

HAWAI`I COMMUNITY COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE

ABRP

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Joel Tanabe
Writer(s): Garrett Fujioka

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

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

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

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

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

Course Offerings:

ABRP 20 Intro to Auto Body Repair & Painting 1 cr.

ABRP 21 Oxyacetylene Welding & Cutting 2 cr.

ABRP 22 Gas Metal Arc Welding Techniques 3 cr.

ABRP 23 Advanced Welding Techniques 1 cr.

ABRP 24 Rust Repair and Corrosion Protection 2 cr.

ABRP 25 Metal Straightening Techniques 3 cr.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

ABRP 30 Preparation & Refinish Safety 3 cr.

ABRP 31 Refinish Equipment & Preparation 1 cr.

ABRP 32 Refinish Application & Color Matching 2 cr.

ABRP 33 Paint Problems 2 cr.

ABRP 34 Color Blending 3 cr.

ABRP 35 Plastic Repair & Refinishing 1 cr.

ABRP 40 Collision Damage Appraisal 2 cr.

ABRP 41 Panel Replacement & Alignment 3 cr.

ABRP 42 Door and Quarter Panel Replacement 3 cr.

ABRP 43 Movable Glass Service 2 cr.

ABRP 44 Windshield & Stationary Glass Repairs 1 cr.

ABRP 45 Servicing Electrical Components 1 cr.

ABRP 50 Structural Damage Analysis 3 cr.

ABRP 51 Straightening Structural Components 3 cr.

ABRP 52 Structural Replacement 3 cr.

ABRP 53 Steering and Suspension 2 cr.

ABRP 54 Heating and Cooling Systems 1 cr.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The Auto Body Repair and Painting program's mission is to train students to qualify them for employment, at the entry level, in the auto body repair and painting industry and related occupations. Along with the trade's knowledge and application, life skills will be embedded in the lessons, allowing graduates to responsibly contribute to the community and work force.

Describe how this program supports the College's mission.

The auto body industry requires skilled craftsmen, dedicated to an industry that still relies heavily on the "human touch". Similar to Hawaiian culture, tradition and highly defined practices are the basis from where substantive learning begins. The program welcomes students from all walks of life and presents an environment conducive to learning and interactivity.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The program introduces students to job appraisals and customer interaction. An integral part of a technician's job is to effectively communicate with the customer, service manager and parts suppliers.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

Critical thinking and problem solving is ongoing and varied during the sequence of work. Many occasions demand well thought out solutions, while other times may require spontaneous, common sense decisions. Whatever the case may be, the teachings of the program will provide them the foundation to make these judgement calls.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

The typical enrollment of an ABRP cohort is 18. The diverse mixture of student's ethnicity, gender and background mimics the community's diversity. The program promotes interactivity between all students, and promotes collaboration and teamwork, as is expected in the working environment.

Annual Report of Program Data (ARPD)

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Cautionary

Demand -- Unhealthy

The Demand Health call is based on declared majors divided by the county of Hawaii's projected new and re-placement positions. The number of declared majors has been consistent for the past several years and is indicative of the strong demand for the program. These numbers could still rise, however potential applicants may perceive that the collision field has not shown a strong rebound yet (due to the economy) and may be hesitant to enter the ABRP field at this time. The number of jobs available (County Prorated) is very low (2), again due to poor economy situation. Until the economic situation improves, people may be hesitant to repair non structural damage or pay for a repaint.

Majors SSH has dropped significantly as with SSH in all Program Classes. One factor may be due to the instability in the auto body field. The auto insurance companies have a strong influence on the industry, resulting in reconfiguring shop practices and or shut downs. The Non-Major SSH rise may be attributed to a drop in lay-offs (especially part timers), allowing non-majors an opportunity to learn/improve their auto body and painting skills.

The drop in the FTE Enrollment may be in response to the industry's perceived instability and low local demand.

The FTE enrollment was down 8% from last year with the same amount of classes taught, which shows that students are taking as many courses as possible before exiting.

Efficiency -- Cautionary

The overall call for efficiency measures was Cautionary in part due to the FTE BOR Appointed Faculty to number of majors (1/41) ratio. The unexpected passing of one of the faculty has directly impacted this rating. The fill rate (70%) dropped significantly, due to inconsistencies in the instruction (multiple instructor/lecturers, poor persistence from Fall 2012 to Spring 2013). The program's efficiency dropped to Cautionary, in response to several factors, but was impacted the greatest by the passing of Professor Michael Saito.

Effectiveness -- Cautionary

Though the Successful Completion (88%) and Withdrawals (3) are strong numbers, the Persistence Fall to Spring rate is the lowest in three years (65.2%). As explained in the Efficiency category, the

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

persistence drop is probably contributable to the instability of the ABRP Program during that specific time. The Persistence Fall to Fall (32.6%) does not represent a true picture of FTE enrollment because it is based on total number of majors, not actual students in the program.

The calculations for this category relied on three components. The Unduplicated Degrees/Certificates/majors: rated Healthy, Unduplicated Degrees/Certificates/Annual New and Replacement Positions: rated Unhealthy, and Persistence from Fall to Spring: rated Cautionary. Combined rating: Cautionary.

The Unhealthy rating in Unduplicated Degrees/Certificates/Annual New and Replacement Positions, is dependent on the economy. The Cautionary rating in Persistence from Fall to Spring should get better, now that a FTE instructor is in place, with the help of lecturer.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

N/A

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

1P1, Technical Skills Attainment: The decrease (-4.4%) in this segment from one year previous may be partly due to the passing of a seasoned professor, and the mid semester substitution of an instructor, with lecturers teaching for the rest of the year. Though most students transitioned well, others did not and contributed to the low numbers. Some students did not properly withdraw, instead failing, adding to the below 2.0 numbers.

2P1, Completion, 3P1 Student Retention: As explained above, several issues arose within the program that may have contributed to not meeting the 50% goal. The rigorous "classroom to lab" transition has always been challenging in this program. The applied skills in the lab demand hand eye coordination, dexterity and knowledge of the principles of metal working. Some students thrive on it, others are overwhelmed. Morale, also became an issue as the year progressed which may have contributed to several first semester and a couple of third semester students dropping out. A couple of first semester students were also experiencing personal issues unrelated to the program. The circumstances were unusual but resulted in decisions, by some of the students, to look at other options.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

NA

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
5.1 Complete implementation of new ICAR LIVE curriculum.	Completed
5.2 Seek extramural funding for equipment replacement.	Completed
5.3 Pursue training opportunities for faculty, locally, and out of state.	In process

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Acquired funding for Virtual painting equipment and new frame straightening rack
2. Replacement for vacant instructor position filled in by Garrett S. Fujioka
3. Bring the GE component up to college level.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Improvement in painting skills for students	The use of Virtual painting equipment can record the scores of students for assessing painting skills.
S2. Capability of measuring vehicle dimensions using using an ultrasonic	The Shark ultrasonic measuring system uses up to date technology in measuring vehicle body specifications and

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

measuring system.	can train students by using the same equipment currently used today in major collision repair shops.
S3.	

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Lack of aluminum repairing equipment and training procedures	In the present day, many vehicle makers are using more body and structural components made of aluminum.
W2. Existing plastic repair equipment and methods are outdated.	More body components used today are constructed of plastics and composites.
W3.	

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

ABRP program uses I-CAR and ASE curriculum and benchmarks to ensure currency with the industry. This is in response to the industry's standardization of certain aspects of the trade.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Implement the virtual painter for assessment	Green Curricula	ILO 3	E.3	New Strategy	
	Program Development	ILO 2	A2.4	New Strategy	
	None	None	None	None	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

[Link to Hawai'i Community College Strategic Plan](#)
[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Implementation of Virtual painter will drastically reduce the amount of harmful emissions.
2. Virtual painter will provide training and assessment in the spraying techniques of students.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

It will meet the academic needs of students by introducing new and sustainable technology as required by the industry. Assessment will be immediate and objective. The green aspect of the technology effectively addresses the hawaiian culture by promoting sustainability.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Virtual Painter training	January 2014
Spray technique assessment	Jan , Mar, May 2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

--

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

--

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

1P1	The ABRP instructor and lecturer will review, collaborate and implement strategies on how to improve student success.	Fall 2014
2P1	With a collaborative teaching team (as discussed in 1P1), students will have a stable and consistent learning environment.	Fall 2014
3P1	Retention should improve using 1P1 and 2P1	Fall 2014
4P1	The program will keep close ties with the local industry to place graduates into employment. However, the economy weighs heavily on this endeavor and is not within control of the program.	Spring 2014
5P1	The program welcomes non-trad students and promotes the program as being of such.	On going
5P2	Within equitable means, the program tries to accommodate and/or consider any obstacles that non-trad students may encounter, increasing their chance to graduate.	On going

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Aluminum dent pulling system	Equipmen	1500.00	B.1	None	New Strategy	None	W1
			None	None		None	None
			None	None		None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Aluminum is being used in more cars each year and repairs require specialized equipment and tools. The ABRP program has just started implement strategies to handle aluminum bodied vehicles and this system is the first step in addressing this initiative.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy"	Strength	Weakness
				Action Strategy			
Nitrogen plastic repair system	Equipmen	3500.00	B.1	None	New Strategy	None	W2
			None	None		None	None
			None	None		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Plastic components (mainly bumpers) are utilized on the majority of cars, and repairing such components requires specialized equipment and tools. This system allows students to repair plastic parts, replicating the industry procedure.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy"	Strength	Weakness
				Action Strategy			
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed	Program Student Learning Outcomes

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

	this year	
1	<input checked="" type="checkbox"/>	Identify various types of plastics used on automobiles, along with repair/refinish procedures and techniques.
2	<input checked="" type="checkbox"/>	Practice proper safety procedures while working with plastic repairs
3	<input checked="" type="checkbox"/>	Understand basic principles of air conditioning and cooling systems in automobiles.
4	<input checked="" type="checkbox"/>	Diagnose and repair air conditioning, cooling, and auxilliary oil cooling systems.
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

ABRP advisory council agenda and minutes

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

A Rubric was developed for assessment. Excellent was Proficient, Good was Developing Proficiency, and Poor was Not Proficient. 90% of the artifacts assessed met Developing Proficiency and Proficient.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

Plastic Repair and Heating and Cooling

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Assessments were done on ABRP 35 Plastic Repair and Refinishing and ABRP 54 Heating and Cooling Systems. Students had to demonstrate procedures in identifying and repairing plastic parts as well as understanding the principles of air conditioning and cooling systems along with all safety procedures for both modules. The assessments were done at the HawCC ABRP dept on April 29 and May 1 2013 by Debbie Omori (Bob's Fender Shop), Errol Leyson(Hawaii Collision Center), Randal Yoneda(Automotive Supply Center), Kenneth Shimizu(HawCC AMT), Jay Camero(HAW CC AMT Student), and Garrett S. Fujioka(HAWCC ABRP Lecturer)

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).

90% of the artifacts assessed by the assessment team met Developing proficiency and above.

F) **Other Comments** – Include any information that will clarify the assessment process report. HAW CC ABRP Assessment reporting form is readily available for results.

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. The program will revisit teaching methods and curriculum to strategize on possible improvements to the existing instruction, or if new methodologies/curriculum is necessary. Syllabi will be reviewed each year to ensure that program expectations and objectives are comprehensive and clear.