HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Auto Body Repair & Paint (ABRP)

February 3, 2017

Review Period
July 1, 2015 to June 30, 2016
(Fall 2105 – Spring 2016)

Initiator: Harold Fujii
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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	The Auto Body Repair and Painting program offers vocational training to students desiring to gain knowledge, and develop salable skills and attitudes that will qualify them for employment in the auto body repair and painting industry and related occupations. Classroom and hands-on live lab training is provided that represents the current and new technological trends in the industry. The training will also help students progress from entry level work to higher skill levels in the trade. This program also seeks to serve the community by providing job upgrading opportunities for professionals in the field. Graduates have found that completion of the Auto Body Repair and Painting program enables them to get better paying jobs and to advance faster once employed, than others who do not have the benefit of training.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The Auto Body Repair and Painting program's mission is to train students to qualify them for employment, at the entry level, in the auto body repair and painting industry and related occupations. Along with the trade's knowledge and application, life skills will be embedded in the lessons, allowing graduates to responsibly contribute to the community and work force. The auto body industry requires skilled craftsmen, dedicated to an industry that still relies heavily on the "human touch". Similar to Hawaiian culture, tradition and highly defined practices are the basis from where substantive learning begins. The program welcomes students from all walks of life and presents an environment conducive to learning and interactivity.

Comprehensive Review information: Required for ARPD Web Submission

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	Auto Body Repair and Painting - ABRP
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the	**Note:** The late release of the ARPD data and the tight deadline for this program review did not give us enough time to analyze and review everything in depth. Instructor Garrett Fujioka started in Fall 2013, Instructor Colby Koreyasu

program since the last Comprehensive Review that are not discussed elsewhere in this review.	started in Spring 2014 and APT Jeff Fujii started in Spring 2014. In Fall 2015 we implemented the blocked ABRP courses.

QUANTITATIVE INDICATORS

ARPD Data

Please attach a copy of the program's ARPD data tables and submit with the Program Review document.

a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR
b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	We were given an Unhealthy call for Demand. Although the CIP code 47.0603 (Autobody/Collision and Repair Technology/Technician) is correct for this program, having only 3 New and Replacement Positions in the County is low. Graduates of the ABRP program also find jobs outside of this CIP code. Some example of jobs our graduates are employed in, that is outside of our CIP code, are as automotive technicians, glass technicians, parts sales person, parts delivery person. We are still developing an effective way of tracking graduates from this program. This will give us data that be more accurate and will allow us to show the effectiveness of the program.
Efficiency	We were given a Healthy call for efficiency. Although our health call was good, we did see a decline in students. The fill rate for this year was a significant drop and can be attributed to the implementation of the new blocked ABRP courses and the addition of program entry requirements.

	There was some glitches getting the new ABRP courses into Banner, so students could not register for ABRP courses when registration opened. Students had to wait 3 weeks before they could register for ABRP courses. It is possible that students thought that we were not offering ABRP in Fall 2015. For the students that did wait to register, some may not have qualified as we also added entry requirements. These were the two most likely factors that caused the drop in the fill rate. We will watch these numbers very carefully in the following years to confirm our findings.
Effectiveness	We were given a Cautionary call for effectiveness. Effectiveness was scored in two areas. The first is increasing the number of Degrees and CAs awarded by 5% per year. The second is Persistence Fall to Spring. In the first element we were scored as Unhealthy due to negative growth. This decrease of Unduplicated Degrees/Certificates Awarded is due to the elimination of two certificates, Automotive Refinish Certificate of Competence and Basic Auto Body Repair Certificate of Competence. The second element we scored as Cautionary. This data uses any declared ABRP major, not just the students registered in the ABRP program. The Persistence Fall to Spring of students registered in the ABRP program would be 88.9%, which would be scored as Healthy! Currently we do not contact students who declare ABRP as their major that are not currently registered in the program. This may be something we have to look into, because it can have a positive impact on the students and the program.
Overall Health	After analyzing the data, we believe that we are on the right track. Although the changes we implemented affected us negatively, on paper, it was a necessary step we needed to take to meet the needs of our community.
Distance Education	N/A – Hands on program
Perkins Core Indicators (if applicable)	**1P1 Technical Skills Attainment** was not met. After analyzing 2014-15 data, the reason for not meeting this indicator was due to three students dropping out. The two students dropped out of the class due to social issues and/or no interest in the ABRP program. This is a problem encountered in all programs. We are looking into a feasible way to make sure all students are interested in the field of their major before

	they enter a program. **5P1 Nontraditional Participation & 5P2 Nontraditional Completion** both were not met. Both of these indicators have be hard to meet. If you do not meet 5P1, you never will have a chance to meet 5P2. That is why we currently are concentrating on 5P1. We are trying to increase women in the program by recruiting and participating at career fairs. Whenever possible, we ask current women in the program to volunteer when we promote the program.
Performance Funding Indicators (if applicable)	N/A
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	The main external factor is the late release of the ARPD data and the tight deadline for this program review. The timing just happened to be in a very busy month and the deadline was in two weeks! There was not enough time to analyze and review everything in depth.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	

Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	N/A
Discuss changes made as a result of the IRO data.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	In Fall 2015 we implemented the blocked ABRP courses. The new courses will allow the instructors more flexibility teaching and shorten the time spent on assessment. We are expecting to tweak the courses in the upcoming years as needed.
New certificates/degrees	N/A
Personnel and position additions and/or losses.	N/A
Other major/meaningful activities, including responses to previous CERC feedback.	

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* OR *the program successfully integrated new strategies/technologies*.)

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	Garrett and Colby volunteer their time to run the Auto Body Club. The club's fundraiser car washes and details is quite the buzz on campus when offered. Students hone their detailing and management skills during these events. Another positive is that the club brings students closer by working together outside of the College!

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	1. Fall 2016 Mike Unebasami implement a 10% surcharge on the gross revenue of the program's R account and also announced that the college can "sweep" the R account too. Since our G account has been decreasing, we have always used our R account to supplement it. This had a negative effect on the program. This is technically another budget cut. Currently we are working to move forward, but we do not want to save for larger purchases anymore, because the money could be "swept" at any time. We do generate revenue, but it is not our priority. Our priority is, and will always be, our students. We generate some revenue because our G account (instructional funds) have not increased since its inception in the late 90's, they actually decreased!!! The cost of supplies have increase with inflation over the years, but we still have to manage with the same budget. We will not attempt to be a big revenue generator, we are here to educate students and not take away jobs from the local industry! 2. A student was eager to gain experience at a shop, but we do not offer CVE anymore.

Discuss changes and actions taken to address those challenges, and any results of those actions.	1. In Spring 2016 we revised the University of Hawaii Foundation Account for the ABRP program. This will allow us to take in donations to help support the program. 2. We are going to look into bringing back CVE again.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	1. Hopefully our operating budget will be increased! In the mean time we will look at different options to assist the program. 2. We still need to discuss the effects of bringing back CVE. To fit it in the program, we might have to change the curriculum. This will be discussed with the Advisory Council.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	1. i5 Spot Welder & Aluminum Welding Station 2. Increase skill level in our students 3. Increase enrollment by creating interest in the program
Discuss the results of the action plan and the program's success in achieving its goals.	1. Purchase completed 2. Per assessments, program increased skill level in students 3. Still trying to create interest to increase enrollment that is cost efficient.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	1. Complete the purchase transaction 2. Adding in new curriculum

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

☒ Reviewed website and submitted change request to webmaster on _____(date)_____.

☐ Reviewed website and will submit change request to webmaster.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at
http://hawaii.hawaii.edu/web-developer

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	**Benchmarks and Timelines for implementation and achievement of goals.**
Action Goal 1: We want to increase enrollment in the program by letting potential students know about the program. The goal for this year is to attend as many career fairs as we can.	**Benchmarks/Timelines:** Attend all career fairs we are invited to. Ongoing.
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? We have, on average, at least two students a year that drop out of the program. The data is based on numbers so, if we run at full capacity, we should have a smaller drop in Persistence Spring to Fall, increase in Unduplicated Degrees/Certificates Awarded, increase Fill Rate, and so on. There will be many benefits with increased enrollment, including improving student learning and attainment of the PLO's.	
Action Goal 2:	**Benchmarks/Timelines:**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	
Action Goal 3:	**Benchmarks/Timelines:**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

As mentioned above, our current operating budget has not increased since its calculations was

developed and implemented in the late 90's. The cost of supplies have increase with inflation over the years, but we still have to manage with the same budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

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). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
ABRP 30A Metal and Plastic Refinishing	Spring 2016	CLO1 Demonstrate knowledge of proper safety procedures and practices for automotive refinishing including OSHA and EPA laws and regulations.	PLO1 Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles. PLO2 Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.
ABRP 30A Metal and Plastic Refinishing	Spring 2016	CLO2 Demonstrate proper paint shop equipment and pre-paint preparation steps such as proper final sanding, masking, buffing, and detailing skills.	PLO3 Demonstrate structural panel repair techniques and advanced welding skills PLO4 Employ industry standard operating procedures and repair techniques.
ABRP 30A Metal and Plastic Refinishing	Spring 2016	CLO3 Demonstrate knowledge of various types of automotive refinishing products currently in use and prepare and apply various undercoats and top coats.	PLO3 Demonstrate structural panel repair techniques and advanced welding skills. PLO4 Employ industry standard operating procedures and repair techniques. PLO5 Utilize research,

			communication and problem solving skills to evaluate and operationalize repair tasks.
ABRP 30A Metal and Plastic Refinishing	Spring 2016	CLO4 Demonstrate knowledge of correct paint application techniques and be able to identify paint problems along with troubleshooting skills.	PLO3 Demonstrate structural panel repair techniques and advanced welding skills. PLO4 Employ industry standard operating procedures and repair techniques.
ABRP 30A Metal and Plastic Refinishing	Spring 2016	CLO5 Acquire basic knowledge of color theory, color tinting and color blending techniques.	PLO3 Demonstrate structural panel repair techniques and advanced welding skills. PLO5 Utilize research, communication and problem solving skills to evaluate and operationalize repair tasks
ABRP 50A Frame Measuring and Alignment Techniques	Spring 2016	CLO1 Demonstrate knowledge of the procedures for diagnosing structural collision damage and measuring systems to identify location and extent of damage.	PLO1 Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles. PLO4 Employ industry standard operating procedures and repair techniques. PLO5 Utilize research, communication and problem solving skills

			to evaluate and operationalize repair tasks.
ABRP 50A Frame Measuring and Alignment Techniques	Spring 2016	CLO2 Demonstrate how to use frame straightening equipment and re-alignment procedures along with various anchoring methods.	PLO1 Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles. PLO2 Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry. PLO4 Employ industry standard operating procedures and repair techniques.
ABRP 50A Frame Measuring and Alignment Techniques	Spring 2016	CLO3 Replace/repair structural panels and components including sectioning techniques, ensuring the structural integrity of the vehicle and occupant safety.	CLO3 Demonstrate structural panel repair techniques and advanced welding skills. PLO4 Employ industry standard operating procedures and repair techniques. PLO5 Utilize research, communication and problem solving skills to evaluate and operationalize repair tasks.
ABRP 50A Frame Measuring and Alignment Techniques	Spring 2016	CLO4 Observe the principles of suspension and steering systems, wheel alignment basics	PLO1 Demonstrate entry-level knowledge and skills required for

		and procedures, and diagnosis and repair of suspension and steering systems.	the safe operation of tools and equipment necessary to perform repairs on modern automobiles. PLO4 Employ industry standard operating procedures and repair techniques.
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
Next CtL is scheduled for Spring 2017	N/A	N/A	N/A

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);	Students will be performing a hands-on skill demonstration and giving verbal explanations, using their assigned project vehicle and displays designated for assessment.
a description of who conducted the assessment (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	The faculty member who taught the course conducted the assessment.
a description of how student artefacts were	Whole Course

selected for assessment (did the assessment include summative student work from all students in the course or section, OR were student works selected based on a representative sample of students in each section of the course?);	
a brief discussion of the assessment rubric/scoring guide that identifies criteria/categories and standards.	Rubrics covered all CLO's

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
	http://hawaii.hawaii.edu/files/assessment/reports/slorpt/2015-16/ABRP2015-16.pdf use info from link above
ABRP 30A Metal and Plastic Refinishing	The minimum expectation for student achievement for CLO1 is a 70% developing proficiency rate.
ABRP 30A Metal and Plastic Refinishing	The minimum expectation for student achievement for CLO2 is a 70% developing proficiency rate.
ABRP 30A Metal and Plastic Refinishing	The minimum expectation for student achievement for CLO3 is a 70% developing proficiency rate.
ABRP 30A Metal and Plastic	The minimum expectation for student achievement for CLO4 is a 70% developing proficiency rate.

Refinishing	
ABRP 30A Metal and Plastic Refinishing	The minimum expectation for student achievement for CLO5 is a 70% developing proficiency rate.
ABRP 50A Frame Measuring and Alignment Techniques	The minimum expectation for student achievement for CLO1 is a 70% developing proficiency rate.
ABRP 50A Frame Measuring and Alignment Techniques	The minimum expectation for student achievement for CLO2 is a 70% developing proficiency rate.
ABRP 50A Frame Measuring and Alignment Techniques	The minimum expectation for student achievement for CLO3 is a 70% developing proficiency rate.
ABRP 50A Frame Measuring and Alignment Techniques	The minimum expectation for student achievement for CLO4 is a 70% developing proficiency rate.

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a description of the summative assessment results in terms of students' attainment of the CLOs and aligned PLOs.	**ABRP 30A** - There was a total of 11 students in ABRP 30A, and all were assessed in the Spring 2016 semester. The minimum expectation for student achievement for this assessment was a 70% developing proficiency rate. 100% of the students were assessed as "Developing Proficiency." The students not only met the minimum expected achievement, but 81.8% of them were assessed as "Proficient." Two students were assessed at "Developing Proficiency" in CLO 2 and CLO 5. CLO 5 is the only section two students were assessed at "Developing Proficiency" and CLO 2 only had one student assessed at "Developing Proficiency." Although these are expected levels and no further action is needed, we wanted to make note of all assessment scores for future analysis.

	The average assessment score for ABRP 30A was 97.5%. The lowest assessment score was 80% and the highest was 100%. The students in ABRP 30A are at or above the standards set by our Advisory Council. **ABRP 50A** - There was a total of 12 students in ABRP 50A, and all were assessed in the Spring 2016 semester. The minimum expectation for student achievement for this assessment was a 70% developing proficiency rate. 100% of the students were assessed as "Developing Proficiency." The students not only met the minimum expected achievement, but 77% of them were assessed as "Proficient." Eight students were assessed at "Developing Proficiency" in CLO 1 and three of those eight students were also assessed at "Developing Proficiency" in CLO 2. Although these are expected levels and no further action is needed, we wanted to make note of all assessment scores for future analysis. It seems like CLO1 was the toughest section for these students. Until we run ABRP 50A for at least five years, with both instructors, and gather more data, we cannot confirm this conclusion. We will continue to monitor this course and reassess in five years. The average assessment score for ABRP 50A was 92.4%. The lowest assessment score was 83.3% and the highest was 100%. The students in ABRP 50A are at or above the standards set by our Advisory Council

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to	

any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	N/A
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	N/A

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	No changes as of now. We will continue evolving our assessment strategies so that we can assess student's learning deeper than what we currently are doing now.
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may	

include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

Part VI. 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 = $___No Data_____
Federal Funds = $___No Data_____
Other Funds = $___No Data_____
Tuition and Fees = $___No Data_____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam __N/A___
Number passed _____N/A