rep.	<p>Upon completing the assessment of ABRP 44's Course Learning Outcome number 1 (Entry level knowledge and skills for windshield/stationary glass replacement), the students show that they have an understanding of what entry level knowledge and skills are needed to perform windshield/stationary glass replacement.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 89.4% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to</p>

	perform windshield/stationary glass replacement.
ABRP 45 Servicing Elect. Components	<p>Upon completing the assessment of ABRP 45's Course Learning Outcome number 1 (Entry level knowledge and skills for servicing electronic components), the students show that they have an understanding of what entry level knowledge and skills are needed for servicing electronic components.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 77.2% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to service electronic components.</p>
ABRP 50 Structural Damage Analysis	<p>Upon completing the assessment of ABRP 50 (Structural Damage Analysis) the students show that they have an understanding of structural damage analysis.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 82.6% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform structural damage analysis.</p>
ABRP 51 Straightening Struc. Cmpnts.	<p>Upon completing the assessment of ABRP 51 (Straightening Structural Components) the students show that they have an understanding of straightening structural components.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 81.25% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform structural damage analysis.</p>
ABRP 52 Structural Replacement	<p>Upon completing the assessment of ABRP 52 (Entry level knowledge and skills of Structural Replacement) the students show that they have an understanding of structural replacement.</p> <p>We set a minimum goal of 70% of the students at</p>

	<p>Developing Proficiency and we assessed at 82.6% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge and skills to perform structural replacement.</p>
ABRP 53 Steering and Suspension	<p>Upon completing the assessment of ABRP 53's Course Learning Outcome number 1 (Entry level knowledge of steering and suspension), the students show that they have an understanding of entry-level knowledge of steering and suspension.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 79.4% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge of steering and suspension.</p>
ABRP 54 Heating and Cooling Systems	<p>Upon completing the assessment of ABRP 54's Course Learning Outcomes (Entry level knowledge of heating and cooling), the students show that they have an understanding of entry level knowledge of heating and cooling.</p> <p>We set a minimum goal of 70% of the students at Developing Proficiency and we assessed at 82.6% Developing Proficiency. We have found that students grasp the concepts and understand the materials being covered in this curriculum.</p> <p>Students have entry-level knowledge of heating and cooling.</p>

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Since the last assessment, we have implemented the blocking of our courses. Although the curriculum has not changed, the courses and CLOs did get updated. We are currently planning to assess all course CLOs, including assessments we have already performed. Updating in assessment strategies such as using more hands-on performance assessments rather than written tests are being reviewed and considered.

For AY 2015-16 we are planning to assess all CLOs for ABRP 30A and ABRP 50A.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds	= \$	<u>144,996</u>
Federal Funds	= \$	<u>2,454</u>
Other Funds	= \$	<u> </u>
Tuition and Fees	= \$	<u>20,757</u>

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam

Number passed

[If your program does not utilize external licensures, skip Part IX.]