

***HAWAI`I COMMUNITY COLLEGE***  
**ANNUAL**  
**PROGRAM REVIEW REPORT**

**Auto Body Repair and Painting (ABRP)**

**December 3, 2009**

**(Assessment Period: 2008-2009)**

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**UHCC December 2009 Coversheet –  
Annual Report Program Data**

**College:** *Hawai'i Community College*

**Program:** *Auto Body Repair and Painting*

<b>Check All Credentials Offered</b>	<b>AA</b>	<b>AS</b>	<b>ATS</b>	<b>AAS</b>	<b>CA</b>	<b>CC</b>	<b>COM</b>	<b>ASC</b>	<b>APC</b>
				X	X	X			

**Introduction:** Brief description of the program and program mission.

The Auto Body repair and Paint program’s endeavor is to provide the maximum learning opportunity for students to build proficiency in auto body repair and paint technology, current industry collision and paint methodology, related field manual dexterity, and good sound work ethics; in alignment with UHCC’s and HawCC mission to serve all segments of our Hawai’i Island community.

The Auto Body Repair and Painting program follows the College’s “open door admission” policy for all students entering the program. The program is open to any high school graduate or anyone 18 years of age or older. Students are accepted into the program each fall semester on a first-come, first-served basis. Students are advised to complete the English and Math placement testing, for placement into general education courses, to meet program graduation requirements.

**Part I.**

**Quantitative Indicators (Reported on 2009 Summary Report Program Data excel sheet --includes health calls based on system scoring rubric).**

**Annual Report of Program Data for Auto Body Repair & Painting  
Hawaii Community College Program Major(s): ABRP**

<b>Overall Program Health</b>				<b>Healthy</b>		
<b>Demand Indicators</b>				<b>Academic Year</b>		
				<b>Fall 06</b>	<b>Fall 07</b>	<b>08-09</b>
<b>1</b>	<b>New &amp; Replacement Positions (State)</b>			-9	29	126
<b>2</b>	<b>New &amp; Replacement Positions (County Prorated)</b>			2	5	14

3	Number of Majors	31	25	30	<b>Demand Health</b> Healthy
4	SSH Program Majors in Program Classes	275	264	552	
5	SSH Non-Majors in Program Classes	0	0	12	
6	SSH in All Program Classes	275	264	564	
7	FTE Enrollment in Program Classes	18	18	19	
8	Total Number of Classes Taught	12	12	23	

<b>Efficiency Indicators</b>		Academic Year			<b>Efficiency Health</b> Healthy
		Fall 06	Fall 07	08-09	
9	Average Class Size	11.4	11.0	12.0	
10	Fill Rate	63%	61%	66%	
11	FTE BOR Appointed Faculty	2.0	2.0	2.0	
12	Majors to FTE BOR Appointed Faculty	15.5	12.5	15.0	
13	Majors to Analytic FTE Faculty	19.4	15.6	16.9	
13a	Analytic FTE Faculty	n/a	n/a	1.8	
13b	Majors to Analytic FTE Faculty @12cr.	15.5	12.5	13.5	
13c	Analytic FTE Faculty @12cr.	2.0	2.0	2.2	
14	Overall Program Budget Allocation @12cr. F07, 0809	\$80,686	\$102,004	\$117,505	
14a	General Funded Budget Allocation	n/a	n/a	\$117,505	
14b	Special/Federal Budget Allocation	n/a	n/a	\$0	
15	Cost per SSH @12cr. F07, 0809	\$293.40	\$386.38	\$208.34	
16	Number of Low-Enrolled (<10) Classes	6	6	11	

<b>Effectiveness Indicators</b>		Academic Year			<b>Effectiveness Health</b> Cautionary
		2006	2007	08-09	
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	73%	
18	Withdrawals (Grade = W)	n/a	n/a	11	
19	Persistence (Fall to Spring)	68%	76%	72%	
20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	6	
20a	Number of Degrees Awarded	5	4	4	
20b	Certificates of Achievement Awarded	10	5	4	
20c	Academic Subject Certificates Awarded	n/a	n/a	0	
20d	Other Certificates Awarded	n/a	n/a	0	
21	Transfers to UH 4-yr	0	0	0	
21a	Transfers with degree from program	n/a	n/a	0	
21b	Transfers without degree from program	n/a	n/a	0	

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM

Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	0
23	Enrollment Distance Education Classes	n/a	n/a	0
24	Fill Rate	n/a	n/a	0%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	0
26	Withdrawals (Grade = W)	n/a	n/a	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	0%
Perkins IV Core Indicators				
Perkins IV Measures 2007-2008		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	71.43	Did Not
29	2P1 Completion	44.00	14.29	Did Not
30	3P1 Student Retention or Transfer	55.00	68.42	Met
31	4P1 Student Placement	50.00	80	Met
32	5P1 Nontraditional Participation	25.00	21.74	Did Not
33	5P2 Nontraditional Completion	25.00	50	Met

## Part II.

### Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

The Annual Report of Program Data for Auto Body Repair and Painting shows overall the program is Healthy.

Demand indicators show an increase in majors and new/replacement positions. There are 2.14 (30/14) majors for every new and replacement position in the county. This indicates a Demand score of Healthy.

Efficiency indicators have increased while the cost per SSH has decreased. The fill rate is 66% and majors to FTE BOR appointed faculty is 15.0. This indicates an Efficiency score of Healthy.

The Persistence rate had decreased 4% to 72%, a Cautionary Score. Numbers of degrees and certificates earned have remained relatively the same. Ratio of degrees earned to majors is 20% (6/30), a Healthy score. Ratio of degrees

earned to new/replacement jobs is .43 (6/14), deemed Cautionary. Thirteen students began the F2007 cohort of which 3 students (23%) left during the semester leaving 10 students (77%). By the end of S2008, two more students (15.4%) left the program, leaving 8 students (61.6%). In F2008, two additional students left, ending with 6 students (46.2%). The program feels this is an unacceptable completion rate and will work to raise it to above 60%.

**Note: 1) Career Technical Education (CTE) programs must include in analysis any Perkins IV Core indicator for which the program did not meet the goal.**

**2) If using alternative "program capacity" method to determine program efficiency, include in analysis.**

The ABRP Program did not meet 3 out of the 6 Perkins IV core indicators.

1P1 Technical Skills Attainment. Attendance and tardiness were major problems with the second year students which affected their performances and ultimately their grades. Program faculty will continually remind students of the importance of attendance and being on time and will expect it from their students. Students with special needs will be advised to seek proper guidance and request special accommodations to increase their chances of success.

2P1 Completion. Students leave the program for a variety of reasons; some can be addressed by the instructor, others are personal in nature. There are students who have taken all the ABRP courses but lack the general education requirements. These students will be advised to earn a Certificate of Completion (CC) or Certificate of Achievement (CA) which do not require any or a minimal number of general education requirements.

5P1 Nontraditional Participation. The program had 5 female students from a total of 23 participants in the program. This is 21.74%, 1 student short of the 25% goal. The Program faculty will make a concerted effort to recruit females into the program.

**Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan).**

Through Special and Perkins funding, the ABRP Program purchased several equipment items, a step towards upgrading equipment to meet industry standards. This will give students a more realistic experience by providing them the opportunity to work on equipment that are used in industry.

<b>Action Plan 2008-2009</b>	<b>Status</b>
<p>Teach the basic fundamentals of auto body repair and painting, salable skills, good work attitudes, and strive for 60-80% completion with 100% job placement with entry-level skills or higher, into the auto body collision repair field or related occupations. With the remaining graduates guided to other field of occupations or unrelated decisions.</p>	<p>Ongoing. At this time, the 100% placement rate is unrealistic.</p>
<p>Provide students hands-on experience through pseudo projects, from donated body panels and vehicles to meet the competencies needed to do live projects. Team up students into groups of two or three and assign teams various types of live projects. Instructors need to solicit and select a minimum of six to ten live projects annually according to students' skill level from inter-department, faculty, staff/family and community.</p>	<p>Ongoing. Students experienced hands-on practice on pseudo panels and donated vehicles. Students were teamed up or individually assigned live projects ranging from small simple repairs to larger ongoing projects. During this review, there were seven completed live projects and four ongoing. Students also worked on small odd jobs and their own small projects.</p>
<p>Keep abreast of changing technology by attending workshops and seminars offered here on the island, neighbor islands and also on the mainland.</p>	<p>Ongoing. Instructors participated in PPG Paints Certification; Standox Color Match workshop; SATA Clinic-New National Rule for spraying paints; AFC Spray Booth and Prep Station training on computer control system, Air make-up and heat control system; Air-Compressor/Receiver/Air Purifier Training; SATA Full-Face Hood Respirator Training; 2<sup>nd</sup> Annual UHCC Best Practices in Assessment Conference; Dr. Frank Walton's ITE 404, Methods of Teaching in One's Content Area; Frank Palacat's Clickers for Classroom Assessment workshop. ASE Certification – Regular and Recertification.</p>
<p>Encourage students to participate in attaining their ASE Automotive Service Excellence Certification.</p>	<p>Ongoing. During this review no students participated in attaining their ASE</p>

<b>Action Plan 2008-2009</b>	<b>Status</b>
	Certification from both groups of students. Registration and content area fees may be a factor for student's hesitation.
Complete installation of Spray Booth to be operational fall 2009. The Paint Booth has been work in progress for a number of years. This has caused the ABRP "Shop" area to be in disarray, giving way to lab spaces. Once the Spray Booth is complete, it will restore normalcy back into the program.	Ongoing. Continued delays have caused another year to pass. There has been progress in completion of the other sub contractor areas, which tie into the completion of the spray booth. Completion for spring 2010 is in the works.
With the completion of the Spray Booth, the curriculum for ABRP 31, 32, 33, 34 and 35 will be upgraded offering students instruction with equipment used in industry.	Ongoing. 2009 graduating class did not have an opportunity to experience the state of the art spray booth. Hopefully spring 2010 graduates and 2 <sup>nd</sup> semester students entering ABRP 31, 32, 33, 34 and 35 will have an opportunity.
Continue our program effort on student recruitment.	Ongoing. Developed Program brochures and participated in ongoing recruitment at various schools.
Replace lab bay 20 foot wide roll up door which was out of commission for over six years causing two repair stalls to become dead space and used for storage. Access to these two work bay stalls give students more lab area to work in and will enhance student performance.	Completed. Bay roll up door was replaced mid spring semester 2009 by Raynor Doors. Use of these work bays has given the program more working space in the lab for the students.
Acquire funding from Perkins to purchase ten new MIG welders and a plasma cutter to replace equipment that is beyond repair. This equipment will enhance welding performance and eliminate student down time.	Completed. Program was able to purchase ten new Miller Millermatic 140 Autoset MIG welders and two Miller Spectrum 375 Extreme Plasma Cutters in 120 volt and 220 volt.

### **Part III. Action Plan**

1. (Ongoing) Teach the basic fundamentals of auto body repair and painting, salable skills, good work attitudes, and strive for 60-80% completion with 100% job placement with entry-level skills or higher, into the auto body

- collision repair field or related occupations. With the remaining graduates guided to other field of occupations or unrelated decisions.
2. (Ongoing) Provide students hands-on experience through pseudo projects, from donated body panels and vehicles to meet the competencies needed to do live projects. Team up students into groups of two or three and assign teams various types of live projects. Instructors need to solicit and select a minimum of six to ten live projects annually according to students' skill level from inter-department, faculty, staff/family and community.
  3. (Ongoing) Keep abreast of changing technology by attending workshops and seminars offered here on the island, neighbor islands and also on the mainland.
  4. (Ongoing) Complete installation of Spray Booth to be operational fall 2009. The Paint Booth has been work in progress for a number of years. This has caused the ABRP "Shop" area to be in disarray, giving way to lab spaces. Once the Spray Booth is complete, it will restore normalcy back into the program.
  5. (Ongoing) With the completion of the Spray Booth, the curriculum for ABRP 31, 32, 33, 34 and 35 will be upgraded offering students instruction with equipment used in industry.
  6. Encourage unsure students registered in the program's first and second semesters, to achieve one or two Certificate of Completion (CC).
  7. Encourage third semester students lacking general education requirements, to strive for Certificate of Achievement (CA).
  8. Explore and build relationship with industry to attain avenues for donations to replace outdated equipment.
  9. Seek sponsorship from PPG and STANDOX for product training and certification.
  10. Get new ICAR Live Curriculum going and training this summer. Involve Kauai CC and Maui CC to attend training also.
  11. Research information on virtual painting trainer.
  12. Work with Advisory Council and Industry shops on creating a job shadowing or OJT agreement for our students.
  13. Explore ways to fund one or two outstanding students to attain their ASE Automotive Service Excellence Certification. Design a system to track the results of students taking ASE certification exams.
  14. Update and develop student learning outcomes, assessment strategies for student learning outcomes, develop program learning outcomes and have validated by Program Advisory Council. Have an advisory council member or an outside person in the field assess randomly selected students performing an actual work project.



**Part IV. Resource Implications (physical, human, financial).**

**CHART 1: FACILITIES ASSIGNED TO PROGRAM**

<b>List Bdnng/Rm/Lab/Shop</b>	<b>Describe Renovation/Repair Needed</b>	<b>Estimated Cost</b>
Building 321/201 Spray Booth, Prep Station and Adjoining Paint Mixing and Storage Room	Completion and final inspections	
Building 321/201 Adjoining Paint Mixing and Storage Room	Install second electrical connection for paint mixing bank	\$5,000
Building 321/120 Spray Booth	Install second electrical transformer for air compressor. (Present transformer is under powered to supply spray booth and compressor at the same time. Recommended by AFC Rep. Josh Freeman. Prolong use will burn out either one or both spray booth and compressor.)	
Building 321/201 Spray Booth	Relocate sprinklers in spray booth. Sprinkler head is through the filters, which in the future will cause sprinklers to set themselves off, causing a big issue.	
Building 321/201 Paint Prep Station	Install hold down straps and anchor mounts for new prep station curtain	1,500
Building 321/201 AMCO vehicle hoist	Relocate 9,000lb. AMCO vehicle hoist out from paint area to frame straightening area.	
Lap Top Computer	For second classroom to do presentations.	1,700
Ceiling Mounted Projector System	For second classroom to do presentations	2,700
HD Gojack Set	The current one is too small, ok for sedans but don't work well on large 4WD and truck tires.	1,200
Powered Glass Installation Caulking System		600
Sungun IR Day Light Color	With the new paint booth this	600

<b>List Bdnng/Rm/Lab/Shop</b>	<b>Describe Renovation/Repair Needed</b>	<b>Estimated Cost</b>
Correcting System	will allow for color matching simulating natural light.	
Parts-Paint Rack/Stand W/Large Wheels 2 x \$800	Necessary with use of spray booth	1,600
Bumper Racks 2 x \$550	Necessary to hang things in the spray booth	1,100
Air Compressor Unit	To replace the Kellogg unit that has exceeded its useful service. The next failure is expected to be terminal.	10,500
Air Dryer Unit	To replace the existing unit that has exceeded its useful service. The next failure is expected to be terminal. T	2,500
Frame Machine & Electronic Measuring System	To replace the current dinosaur. May want to consider a global jig type system.	\$50,000

**Annual Report Program Data and analysis located on college website at:**

**[AY 2009 Completed Annual Program-Unit Reviews](#)**