HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)

Auto Body Repair & Paint
(ABRP)

Date November 17, 2017

Review Period
July 1, 2016 to June 30, 2017

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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 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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

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.

Comprehensive Review information (required by UH System)

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.	There has been many changes and updates to both the program and the review template since the last comprehensive review. The changes and updates will be discussed in the upcoming Comprehensive Review which is due in Fall 2017.

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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
and submit with this Annual Program Review (APR).**</mark>

a) **If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.**

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 have received a Demand Health Call of "Cautionary". According to the revised scoring rubric, we should have received a Demand Health Call of "Unhealthy" and if "correct" data was inputted into this rubric we would have received "Healthy". The scoring rubric has been updated this year, and is now a very accurate. The only "flaw" is the use of only one Program CIP code. If we could capture the "true" number of employment opportunities our graduates will see, our program would definitely receive a "Heathy" call.
Efficiency	We have received an Efficiency Health Call of "Cautionary". We are running at 65% of our capacity. We are planning to increase enrollment – See "Part 2 – Program Action Plan".
Effectiveness	We have received an Effectiveness Health Call of "Healthy". The scoring rubric used to determine this outcome is incomplete. If we use last year's scoring rubric, we would be given a "Cautionary" health call due to negative growth of unduplicated degrees/certificates awarded. To increase the number of unduplicated degrees/certificates awarded, we must first increase enrollment (See "Part 2 –Program Action Plan")

Overall Health	We received an Overall Program Health Call of "Cautionary". After analyzing all of the data, we need to focus on increasing our enrollment. (See "Part 2 – Program Action Plan")
Distance Education	N/A
Perkins Core Indicators (if applicable)	**1P1** – Technical Skills Attainment was met. Meeting this indicator can be partially attributed to the Perkins Proposal Awarded in AY15-16 titled "Aluminum Welding Equipment for Auto Body Program". **2P1** – Completion was met. We have been very successful meeting this indicator, but that does not mean that we take it for granted. We continuously work hard at maintaining this level of performance. **3P1** – Student Retention or Transfer was not met. After analyzing our program data we have found that 24 out of 27 students in the program continued in AY2015-16. **4P1** – Student Placement was not met. After analyzing our program data, we found that 12 students went out to work and a total of 16 students stopped program participation. This would give us an indicator value of 75.00. **5P1** and **5P2** – Nontraditional Participation and Completion both were not met. We had zero females in AY16-17. We will also focus on nontraditional participation first, as we try to increase enrollment (See "Part 2 –Program Action Plan"). Once we increase nontraditional participation, we then can look at working on nontraditional completion.
Performance Funding Indicators (if applicable)	**<u>Number of Degrees and Certificates</u>** 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 but are not discussed above.	N/A

PROGRAM ACTIVITIES

> **Report and discuss all major actions and activities that occurred in the program during the 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 did 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.

The biggest change was the retirement of ATE Division Chair Joel Tanabe, July, 31st 2016 and AMT Associate Professor Harold Fujii becoming the new ATE Division Chair. We fully support and enjoy working with Harold.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

☒ Program faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☐ Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> *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

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.
This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving <u>each</u> goal.

After analyzing ARPD and Perkins data, we have determined that we need to increase enrollment. We have planned to promote the program and actively recruit students by:

1. Participating in Career Fairs (Fall 2017/Spring 2018)
2. Working with OCET – Summer Exploratory Program (Summer 2017)
3. Working with industry to promote the program by putting on a Hawaii Community College Car Show (Summer 2017)

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.
For <u>each</u> Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

Promote the program and show the community that we exist and is the premier place to be educated.

We will work on an eye-catching display so people will come to our booth at Career Fairs/HawCC Day. The more people that come to our display, the more people we can spread information about our program which equals higher enrollment compared to doing nothing!!!

We are currently working on the first annual HawCC ABRP car show. This will be the first time an event like this will take place! It is planned to be on July 15th 2017. We are working with our school, industry, alumni, students, and any supporter of the HawCC ABRP program. The goal of this event is to ignite the passion of the Auto Body trade and to announce to the public what the revised ABRP program can do.

Garrett is volunteering to work with OCET to put on a summer exploratory course for ABRP. This summer class is for students from 7th to high school grades. The goal is to expose intermediate/high school students to the program.

All of these planned events are geared to increase enrollment. By increasing the enrollment, we will be improving student learning and attainment of the PLOs by increasing the number of students we teach. We want to increase enrollment to 75% or more of our capacity.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

The number one challenge the program faces is that our operating budget has not kept up with inflation. Every year we lose purchasing power, we cannot purchase the same amount of supplies as we once could. On top of that, in Fall 2016 Associate Vice President for Administrative Affairs, 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!

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	Although there are many wants for the program, currently there are no needs (as defined above) that require immediate attention.
Include estimated cost(s) and timeline(s) for procurement.	N/A
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	N/A

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)
Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).
<mark>Please attach copy of industry validation for the year under review.</mark>

Courses Assessed

List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
ABRP 20A	Fall 2016	1,2,3,4	1,2,3,4

Intro to Auto Body Repair			
ABRP 40A Panel and Glass Replacement Techniques	Fall 2016	1,2,3,4	` 1,2,3,4
"Closing the Loop" Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
None			

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:
- a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);
- a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.

Course Alpha/#: ABRP 20A
- Students will be performing one hands-on skill demonstration and giving two verbal explanations using a vehicle of their choice, if needed.

- APT and/or Faculty and/or Advisory Committee member will conduct assessment using the assessment rubrics. After assessments have been completed, ABRP's Educational Specialist will compile data. Both ABRP faculty and the Educational Specialist will analyze the data.

The assessment methods was determined by the Course Learning Outcomes and will be reviewed and approved by the Advisory Committee. All students will be assessed except for students failing due to attendance.

Course Alpha/#: ABRP 40A

- Students will be performing one hands-on skill demonstration and giving two verbal explanations using a vehicle of their choice, if needed.

- APT and/or Faculty and/or Advisory Committee member will conduct assessment using the assessment rubrics. After assessments have been completed, ABRP's Educational Specialist will compile data. Both ABRP faculty and the Educational Specialist will analyze the data.

The assessment methods was determined by the Course Learning Outcomes and will be reviewed and approved by the Advisory Committee. All students will be assessed except for students failing due to attendance.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ABRP 20A	1,2,3,4	The minimum expectation for student achievement for this assessment is a 70% developing proficiency rate.	100%
ABRP 40A	1,2,3,4	The minimum expectation for student achievement for this assessment is a 70% developing proficiency rate.	100%

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

Course Alpha/#: 20A

11 out of 13 students met or exceeded the minimum expectation.

The 2 students that did not meet the minimum failed and/or dropped out. The first student eventually dropped out due to a housing situation. The second student was given multiple opportunities to make up and learn one on one with the instructor. The opportunities were not taken and the student was not serious - dropped out in Spring 2017.

Course Alpha/#: 40A

9 out of 9 students met the minimum expectation.

This is the second year class, so the students are serious about the trade, and the results prove that.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

The assessment of the incoming class, ABRP 20A, shows which students are here to learn and have interest. By the time students reach second year, ABRP 40A, the majority are serious and determine to complete the program.

The challenge is to get students that are interested into the program and put students that are not interested in ABRP into a program that does interest them.

The assessment results from ABRP 20A and ABRP 40A will be reviewed by the Advisory Council in Spring 2018.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

The assessment action plan for AY17-18 is Closing the Loop for ABRP 30A and 50A. Since the assessment results for ABRP 30A and ABRP 50A were so positive, our plan is to re-assess the courses again (with no changes) in Spring 2018.

PART 4: ADDITIONAL DATA

Cost Per SSH <mark>(to be provided by Admin)</mark>

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

General Funds   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

<mark>*This section applies to NURS only.</mark>

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			Demand Health Call
		14-15	15-16	16-17	
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			Efficiency Health Call
		14-15	15-16	16-17	
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%	
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	Healthy
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

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