HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW (CPR)

Auto Body Repair & Painting
(ABRP)

Date: November 27, 2017

3-Year Review Period:
July 1, 2014 to June 30, 2017
AY14-15, AY15-16 and AY16-17

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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/files/program-unit-review/

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

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program 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.

Previous Comprehensive Review Information

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	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_abrp_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	"….clarification of what "blocking" means." "Blocking" of the courses means that we collapsed 24 smaller courses (six 2 credit courses per semester) into 4 larger courses (one 12 credit course per semester. "It is understandable that a complete changeover of instructors and support staff between fall 2013 and spring 2014 may have been contributed to the lack of response." Thank you for understanding. We are working hard to improve our Annual and Comprehensive Reviews every year and value CERC's feedback.

	The rest of CERC's comments and feedback has been addressed with the new Comprehensive Review template and in the discussion under the various headings of this review.

ARPD Data: Analysis of Quantitative Indicators
Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

<mark>**Please attach a copy of the program's data tables for the three years under review and submit with this Comprehensive Program Review (CPR).**</mark>

a) **If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; 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 this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the program's ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program's AY15 through AY17 data, including the program's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

DEMAND
We have been given Demand Health Calls of "Unhealthy" for AY14-15 and AY15-16 and "Cautionary" for AY16-17. The change from "Unhealthy" to "Cautionary" is due to the change in the demand scoring rubric in AY16-17. The rubric is now based on jobs versus ABRP graduates rather than jobs versus declared ABRP majors. The change makes this rubric a lot more accurate than before, but not perfect. To make the Demand Indicator "spot on" we must be able to use more than one Program CIP code, as our graduates work in more areas than indicated with Program CIP 47.063.

EFFICIENCY
We have been given Efficiency Health Calls of "Healthy" for AY14-15 and AY15-16 and "Cautionary" for AY16-17. The change from "Healthy" to "Cautionary" is due to a drop in enrollment. We dropped to 65% of capacity in AY16-17.
We attribute this drop in enrollment in AY16-17 to a combination of overhauling the program and a "normal" amount of students dropping out.
In AY15-16 we implemented the "blocking" of our courses and entry requirements. There were glitches in this process causing the courses to be posted into Banner late, allowing potential students to apply in

the last three weeks of registration. The program entry requirements we implemented were: minimum placement into Math 22 or Math 50 and Eng 21 or ESL 21. This caused the first semester enrollment to drop and since this is a two year program, this lower enrollment number carries on for two years.
In AY16-17 we had a total of three students drop out. Two were due to social issues and one was due to no interest in the trade. This is around the average amount of students we and the Transportation Department historically have seen dropping out in most cohorts. But, due to the smaller enrollment numbers, three students affect our enrollment percentage much more than they would in a full class.

EFFECTIVENESS
We have been given Effectiveness Health Calls of "Healthy" (AY14-15), "Cautionary" (AY15-16), and "Healthy" (AY16-17). The drop to "Cautionary" in AY15-16 was due to the change in the Effectiveness Scoring Rubric. The scoring rubric was changed and we now must increase Degrees and CAs awarded by 5% each year. In AY15-16 the graduating class had less than the previous year, so "negative growth" gave us a lesser score. The graduating class in AY16-17 was at least 5% larger, thus giving us a "Healthy" Health Call. Although we are not at maximum capacity, we will reach that point and when we do, this new Effectiveness Scoring Rubric will not be effective when scoring programs that have capacity limits and no space for growth.

OVERALL HEALTH
We have been given a "Cautionary" Overall Health Call for the past three years. This was the first full three-year, Comprehensive Review time period in which both current faculty were teaching. To maintain a "Cautionary" Overall Health Call while revamping the whole program is a success for us. The major program changes and course revisions have been completed, now we will concentrate on fine tuning the program and increasing the enrollment. We are confident that once we increase our enrollment, we will increase our Overall Health score!

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

D/E – N/A

Perkins IV Core Indicators (Data is one year behind, 4P1 data is two years behind)
1P1 Technical Skills Attainment – Over the past three years, we have managed to increase our numbers every year to finally meet our goal this year. This can be partially due to the increased interest on the part of potential students due to the introduction of new equipment and the updating of the program. Another main factor that will allow us to meet and stabilize this indicator is to increase our enrollment. We average 2-3 students dropping and/or failing out every year due to social issues. At 65% of capacity, just one student dropping and/or failing out will take us below our goal for this indicator.

2P1 Completion – We have met this indicator for the past three years. We average a score of 64.5 for this indicator which is an average of 15.1 points above our goal. Again, although we have met this indicator, we can increase our numbers by increasing enrollment.

3P1 Student Retention or Transfer – We have met this indicator two out three years. AY16-17 was the only year we did not meet. After analyzing our program data we have found that 24 out of 27 students (89%) in the program continued in AY2015-16. This means that there were students that declared ABRP as their major, but were not in the program, either dropped out or changed majors, which caused us to not meet our goal. Overall we believe we have met this indicator over the past three years, but again, we may be able to meet and stabilize this indicator by increasing our enrollment.

4P1 Student Placement – Over the past three years we alternated every year between not meeting and meeting this indicator. After analyzing our data, we found that many students continued their education in another trade or schooling. On top of that, many of our students did not get employed in the time period this data is captured. We actually had jobs lined up for our graduates, but a few of them wanted to continue their education in other trades. After talking with some of our graduates, they just were not interested in entering the workforce. After analyzing this information, we believe just increasing enrollment will not help us. We must try to increase our enrollment with students who are interested and passionate about this industry.

5P1/5P2 Nontraditional Participation/ Nontraditional Completion – These two indicators are directly related and have always been a challenge to meet. Without nontraditional participation we cannot meet nontraditional completion, so we continuously promote and encourage nontraditional participation at career fairs. We will work closely with our advisory council for ideas and directions in ways of attracting nontraditional participation.

Performance Funding Indicators

Number of Degrees and Certificates

ABRP contributed 2.3% or 13 out of the 576* Degrees and Certificates awarded at Hawaii Community College.

This program's effectiveness in contributing to this area is 72%. The program's effectiveness measure was figured out by dividing Number of Degrees and Certificates by graduating class capacity.

This program is contributing to this measure, but we should be at an effectiveness rate of least 75%. Our number one focus of the program, over the next few years, is to increase enrollment.

After analyzing our data, roughly 30% of these graduates received both their AAS Degree and CA, which means 70% of the graduates only received their CA. We will increase our contributions to this measure by increasing enrollment and by pushing our students to go for the AAS Degree.

Number of Degrees and Certificates Native Hawaiian
ABRP contributed 3.4% or 8 out of 233* Degrees and Certificates awarded to Native Hawaiians at Hawaii Community College.

Since we do not control who enters the program, the best way to measure the effectiveness of this program's contributions is to compare the Number of Native Hawaiians that enter the program versus the Number of Degrees and Certificates Native Hawaiian. Currently we do not have the data for Number of Native Hawaiians that enter the program. We will look into a way to start tracking this number so we can properly analyze this measure.

Based on data that we do have, this program is doing its part contributing to this measure. Although we are not running at full capacity, yet, we do have a high concentration of Native Hawaiian graduates. We look forward to increasing our contribution to this measure as we work to increase our enrollment.

Number of Degrees and Certificates STEM
ABRP is not a STEM program.

Number of Pell Recipients
ABRP contributed 4.7% or 12 out of 256* Pell Recipients that graduated at Hawaii Community College.

This analysis is very similar to the measure above because we do not control who enters the program. The best way to measure the effectiveness of this program's contributions is to compare the Number of Pell Recipients that enter the program versus the Number of Pell Recipients. Currently we do not have the Number of Pell Recipients that enter the program. We will look into a way to start tracking this number so we can properly analyze this measure.

Based on data that we do have, this program is doing its part contributing to this measure. Although we are not running at full capacity, yet, we do have a high concentration of Pell Recipients. We look forward to increasing our contribution to this measure as we work to increase our enrollment.

Number of Transfers to UH 4-yr
ABRP contributed 0.35% or 1 out of 289* Transfers to UH 4-yr at Hawaii Community College.

ABRP is not a transfer program so there is no effectiveness measure.
Again, this is not a transfer program, but we assist in this area by talking to each of our students individually to see if anyone plans to or is event thinking about transferring to UH. If we do have

students that are interested, we advise them to take electives that will transfer and/or be relevant to their major at UH.

We are doing above average in this area because we contributed towards this indicator.

*Data from John Morton's Hawaii CC Fall 2017 Campus Report

What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data for the three years under review that are not discussed above.

N/A

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program's meaningful accomplishments and successes.
Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.
For example, discuss:
- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students

AY14-15

- Finalized all paperwork for the "blocking" of courses (we collapsed 24 individual modules into 4 courses).
- Last year that we ran (taught) the 24 individual modules.
- Our Perkins Proposal titled "Aluminum Welding Equipment for the Auto Body Program" was awarded

AY15-16

- Implemented the blocked courses, first semester of new courses.

- Received equipment from awarded Perkins Proposal. Implemented the new equipment into the curriculum.

AY16-17

- Received funding to purchase necessary equipment (equipment requested since 2013) which included the following:
  - 25hp rotary air compressor (to replace our 15 year old compressor which has been breaking down)*
  - 7 MIG welders with accessories (to replace our old welders)
  - Pending Order – Compressed Air Drying System (to replace our broken and outdated systems)*
  - Planning of the First Annual ABRP Car Show has begun!!

*Installation will take place during either Winter or Summer Break after all components are delivered.

Contributions to the College

Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.

> *__MISSION__: To promote lifelong learning, Hawaiʻi Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawaiʻi Island community.*
>
> **http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php**
>
> *__VISION:__ Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities.*

We teach lifelong learning and push students to learn something new every day. Our students and graduates understand that technology in this field is constantly changing, so they must keep up to date by attending workshops, studying online, and reading. They understand that graduation does not mean the end of learning, rather it is just the beginning!

Our goal for the students is to be work-ready entry-level technicians when they graduate. We prepare them to be productive and engaged citizens capable of meeting the complex challenges of our island and global communities by first mastering their soft-skills. Once their soft-skills become proficient, we then challenge them with real life scenarios that they would encounter on the job.

ILO #1: Communicate effectively in a variety of situations.

ABRP PLO5: Employ industry standard operating procedures and repair techniques.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

Students will communicate not only with their classmates and instructors, they also will talk to "customers", paint/product representatives, parts vendors, and industry leaders. Students must be able to explain estimate sheets and proper repair procedures in both technical and in layman's terms (depending on who they are talking to). They also must order parts from local and global distributors over the phone, through email, and/or face-to-face.

ILO #2: Utilize critical thinking to solve problems and make informed decisions.

ABRP PLO1: Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.

ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.

ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.

ABRP PLO4: Demonstrate competence in refinish procedures.

ABRP PLO5: Employ industry standard operating procedures and repair techniques.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Students must use critical thinking to solve problems and make informed decisions every day from safe tool usage to vehicle diagnosis to paint matching. The challenges they encounter continuously increase in difficulty throughout the program.

ILO # 3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi island, as well as other cultures of the world.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Students learn and apply soft skills every day of the program. This includes working with a variety of ethnicities and cultures.

ILO #4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ABRP PLO1: Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.

ABRP PLO5: Employ industry standard operating procedures and repair techniques.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Students learn the "CCC One" and "iCAR" programs. These are an electronic estimating program and an online repair procedure reference database. They also learn to use the internet to assist in learning and finding job listings and requirements.

ILO #5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.

ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.

ABRP PLO4: Demonstrate competence in refinish procedures.

ABRP PLO5: Employ industry standard operating procedures and repair techniques.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Students must wear PPE at all times in the lab and adhere to proper repair procedures. Students will learn and perform proper waste disposal methods. Students learn to work together with a diverse array of multiethnic individuals.

ILO #6: Contribute to sustainable environmental practices for personal and community well-being.

ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.

ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.

ABRP PLO4: Demonstrate competence in refinish procedures.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Students learn proper handling and disposal procedures of hazardous materials. Students will also learn handling and application of water borne paints, which is much more environmentally friendly than typical high VOC paints.

Learning-Outcomes Assessments
For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the Assessment Reports Archive.

☒ **The program faculty/staff have reviewed the program record on Kuali KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.**

☐ **The program faculty/staff have reviewed the program record on Kuali KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.**
Kuali KSCM: https://hawaii.kuali.co/cm/#/courses

If the program's information on Kuali KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kuali.

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kuali KSCM.

ABRP PLO1: Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.

ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.

ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.

ABRP PLO4: Demonstrate competence in refinish procedures.

ABRP PLO5: Employ industry standard operating procedures and repair techniques.

ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.

ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).
Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.

N/A

Course Learning Outcomes (CLOs)

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

AY14-15
ABRP 40 Damage Collision Appraisal
ABRP 41 Panel Replacement/Alignment
ABRP 42 Door and Quarter Panel Replacement
ABRP 43 Movable Glass Service
ABRP 44 Windshield/Stationary Glass Replacement
ABRP 45 Servicing Electronic Components
ABRP 50 Structural Damage Analysis
ABRP 51 Straightening Structural Components

ABRP 52 Structural Replacement

ABRP 53 Steering and Suspension

ABRP 54 Heating and Cooling

AY15-16

ABRP 30A Metal and Plastic Refinishing

ABRP 50A Frame Measuring and Alignment Techniques

AY16-17

ABRP 20A Introduction to Auto Body Repair

ABRP 40A Panel and Glass Replacement Techniques

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students' achievement of Course Learning Outcomes (CLOs). Describe how the program's faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students' learning of implementing those improvements.

We implemented our new "blocked" courses in AY15-16 and are planning to have both faculty run through the updated version of the program. Once that is completed in Fall 2018, we will review and analyze all of our data and make modifications to the curriculum and assessment plan as needed (we are actually planning to start this review process during Winter Break 2017). We will be closing the loop for all assessments in the next two years. The plan is to re-assess all courses again. We are looking for any inconsistencies, strengths, and weaknesses.

Overall the initial assessment results are positive as they show that students have been achieving all CLOs. So far, the assessment data analyzed confirms that hands-on is a must. The application of theory not only proves student's comprehension, but is necessary if students are to work in the industry after graduation.

PART II: RESOURCES INVENTORY

Describe and discuss the program's current resources and resource needs.

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	Adequate
Adequate Student Support Services (academic advising, counseling, career guidance).	Adequate
Safe workplace.	Safe
Adequate and up-to-date computers and software (for program needs).	Adequate
Adequate computer access to allow faculty to do their jobs.	Adequate
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Adequate
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	Adequate

Adequate training in distance learning course development and management (Laulima, etc.).	Adequate		

Resource Category	**Resources the program needs to operate effectively:**	**Resources the program already has:**	**What is the program's resource gap?**
A. **Personnel**			
1) **Positions (Functions)**	**(2) Faculty** **(1) Educational Specialist**	**2 Faculty** **(1) Educational Specialist**	**0**
2) **Professional Development**	**0**	**0**	**0**
B. **Operating Resources**			
1) **Supplies**	**Good**	**Good**	**We can always use more supplies!!!!**
2) **Contracts**	**0**	**0**	**0**
3) **Equipment**	**Item1 Frame Machine w/ needed accessories** **Item2 Industry standard measuring system**	**Item1** Frame Machine, worn out chains/clamps, missing pulling/pushing towers and winch **Item2** Tram Gauge that is worn out and obsolete	**Item1** Frame Machine Updates **Item2 Industry standard measuring system**

	Item3 Paint Booth that can handle/store water borne paints	Item3 Paint Booth designed to work only with solvent based paints	Item3 Paint Booth Updates
4) Space and Facilities	Good	Good	We can always use more space!!
C. Technology			
1) Hardware	Item4 (2) 4K UHD TV & Related support hardware to operate in 4K	Item4 (2) overhead projectors cannot display paint defects or tones	Item4 (2) 4K UHD TV & Related Support Hardware
2) Apps or Software	0	0	0
3) Tech Support	0	0	0
4) Tech-related Professional Development	0	0	0
5) Tech labs / facilities	0	0	0

PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period. <mark>This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.</mark>
Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.

In the next three years our plan is to increase enrollment (Action Plan1) and support hands on learning in the lab (Action Plan2).

To increase student success and student learning we need students. We do not want to just increase our enrollment, we want to increase our enrollment with students that understand and/or are passionate about the trade. A lot of our data points to our enrollment numbers. When one student drops out of our program our numbers drop significantly. If we were running at full capacity, that one student dropping out will not cause such a drastic change. Most of the major changes took place in the past three years. We still have some fine tuning to perform (curriculum adjustments and assessment plans) but overall we have a solid foundation and can now focus on increasing enrollment.

To support hands on learning in the lab, we must have all of the necessary equipment. Not only does our assessment data tell us hands on is important, but so does our Advisory Council. According to our Advisory Council, perfect written test means nothing if they (students) cannot perform the work.

Provide a detailed discussion of how the program's 3-year Action Plan will help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan:

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

Action Plan1 – To Increase Enrollment aligns to **HGI Action Strategy 1**: *Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.*
We will participate in every Career Fair, HawCC Day, and we are working to put on the First Annual HawCC Car Show this Summer (2017). We are also planning to work with OCET to put on a Summer Exploratory Class for 7th -12th graders this coming summer. During these events we will engage K-12

students, parents, public and private schools to promote and prepare for this program as well as recruiting them too!

Action Plan1 – To Increase Enrollment also aligns to **HGI Action Strategy 3**: *Anticipate and align curricula with community and workforce needs.*
Working with OCET this coming Summer, we are exploring and participating non-credit to credit pathways (students will receive college credits).

Action Plan2 – To support hands-on learning aligns to **HGI Action Strategy 1**: *Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.*
We will use the updated equipment to promote the program. For example, updating our paint booth to handle water borne paints is a move to "greener" and "eco-friendly" technology which can help promote the program. Upgrading the A/V systems will allow us to share to the public what is done in the program.

Action Plan2 – To support hands-on learning also aligns to **HGI Action Strategy 2**: *Implement structural improvements that promote persistence to attain a degree and timely completion.*
All upgrades/updates planned for this Action Plan will be use to strengthen assessment and data collection which support teaching and learning, accreditation, and planning.

ACTION ITEMS to ACCOMPLISH the ACTION PLAN

Provide a detailed description and discussion of <u>each Action Item</u> that the program will undertake to accomplish its 3-Year Action Plan.

<u>Action Item 1:</u>

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Promote the program by:

1. Attending all career fairs that we normally attend (Nā Leo O Nā ʻŌpio Opportunities Expo – Fall and Spring and Hilo High School Career Fair) and look for any other fairs/expos that we may be able to attend.
2. Participate in the Annual HawCC Day.
3. Participate in any shop tours that potential students may take.
4. Work with OCET to put on a Summer Career Exploration Class.

5. Work with industry, Advisory Council, students, alumni, HawCC, and any ABRP program supporters to put on the First Annual HawCC ABRP Car Show this summer.

Items 1, 2, and 3 have been and will be on going every year since 2014. We will need to work on updating our displays to "attract" potential students to our booth.

Items 4 is new. Garrett will be volunteering his time to teach 7th - 12th graders an introductory course in ABRP. This will give students an in depth look at the program and industry. We believe that if students that pass this summer exploratory course enroll into our two-year program, will do better than the average student as they will know what the program is about and what is expected of them. The younger students that attend this summer course will be better prepared for the ABRP program when they graduate high school. We are willing to put on this Summer Exploratory Course with OCET every year.

Item 5 is new and will be a challenge. We have gotten the go ahead from Admin and our Division Chair, put together a committee, and planned everything. We are currently waiting for our tent permits to get approved so we can work with POM to setup the car show. The main goal of this event is to increase enrollment by showing our community that we (the ABRP program) exist and that we have the knowledge, talent, support, and equipment to give the best education in the auto body repair and paint industry right here in Hilo!!! This will be exciting, and we plan to make this an annual event. We also what to get videos of this event to promote our program at career fairs.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Implementing these action items above will increase our enrollment. If each item above can bring in one student, we will be 94% of our class capacity! A 30% increase in enrollment will equal 30% more students attaining the PLOs. Again, our assessment data shows that we are doing a good job teaching, but low enrollment is affecting our ARPD Data.

- *Budget & Resource Asks*: **Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item.** *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

The 4K UHD TV, camera and related support equipment will allow us to show anyone that tours the shop what goes on in the paint booth. Most people are interested in what goes on in the paint booth,

but we do not have the PPE or the time for everyone in the tour to go into the booth. With the TV and camera system, anyone in the classrooms can watch live videos of the paint booth.

The camera system will also be used to make videos used at career fairs to promote the program.

Note: The 4K UHD TV, camera and related equipment's primary usage and cost is explained under Action Item 2.

Action Item 2:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

We will support hands-on learning by:

1. Updating the frame machine.
   Currently, we cannot perform all types of frame pulls without the two pulling and one pushing towers. Not all accessories were purchased with the frame machine.
   We have a hard time putting vehicles on to the frame machine without a winch, 99.9% of the time vehicles going on the frame machine cannot be driven. This takes up time and can be a safety hazard.
   The pulling clamps and chains are old, broken and unusable. These came from the previous frame machine and should have been replaced when the current frame machine was purchased.
2. Replacing the outdated tram gauge.
   The current tram gauge gives false readings due to the play in the worn measuring points. It is vital to get precise measurements when performing frame alignments, if these measurements are off then all repairs will be off.
   This tram gauge is actually the former Professor's personal tool.
   We want to upgrade to the current industry standard measuring system.
3. Updating the paint booth.
   Current Paint/Spray booth is functional but is not equipped to handle waterborne paints.
   Waterborne automotive paint meets European emissions requirements and California Air Resources Board requirements, and is safer for the technician and the environment.
   We want to upgrade the spray booth by installing drying fans.
   The paint room will also need new banks of water borne toners and related supplies and equipment.
4. Adding two 4K UHD TVs, four compatible cameras, and related support equipment.

The current projectors does not allows students to see paints and paint defects in the classroom and does not allow for live video feeds from the paint/spray booth. With the updated TVs and equipment, lectures will be more effective as we now can show paints and paint defects. With the camera system, the whole class can watch live video feeds from the paint/spray booth. This is important because we cannot fit all the students in the paint booth and is cheaper than getting a larger paint/spray booth.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Implementing the above action items above will help lead to improvements in student learning and their attainment of the program's PLOs by increasing the hands-on activities. All equipment will also be used to assess students' learning, without proper operating equipment we cannot teach proper techniques or assess students' learning.

The A/V equipment is trend setting, nobody is currently using an A/V setup in the paint booth. The problem we are encountering is that the paint booth, although industry standard size, is too small and too loud to have more than 3 students in there at a time. We want to set up cameras and microphones on both the painter and instructor. Then transmit the audio and video feeds to the classroom where the rest of the class can observe through the eyes of the painter and hear the feedback from the instructor. The A/V system used must support 4K UHD as paint defects will not be picked up on lower definition equipment.
The 4K UHD TV will also be used to support lectures to display paint defects and paint tones, which the current equipment cannot do.
This will improve student learning and attainment of the PLOs because students can learn from every paint job completed (by watching other students and hearing the feedback from the instructors). Currently students are learning primarily from the jobs they perform. We will also be able to display more examples of paints and paint defects with the 4K UHD TV. We currently have to bring in and/or create examples which clutter and take up too much room in the shop.

- _**Budget & Resource Asks**_**: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item.** _**If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.**_
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

Item	Cost	Timeline
1. Frame Machine Update	$14,000	ASAP SuperQuote process (1-2 weeks) Order (4-6 weeks) Implement (ASAP)
2. Tram Gauge Replacement	$50,000	ASAP SuperQuote process (1-2 weeks) Order (4-6 weeks) Implement (ASAP)
3. Paint Booth Update	$60,000	ASAP SuperQuote process (1-2 weeks) Order (4-6 weeks) Implement (ASAP)
4. A/V Equipment Update	$20,000	ASAP SuperQuote process (1-2 weeks) Order (4-6 weeks) Implement (ASAP)
Note: These items are justified in the two sections above this under "Action Item 2".		

BUDGET & RESOURCE ASKS

For <u>each</u> budget-or-resource-ask detailed in the Action Items above, answer the following questions:

What are the implications or consequences for the program if this request is not funded?	We feel that each budget request is vital to the program. Whether we are given funding to purchase these item or not, we will exhaust any funding opportunities we can find. If the measuring system (tram gauge replacement) is not funded, we will be able to get by purchasing a cheaper system (which is not industry standard, but will get the job done). If the paint booth update is not funded, we will not be able to get into water borne paint. We just will not be at the forefront of industry and our students will not have the advantage if the industry switches to water borne (as California did).
How can the program build, create, or develop the needed resources within its existing capacity?	We do generate revenue, but it is not our primary goal. Our goal is educating students. Generating and trying to save funding for larger purchases is not productive or "safe". 10% of every work order generated is taken for "admin fees" and the whole "R" account could be swiped at any time. We clearly understand that revenue generated by our program is not "our" money, but we use this funding to supplement our "G" budget which has not increased for years!
Can other resources be re-purposed to accommodate this need?	No, these needs are specific to the Auto Body Industry.

Are there other sources to fund this need, such as grants, community partnerships, etc.?	Our Educational Specialist will try to get funding through a Perkins Grant. We will also look at community and industry partnerships to possibly fund some requests.
Can this need be deferred? **If so, for how long?** **What are the consequences if deferred?**	Anything can be deferred. It can be deferred until the program can no longer function, although we would never let that happen. Students will still be taught the theories and will understand the concepts. The consequences if deferred will be students losing out of the hands-on experience. This is a major consequence as these hands-on skills are highly recommended (required in most areas) by our Advisory Council and confirmed by our assessment results.

Hawaii Community College
2015 Instructional Annual Report of Program Data
Auto Body Repair & Painting

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: ABRP   Program CIP: 47.0603

	Demand Indicators	12-13	13-14	14-15	Demand Health Call
1	New & Replacement Positions (State)	29	32	28	
2	*New & Replacement Positions (County Prorated)	2	2	2	
3	*Number of Majors	41	40	40	
3a	Number of Majors Native Hawaiian	21	16	16	
3b	Fall Full-Time	74%	81%	88%	
3c	Fall Part-Time	26%	19%	12%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	69%	87%	92%	Unhealthy
3f	Spring Part-Time	31%	13%	8%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	580	696	816	
5	SSH Non-Majors in Program Classes	12	0	0	
6	SSH in All Program Classes	592	696	816	
7	FTE Enrollment in Program Classes	20	23	27	
8	Total Number of Classes Taught	23	23	23	

	Efficiency Indicators	12-13	13-14	14-15	Efficiency Health Call
9	Average Class Size	12.6	14.7	17.0	
10	*Fill Rate	70%	81.6%	94.2%	
11	FTE BOR Appointed Faculty	1	2	2	
12	*Majors to FTE BOR Appointed Faculty	41	20	19.7	
13	Majors to Analytic FTE Faculty	23.1	22.5	22.2	
13a	Analytic FTE Faculty	1.8	1.8	1.8	
14	Overall Program Budget Allocation	$186,783	$176,928	$168,207	Healthy
14a	General Funded Budget Allocation	$134,635	$144,996	$144,996	
14b	Special/Federal Budget Allocation	$0	$2,454	$2,454	
14c	Tuition and Fees	$46,601	$20,757	$20,757	
15	Cost per SSH	$316	$254	$206	
16	Number of Low-Enrolled (<10) Classes	11	0	0	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	88%	92%	95%	Healthy
18	Withdrawals (Grade = W)	3	11	2	
19	*Persistence Fall to Spring	65.2%	80.9%	85.3%	
19a	Persistence Fall to Fall	37.5%	55.2%	51.5%	
20	*Unduplicated Degrees/Certificates Awarded	11	29	27	
20a	Degrees Awarded	7	6	8	
20b	Certificates of Achievement Awarded	3	4	7	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	3	44	21	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	1	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	0	0	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	81.82	Not Met	
30	2P1 Completion	47.00	63.64	Met	
31	3P1 Student Retention or Transfer	75.21	92.00	Met	
32	4P1 Student Placement	68.92	46.15	Not Met	
33	5P1 Nontraditional Participation	17.50	11.76	Not Met	
34	5P2 Nontraditional Completion	16.00	8.33	Not Met	

Performance Funding		Program Year			
		12-13	13-14	14-15	
35	Number of Degrees and Certificates	10	10	15	
36	Number of Degrees and Certificates Native Hawaiian	5	5	7	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	33	30	31	
39	Number of Transfers to UH 4-yr	1	0	0	

*Data element used in health call calculation

Last Updated: October 7, 2015

Hawaii Community College
2016 Instructional Annual Report of Program Data
Auto Body Repair & Painting

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: ABRP   Program CIP: 47.0603

	Demand Indicators	Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	32	28	28	
2	*New & Replacement Positions (County Prorated)	2	2	3	
3	*Number of Majors	40	40	31	
3a	Number of Majors Native Hawaiian	16	16	17	
3b	Fall Full-Time	81%	88%	91%	
3c	Fall Part-Time	19%	12%	9%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	87%	92%	96%	Unhealthy
3f	Spring Part-Time	13%	8%	4%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	696	816	612	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	696	816	612	
7	FTE Enrollment in Program Classes	23	27	20	
8	Total Number of Classes Taught	23	23	4	

	Efficiency Indicators	Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	14.7	17.0	12.8	
10	*Fill Rate	81.6%	94.2%	70.8%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	20	19.7	15.2	
13	Majors to Analytic FTE Faculty	22.5	22.2	17.2	
13a	Analytic FTE Faculty	1.8	1.8	1.8	Healthy
14	Overall Program Budget Allocation	$176,928	$168,207	Not Yet Reported	
14a	General Funded Budget Allocation	$144,996	$144,996	Not Yet Reported	
14b	Special/Federal Budget Allocation	$2,454	$2,454	Not Yet Reported	
14c	Tuition and Fees	$20,757	$20,757	Not Yet Reported	
15	Cost per SSH	$254	$206	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

*Data element used in health call calculation

Last Updated: July 20, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	92%	95%	92%	
18	Withdrawals (Grade = W)	11	2	0	
19	*Persistence Fall to Spring	80.9%	85.3%	71.4%	
19a	Persistence Fall to Fall	55.2%	51.5%	34.2%	
20	*Unduplicated Degrees/Certificates Awarded	29	27	17	
20a	Degrees Awarded	6	8	6	Cautionary
20b	Certificates of Achievement Awarded	4	7	4	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	44	21	9	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		13-14	14-15	15-16	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	83.33	Not Met	
30	2P1 Completion	50.30	58.33	Met	
31	3P1 Student Retention or Transfer	76.72	86.21	Met	
32	4P1 Student Placement	69.00	72.73	Met	
33	5P1 Nontraditional Participation	19.69	8.11	Not Met	
34	5P2 Nontraditional Completion	19.36	8.00	Not Met	

Performance Measures		Program Year			
		13-14	14-15	15-16	
35	Number of Degrees and Certificates	10	15	10	
36	Number of Degrees and Certificates Native Hawaiian	5	7	2	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	30	31	23	
39	Number of Transfers to UH 4-yr	0	0	0	

*Data element used in health call calculation

Hawaii Community College
2017 Instructional Annual Report of Program Data
Auto Body Repair & Painting

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: ABRP   Program CIP: 47.0603

	Demand Indicators	Program Year 14-15	Program Year 15-16	Program Year 16-17	Demand Health Call
1	New & Replacement Positions (State)	28	28	21	
2	*New & Replacement Positions (County Prorated)	2	3	5	
3	Number of Majors	40	31	24	
3a	Number of Majors Native Hawaiian	16	17	10	
3b	Fall Full-Time	88%	91%	100%	
3c	Fall Part-Time	12%	9%	0%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	92%	96%	91%	Cautionary
3f	Spring Part-Time	8%	4%	9%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	816	612	528	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	816	612	528	
7	FTE Enrollment in Program Classes	27	20	18	
8	Total Number of Classes Taught	23	4	4	

	Efficiency Indicators	Program Year 14-15	Program Year 15-16	Program Year 16-17	Efficiency Health Call
9	Average Class Size	17.0	12.8	11	
10	*Fill Rate	94.2%	70.8%	61.1%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	19.7	15.2	11.7	
13	Majors to Analytic FTE Faculty	22.2	17.2	13.2	
13a	Analytic FTE Faculty	1.8	1.8	1.8	Cautionary
14	Overall Program Budget Allocation	$168,207	Not Yet Reported	Not Yet Reported	
14a	General Funded Budget Allocation	$144,996	Not Yet Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	$2,454	Not Yet Reported	Not Yet Reported	
14c	Tuition and Fees	$20,757	Not Yet Reported	Not Yet Reported	
15	Cost per SSH	$206	Not Yet Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	0	0	1	

*Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	95%	92%	95%	Healthy
18	Withdrawals (Grade = W)	2	0	0	
19	*Persistence Fall to Spring	85.3%	71.4%	84%	
19a	Persistence Fall to Fall	51.5%	34.2%	54.5%	
20	*Unduplicated Degrees/Certificates Awarded	27	17	10	
20a	Degrees Awarded	8	6	3	
20b	Certificates of Achievement Awarded	7	4	10	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	21	9	0	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	0	0	1	
22a	Transfers with credential from program	0	0	1	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	92.86	Met	
30	2P1 Completion	51.00	71.43	Met	
31	3P1 Student Retention or Transfer	81.00	58.62	Not Met	
32	4P1 Student Placement	63.87	50.00	Not Met	
33	5P1 Nontraditional Participation	22.00	0.00	Not Met	
34	5P2 Nontraditional Completion	22.00	0.00	Not Met	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	15	10	13	
36	Number of Degrees and Certificates Native Hawaiian	7	2	8	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients[1]	31	23	12	
39	Number of Transfers to UH 4-yr	0	0	1	

*Data element used in health call calculation

[1]PY 16-17; Pell recipients graduates not majors

Last Updated: October 29, 2017