

# **HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **Auto Body Repair & Painting**

**March 2, 2015**

**July 1, 2013 to June 30, 2014**

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*Program/Unit Review at Hawaii 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.*

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## Program Description

*(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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.
- 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.

**3yr Review Report Summary** – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

The program has gone through major changes in the past three years. The biggest change was the passing of Professor Mike Saito in 2012 and the retirement of Associate Professor Sanford Sanborn in 2013. This led to two new instructors and an addition of an APT. Instructor Garrett Fujioka started in Fall 2013, Instructor Colby Koreyasu started in Spring 2014 and APT Jeff Fujii started in Spring 2014.

The program is in the process of being totally updated to the latest industry standards. New curriculum and blocking of the courses have been proposed. By collapsing the modules to a larger block, students will have more flexibility and allowable time towards fully understanding sub sections of the new blocked course. The new courses have also been reviewed, discussed and approved by the ABRP Advisory Council for currency and pertinence.

Another advantage to blocking the program's courses is to assist in the assessment process. The task at present is monumental and specific to the module. With the new initiative a block can be assessed more authentically by touching upon multiple, interrelated sections and skills. This should provide a broad, focused picture of knowledge/skills attainment, retention and critical thinking. The semester courses will better help those that may need help in one section by allowing more mastery time while others can move on.

New equipment added to the program was a Frame Machine (chassis straightening and realignment) and Virtual Painter (electronically produced painting simulation), both added in 2013. The Frame Machine replaced the outdated frame machine and was required to address the newer technology used in building automobiles. This is an area of the curriculum that requires review whenever the industry changes how platforms/chassis are built. The Virtual Painter is the latest technological training tool that allows students' an authentic sensation of using a spray gun in various applications, without the waste, toxic fumes and tying up the paint booth. The simulator spontaneously assesses each practice task using multiple criteria and parameters.

Though the ABRP Program abruptly found itself with two new faculty trying to cope with a less than ideal situation, it presented an opportunity for collaboration and a fresh look at how to bring the instruction up to currency and sustainability. The ABRP Auto Body Club at Hawaii Community College also represents one of the most successful clubs on campus.

## **CERC Comments and Feedback --**

*CERC Comments as listed in most recent Comprehensive Review.*

### **Overall Health Call – Healthy**

CERC commends the writers Lloyd Sanborn and Mike Saito for a thorough program review for Auto Body Repair and Painting (ABRP) that clearly describes program effectiveness, an action plan for program improvement, and budget priorities.

### **Demand: Healthy**

This element is based on the number of majors to annual new/replacement positions. Number of majors increased from 30 to 41 with 11 new and replacement positions in the County. This equates to 3.7 majors per job, a Healthy call. The 41 majors would be the ABRP program's maximum capacity.

#### Efficiency: Healthy

This element is based on two criteria – class fill rate and student to faculty ratio. The number of majors to the two FTE BOR appointed faculty is 20.5, a Healthy call. The fill rate increased from 66% to 70% but is deemed Cautionary. Despite the increase in the number of majors and fill rate, the number of low - enrolled classes continues to be high at 11 classes. The reasons for these disparities were clearly explained in the narrative – state of economy, students not fully cognizant of the physical demands of industry.

#### Effectiveness: Healthy

This element is based on three criteria – unduplicated degrees and certificates earned in relationship to number of majors, unduplicated degrees and certificates earned in relationship to annual/new replacement positions, and persistence from fall to spring. The ratio of degrees awarded to majors of 24.4% is Healthy and the ratio of degrees awarded to new and replacement positions in the County of .91 is Healthy. The 75% Persistence (Fall to Spring) is an increase of 3% and is Healthy. 89% had successful completion, an increase from 73%.

#### Other elements:

- In addition to the 4 Associate of Applied Science and 6 Certificates of Achievement degrees awarded, there were 14 Other Certificates awarded, which would include the Certificate of Completions.
- In the area of Perkins Core Indicators, the Reviewers commend the program for its meeting three of six core indicators (Retention/Transfer, Nontraditional Participation, Nontraditional Completion); at the same time, the reviewers note that ABRP "fell short of goals in the other three areas" (Technical Skill Attainment, Completion, and Student Placement, pages 5-6).

ABRP's effort to meet student needs and support college goals was evident.

The strength of the presentation, in particular the analysis of how the program addressed its goals targeted in the previous comprehensive review and what budget requests the program needed to achieve its goals in the future, convinced the Reviewers that the program's requests to acquire needed equipment, professional development, and improvements to facilities warrant serious consideration and should be assigned a high priority in budgetary planning.

In the future, the program should consider the use of specifics in its analysis. For instance:

- On page 3, the writers reported that a 2009 assessment of PLO 2 proved that this "critical learning outcome is being met at a level required in the industry." Inclusion of the number of students involved in the assessment would have aided the Reviewers in weighing the effectiveness of the assessment tool.
- On page 3 contains the claim that "Although the artifacts of the Spring 2010 Assessment have not yet been evaluated it is already evident that the results are greatly improved over previous attempts of assessing the same area." No details were reported to explain how improvement could be "evident" without the artifacts having been assessed.
- The same paragraph contained a confusing sentence — "In line with the assessment progression the current assessment plan for Fall 2010, although not part of this report, are glaringly apparent" — that may have been made clear by the insertion of "the goals of" after "progression."
- More importantly, "the quandaries" ABRP identified on page 4 (second paragraph) could be further analyzed by identifying specific numbers for "many" and "several" students, especially since these observations, along with "established precedents," were used to support the removal of course requirements for a Certificate of Achievement. An explanation of how these actions relate to an earlier claim (page 3) that "even though students may enter the program at low levels of academic preparation it is possible to raise the level of learning to the point required to succeed in this industry" and a later claim (page 5) that classes may be low enrolled because students "are stymied by the advanced levels of knowledge required to succeed in today's automotive repair industry" might assist the CERC Reviewers in understanding the complex situation that

ABRP faculty face while trying to meet academic, industry and student needs.

- On page 7, the writers reported “A survey of program graduates that could be accounted for reveals that 39% found employment in auto body related businesses, 52% continued on to other programs of study at the college, and 9% were employed in jobs outside of the automotive field.” Without knowing how many students responded or "could be accounted for," CERC evaluators were unable to judge the importance of the survey results.

Considering the inclusion of low-enrolled classes as a weakness in the section on Program Health Indicators, in the future, the reviewers would like to see a more detailed explanation of how the ABRP will face its "Conundrum of serving all comers, many at low levels and having poor learning skills while teaching highly technical and intensive hand skills vocation" (page 6). If "Establishing entry level requirements may raise student qualities, but be a barrier to admission and have negative student count numbers," how exactly does ABRP intend to meet this challenge?

You have committed the ABRP program to an ambitious set of goals. Set specific benchmarks and concrete goals so you can monitor the program's progress throughout the year.

To be effective, student learning outcomes assessment must contribute directly to student learning. Moreover, assessment for improvement is most effective when it is embedded within the curriculum and so has a direct connection to student learning. You have done a commendable job on assessing student learning outcomes as well as closing the loop by reflecting on assessment results and making adjustments to your teaching and/or curriculum. It is through the process of ongoing assessment of student learning outcomes that you can improve the quality of your program and demonstrate the level of quality to others.

By 2012, ACCJC is requiring that all programs reach the sustainable continuous quality improvement level for Program Review and Planning, and the proficiency level for Student Learning Outcomes. Including in the analysis of your program the results from assessing program learning outcomes is a step towards reaching these levels. Work with your division chair, dean, and/or assessment coordinator to develop a timeline to ensure that your program will be at those levels by 2012.

These recommendations are intended as suggestions for improvement to be considered in the next program review. As stated earlier, the CERC Reviewers commend ABRP for presenting a strong review that explains the needs of the department and justifies its budgetary requests. In light of the program's complex challenges, the Reviewers believe the College should seriously consider Auto Body Repair and Painting's budgetary requests and assign them a high priority in budget.

*CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.*

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

None in 2013-2014 however changes will be made in 2014-2015 and will be reported in that review.

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

### B. ARPD Data Analysis

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

*If this Program is scheduled for Comprehensive Review, analyze program over 3 years.*

| Demand Health  | Efficiency Health   | Effectiveness Health   |
|--|---|--|
| <p style="text-align: center;"><b>Healthy</b></p> <p>We continue to maintain this area at the current levels. The number of majors has been steady for the past 3 years averaging 40 students. <b>Past three years: 2011/2012: Unhealthy, Unhealthy, Healthy. There must have been a significant change on how this section's health call was calculated for 2013/2014 because the figures have not deviated that much. The CIP Code has not changed, so it is assumed that the APRD formula has changed.</b></p> <p><b>The ABRP Program is very popular as evidenced by the average number of majors (41.33). The available jobs (County) averaged 2.33. The program does not have any control over the economy or job market; it has however, successfully recruited and graduated students.</b></p> | <p style="text-align: center;"><b>Healthy</b></p> <p>We continue to maintain this area at the current levels. The Fill Rate is increasing and the Majors to FTE BOR Appointed Faculty ratio is back to 20 (from 41 in 2012-13). <b>Past three years: 2011/2012: Healthy, 2012/2013: Cautionary, 2013/2014: Healthy. This section is based on Fill Rate and Faculty to Majors ratio. ABRP's fill rate dropped during a period of instability setbacks. Lecturers were assigned to fill the vacancy of FTE faculty. However, once two FTE instructors were hired and some stability returned, the fill rate returned to a healthy level.</b></p> <p><b>The FTE Faculty to Majors ratio is explained above and has been resolved from 2013/2014.</b></p> | <p style="text-align: center;"><b>Cautionary</b></p> <p>The Effectiveness Health Call utilizes three components.</p> <ul style="list-style-type: none"> <li>• Unduplicated Degrees &amp; Certificates Awarded divided by # of Majors. In this area the program is Healthy.</li> <li>• Unduplicated Degrees &amp; Certificates Awarded divided by # of Jobs (County Prorated). In this area the program is rated Unhealthy. The call is based on degrees and certificates earned compared to County jobs. There are only two (2) jobs listed. The program cannot be responsible for the shortage of jobs in the County and/or the health of the global, national state economy. In this case, the Unhealthy rating is due to shortage of jobs and abundance of majors; far better than vice versa.</li> <li>• Persistence Fall to Spring is a Healthy 80.9%.</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>The Cautionary rating is based on the Unhealthy call of Unduplicated Degrees and Certificates Awarded Divided by # of Jobs (County Prorated). As explained above, the program is successful in recruiting majors and should not be penalized for low job availability. There is also the question of how the jobs end up in the data. Do the self employed and/or related jobs figure into the calculations?</p> <p><b>Past three years: 2011/2012: Cautionary, 2012/2013: Cautionary, 2013/2014: Cautionary. The health call calculations in all three years have been lowered by the section of Unduplicated Degrees and Certificates divided by Jobs (County Prorated). First, the program cannot control the economy and/or jobs available, Secondly, it has been documented that the low numbers of jobs are incorrect (the program has placed three students last year when it is stated only two existed).</b></p> |
|--|--|--|

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| <p><b>Overall Health</b></p>   |
| <p style="text-align: center;"> <b>Healthy (2013/2014)</b><br/> <b>Cautionary (2012/2013)</b><br/> <b>Cautionary (2011/2012)</b> </p> <p>The program continues to maintain the current levels and investigate new and replacement positions in the county, and will review the CIP Code that the program falls under to ensure the greatest cross section of jobs available to the ABRP industry. There is ongoing discussion with other auto body programs at Honolulu CC and Kauai CC. The collaborative efforts should offer a broader perspective of the state's auto body and painting needs.</p> |

**Distance Education: Completely Online Classes** -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

N/A

**Perkins IV Core Indicators** -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were **not** met and specify action strategies.

From 2012-2013 Report

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.

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-trade students and promotes the program as being of such. However recruiting nontraditional gender success is based on the acceptance of such workers into its workforce. Though the auto body industry has made strides to include women in employment, there are still barriers that need to be contended with.

5P2

Within equitable means, the program tries to accommodate and/or consider any obstacles that non- trade students may encounter, increasing their chance to graduate.

**Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?**

Number of Degrees and Certificates: 10  
Number of Degrees and Certificates Native Hawaiian: 5  
Number of Degrees and Certificates STEM: Not STEM  
Number of Transfers to UH 4-yr: 1

**C. Trends & 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 II: Analysis of the Program

### A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

#### 1) College Mission Alignment

*Hawai`i Community College (HawCC) 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.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.**

*Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.*

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.

#### 2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”**

*Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.*

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. Replicating industry, the program tasks students to effectively communicate in all phases of course work.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”**

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 judgment calls.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"**

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.

**B. Program Mission – Write Official 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.

**C. Strengths and Weaknesses**

**1) Strengths (Top 3 defined)**

| State Strength  | Using supporting evidence, describe why this is a strength   |
|---|--|
| <p><i>Example:</i><br/> <i>Program Curriculum</i></p>                                       | <p><i>Example:</i><br/>           1) <i>Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements.</i><br/>           2) <i>STEM Courses - SUBS 132, 268, 270</i><br/>           3) <i>Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS</i><br/>           4) <i>Indigenous course - SUBS 141 Ho`oponopono</i></p> |
| <p>S1. Improvement in painting skills for students</p>                                      | <p>1) The use of Virtual painting equipment can record the scores of students for assessing painting skills.<br/>           2) Instructors are certified painters. Certified by iCAR, ASE, Standox, and PPG.</p>   |
| <p>S2. Capability of measuring vehicle dimensions using an ultrasonic measuring system.</p> | <p>The Shark ultrasonic measuring system uses up to date technology in measuring vehicle body specifications and can train students by using the same equipment currently used today in major collision repair shops.</p>  |
| <p>S3. Block modular courses (24) into four courses.</p>                                    | <p>Grading, rigidity of curriculum and assessment has been problematic with modular courses in the Applied Technical Education trades. The amount of courses (24) required an overwhelming amount of reports and reviews for instructors, reducing prep time as well as office hours for students. Blocking 24 courses into 4 courses will allow students more flexibility and allow instructors to concentrate on other teaching priorities.</p>                                  |

**2) Weaknesses (Top 3 defined)**

| State Weakness   | Using supporting evidence, describe why this is a Weakness   | Proposed solution   |
|--|--|---|
| <i>Example:</i><br>Lacks 2-year Degree Program                   | <i>Example:</i><br>Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM). | <i>Example:</i><br>Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS. |
| 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.                                    | Perkins proposal is being written up to obtain aluminum repairing equipment with updated training.  |
| W2. Existing plastic repair equipment and methods are outdated.  | More body components used today are constructed of plastics and composites.  | We are currently saving to purchase updated plastic repair equipment.   |
| W3. Existing spot welder equipment is outdated.                  | Newer vehicles are implementing more ultra-high strength steel, which the current equipment can accommodate.                               |   |

**Part III: Course/Program Assessment**

**A. Course(s) Assessed --** *List the course(s) (Alpha/#) assessed during this reporting period.*

|   |
|---|
| <p><i>Example:</i><br/>Courses: SUBS 140, 245, 268<br/>PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:<br/>Embedded in PLO#1 are PLO 's 2, 3, 4, &amp; 5</p>   |
| <p>ABRP 30 FALL 2013 PLAN 5/25/2014<br/>ABRP 31 FALL 2013 PLAN 5/25/2014<br/>ABRP 32 FALL 2013 PLAN 5/25/2014<br/>ABRP 33 FALL 2013 PLAN 5/25/2014<br/>ABRP 34 FALL 2013 PLAN 5/25/2014<br/>ABRP 35 FALL 2013 PLAN 5/25/2014<br/>ABRP 50 SPRING 2014 PLAN 5/25/2014<br/>ABRP 51 SPRING 2014 PLAN 5/25/2014<br/>ABRP 52 SPRING 2014 PLAN 5/25/2014<br/>ABRP 53 SPRING 2014 PLAN 5/25/2014<br/>ABRP 54 SPRING 2014 PLAN 5/25/2014</p> |

**B. Expected Level of Achievement --** *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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.”*

|  |
|--|
| <p>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.</p> |
|--|

ABRP 30-35:

85 % of the artifacts assessed by the assessment team will meet Developing Proficiency or above

ABRP 50-54:

85 % of the artifacts assessed by the assessment team will meet Developing Proficiency or above

**C. Assessment Strateg(y/ies) & Instrument(s)** -- Describe what, why, where, when, and from whom assessment artifacts were collected.

*Example:*

*SAMPLING: College records for seven (all) 2009 program graduates*

ABRP 30-35

The students were assessed by verbal testing and live demonstrations. With this method, we can find out how well the students are retaining all theories and methods of repairs through specific questions and repair procedures involved in ABRP. The students were randomly selected and asked technical questions involved with the specific module being assessed. Artifacts were evaluated based on the quality of the student work and students evaluated based on their responses to questions about their repair techniques.

ABRP 50-54

The students were assessed by verbal testing and live demonstrations. With this method, we can find out how well the students are retaining all theories and methods of repairs through specific questions and repair procedures involved in ABRP. The students were randomly selected and asked technical questions involved with the specific module being assessed. Artifacts will be evaluated based on the quality of the student work and students were evaluated based on their responses to questions about their repair techniques.

*Strategy/Instrument 4:*

**D. Results of Course Assessment** - Provide a summary of assessment results.

*Example:*

*RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.*

Results:

90% of the students met or exceeded our expectations.

| <b>Changes Implemented as a result of Assessment</b>                   | <b>Evaluation of the changes that were implemented</b> |
|--|--|
| <p><i>Change 1:</i></p> <p>No changes were necessary at this time.</p> | <p><i>Evaluation of Change 1:</i></p>                  |

|           |                         |
|-----------|-------------------------|
| Change 2: | Evaluation of Change 2: |
|           |                         |

**E. Next Steps --** *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

We are going to modify our Program and rubrics when courses are blocked.

**F. 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 Minutes**

February 13, 2014  
CTE Program Advisory Council Meeting Notes  
Faculty/Staff: Garrett Fujioka  
Colby Koreyasu  
Advisory Council Member: Debbie Omori  
Harriet Hamada  
Randall Yoneda

Note Taker: Andrea Duyao

Garrett Fujioka went over what the students are assessed. He indicated that they are assessed in the areas of brazing, aluminum and basic entry level curriculum. They are also assessed in sheet metal work, welding, and body filler. The second year students are assessed in glass estimating. His assessment is that the majority of the student’s progress is developing to proficient. His assessment is that some students are exceptional. Some students, although their skill level is not high, have good attitudes. He and Colby indicated that they had only one problem student with a bad attitude. They have indicated that they have tried working with the student and discussed disciplinary actions and referred the student to the Vice Chancellor to handle the situation.

Randall Yoneda added that the students are in school to learn. Garrett mentioned that they emphasize to the students about how the “real world” is worse than the classroom environment. They try to teach the students how they should behave in the “real world”. The student’s behavior in the workplace also reflects

the college. Randall added that he sees good students that are working.

Garrett went over the need for more equipment and more training. For example, training is needed in working with aluminum. Debbie Omori mentioned that she went to a business in Honolulu that used high grade steel. Garrett would like to familiarize students with new technology. The torch that they currently have is not sufficient. Specialized cutters are also needed as well as special tools for high grade steel. There has not been much advancement with plastics. Harriet Hamada asked about how funding would be obtained. Garrett responded that he would write grants to obtain funding.

Garrett continued to explain that the main goal for the program is for students to be able to be entry level technicians. The first year students doing frame work need close supervision. They expose the students to standard operating procedures for everything as well as emphasize safety. In the first semester, the students do body filler work. They have completed 15 jobs but they have some old jobs that have been in the shop that are not completed. The old jobs require restoration.

Debbie Omori commented that live jobs are important. Students are motivated to stay in the program when they work on a project and see the finished product. They learn about how to do things right in the shop as well as how much time it takes to do the job. They also learn about doing estimates and learn managerial skills. As a technician the students would need to know how to forecast time and how to calculate time for different jobs. Randall added that time is money to customers. Some customers pay for rental cars while the car is in the shop. Garrett continued on to explain that the students also learn quality control and learn what is the passable standards as well as customer service. They also learn the method of spot panel repair which is effective if done right on certain areas of the automobile. The committee discussed color matching and paints and how costly paints can be. Debbie also mentioned that the insurance companies will not pay for certain paints. Randall added that there are new colors and it is costly for shops to do special paints. Matching the paint is also difficult and takes time.

Garrett's forecast for employment was:

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*Debbie was concerned that with all of the new technology students will not survive in the real world. She commented that the program has improved 100%. She again emphasized that it is important to have live jobs but not jobs that sit in the shop for years. The jobs are taking up space in the shop.*

*Harriet asked what the retention rate was. Garrett responded that he had 18 students and did an override for 2 students. All students stayed except for 1 student that had a back injury and another student that changed majors to diesel.*

*Randall discussed bringing in different vendors to do workshops for the students to learn and become familiar with the vendors. Garrett asked that the advisory council members let him know if any workshops are available.*

*The Committee continued to discuss the subject of paint. Garrett informed them that they have a \$40,000.00 virtual painter equipment. This tool will be used in the assessment in March. The equipment can grade the student's work and create reports that can be used for assessment. Although the equipment is very high tech, there are certain factors in the real world that are not taken into account such as temperature and humidity. Randall added that the price of paint is costly. 1 gallon of clear coat is about \$300.00. Debbie mentioned that they spend about \$10,000.00 a month for paint. Garrett mentioned a blend stick. Debbie and Randall discussed how painters are different and like artist. Garrett added that technicians are skilled craftsmen.*

*Debbie discussed that body shops are shrinking and trying to cut costs. She said that in about 1 year some of the jobs will be backing up. She mentioned how one shop cut employees from 6 to 3. Randall mentioned that structure is key and equipment is needed to upgrade shops. He added that at ASC they have 30 counter people to assist customers.*

*Garrett discussed some changes that affect the industry such as insurance company needs, and how the younger generation prefers email and texting.*

*Debbie mentioned that iCar Certification and how that would be good for the industry. However, an instructor needs to come from Honolulu.*

*The committee also discussed certain OSHA requirements such as paint shelf life, storage of paint, recycling of paint and filter changes.*

Meeting adjourned at 5:50 pm

02/13/14 Minutes of ABRP's Advisory Council Meeting showed that the Advisory Council reviewed assessments. They stated that the majority of the students' progress is at developing proficiency.

## Part IV Action Plan

### A. 20% Course Review

#### a) Courses Reviewed -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

| Course Alpha Number | Course Title                     |
|---------------------|----------------------------------|
| ABRP 20             | INTRODUCTION TO ABRP             |
| ABRP 21             | OXYACETYLENE WELDING & CUTTING   |
| ABRP 22             | GAS METAL ARC WELDING TECHNIQUES |
| ABRP 23             | ADVANCED WELDING TECHNIQUES      |
| ABRP 24             | RUST REPAIR/CORROSION PROTECT.   |
| ABRP 25             | METAL STRAIGHTENING TECHNIQUES   |
| ABRP 30             | PREPARATION AND REFINISH SAFETY  |
| ABRP 31             | REFINISH EQUIP/PREPARATION       |
| ABRP 32             | REFINISH APPLC/COLOR MATCHING    |
| ABRP 33             | PAINT PROBLEMS                   |
| ABRP 34             | COLOR BLENDING                   |
| ABRP 35             | PLASTIC REPAIR/REFINISHING       |

#### b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

| Course Alpha Number                        | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------|-----------|-----------|-----------|-----------|
| ABRP 20 - INTRODUCTION TO ABRP             |           | X         |           | X         |           |
| ABRP 21 - OXYACETYLENE WELDING & CUTTING   |           | X         |           | X         |           |
| ABRP 22 - GAS METAL ARC WELDING TECHNIQUES |           | X         |           | X         |           |
| ABRP 23 - ADVANCED WELDING TECHNIQUES      |           | X         |           | X         |           |
| ABRP 24 - RUST REPAIR/CORROSION            |           | X         |           | X         |           |

|  |             |   |   |   |   |
|--|-------------|---|---|---|---|
| PROTECT.                                     |             |   |   |   |   |
| ABRP 25 - METAL STRAIGHTENING TECHNIQUES     |             | X |   | X |   |
| ABRP 30 - PREPARATION AND REFINISH SAFETY    |             | X |   | X |   |
| ABRP 31 - REFINISH EQUIP/PREPARATION         |             | X |   | X |   |
| ABRP 32 - REFINISH APPLC/COLOR MATCHING      |             | X |   | X |   |
| ABRP 33 - PAINT PROBLEMS                     |             | X |   | X |   |
| ABRP 34 - COLOR BLENDING                     |             | X |   | X |   |
| ABRP 35 - PLASTIC REPAIR/REFINISHING         |             | X |   | X |   |
| ABRP 40 - COLLISION DAMAGE APPRAISAL         | FALL 2014   |   | X |   | X |
| ABRP 41 - PANEL REPLACEMENT/ALIGNMENT        | FALL 2014   |   | X |   | X |
| ABRP 42 - DOOR AND QUARTER PANEL REPLACEMENT | FALL 2014   |   | X |   | X |
| ABRP 43 - MOVABLE GLASS SERVICE              | FALL 2014   |   | X |   | X |
| ABRP 44 - WINDSHLD/STATIONARY GLASS REP.     | FALL 2014   |   | X |   | X |
| ABRP 45 - SERVICING ELECT. COMPONENTS        | FALL 2014   |   | X |   | X |
| ABRP 50 - STRUCTURAL DAMAGE ANALYSIS         | SPRING 2015 |   | X |   | X |
| ABRP 51 - STRAIGHTENING STRUC CMPNTS         | SPRING 2015 |   | X |   | X |
| ABRP 52 - STRUCTURAL REPLACEMENT             | SPRING 2015 |   | X |   | X |
| ABRP 53 - STEERING AND SUSPENSION            | SPRING 2015 |   | X |   | X |
| ABRP 54 - HEATING AND COOLING SYSTEMS        | SPRING 2015 |   | X |   | X |

## B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

| AMP Program Actions   | Progress Evaluation & Evidence of Achievement   |
|---|---|
| <p><i>Example:</i><br/>26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p> | <p><i>Example:</i><br/>The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p> |
| <p>Implement the virtual painter for assessment</p>   | <p>It has be reviewed by the Advisory Council and has been implemented into the program and for assessment.</p>   |
| <p>5.3 Pursue training opportunities for faculty, locally, and out of state.</p>                  | <ul style="list-style-type: none"> <li>• May 19-23 2014 went to Kauai to participate in SAE HEV training.</li> <li>• June 23 2014 went Oahu to participate in Stodox Painter Certification Course.</li> <li>• We continue to pursue all training opportunities.</li> </ul>                              |

### C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

#### Define Goal (Action Strategy) 1

|  |
|--|
| <p><i>Example: Establish AA Degree in SUBS</i></p>   |
| <p>Successfully implement the new four block courses, replacing the existing 24 modular courses.</p> |

#### Alignment of Goal 1 to ILO(s)

|   |
|---|
| <p><b>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</b></p>  |
| <p><i>Example:</i><br/>Goal 1 aligns with ILO2 (Critical Thinking) by ...<br/>Goal 1 aligns with ILO3 (Community contribution) by ...</p>   |
| <p>Goal 1 aligns with ILO2 by allowing a reasonable timeline to better grasp knowledge, concepts and hand skills. It allows a continuous learning experience based on students' different strengths and weaknesses.</p> |
| <p>Goal 1 aligns with ILO2 by considering students' diverse backgrounds and learning capabilities which should, upon graduation, contribute to the community.</p>   |

#### Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

|   |
|---|
| <p><b>Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s)</b></p> |
|---|

**and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

*Examples:*

*Goal 1 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...*

*Goal 1 does not align to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...*

Goal 1 will align with SP Performance Measure B.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651)

**Proposed New SP Action Strategy/Strategies (if applicable)** – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

### Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

**Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.**

|  | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
|--|------|----------------------------------|------------------|-------------------------|-----------------|---------------------|
| <i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i> | X    | X                                |                  |                         |                 | X                   |
| Goal 1   |      | X                                |                  | X                       |                 | X                   |

### UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

*Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.*

**Calendar of planned activities for Goal 1** -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

| Activity        | When will the activity take place |
|-----------------|-----------------------------------|
| <i>Example:</i> | <i>Example:</i>                   |

|  |           |
|--|-----------|
| Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP) | Fall 2015 |
| Implement new curriculum.  | Fall 2015 |
|  |           |
|  |           |

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**Define Goal (Action Strategy) 2**

|      |
|------|
| None |
|------|

**Alignment of Goal 2 to ILO(s)**

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**Alignment of Goal 2 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

|   |
|---|
| <b>Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</b> |
|   |

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|---|
| <b>Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</b> |
|   |

**Alignment of Goal 2 to Academic Master Plan (AMP)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

|   |             |   |                         |                                |                        |                            |
|---|-------------|---|-------------------------|--------------------------------|------------------------|----------------------------|
| <b>Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.</b> |             |   |                         |                                |                        |                            |
|   | <b>STEM</b> | <b>Graduation Remediation Workforce</b> | <b>Student Transfer</b> | <b>Underserved Populations</b> | <b>Green Curricula</b> | <b>Program Development</b> |
|   |             |   |                         |                                |                        |                            |

**UH System Collaboration (if applicable) –**

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

**Calendar of planned activities for Goal 2 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

| Activity | When will the activity take place |
|----------|-----------------------------------|
|          |                                   |
|          |                                   |
|          |                                   |

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**Define Goal (Action Strategy) 3**

|      |
|------|
| None |
|------|

**Alignment of Goal 3 to ILO(s)**

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|  |

**Alignment of Goal 3 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

|  |
|--|
| <p><b>Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</b></p> |
|  |
|  |

|   |
|---|
| <p><b>Proposed New SP Action Strategy/Strategies (if applicable) –</b> <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i></p> |
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**Alignment of Goal 3 to Academic Master Plan (AMP)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

| Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning. |      |                                  |                  |                         |                 |                     |
|--|------|----------------------------------|------------------|-------------------------|-----------------|---------------------|
|  | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
|  |      |                                  |                  |                         |                 |                     |
|  |      |                                  |                  |                         |                 |                     |

|   |
|---|
| <p><b>UH System Collaboration (if applicable) –</b></p> <ul style="list-style-type: none"> <li>• Include collaboration efforts w/other campuses.</li> <li>• Include alignment with the UHCC Initiatives <a href="http://uhcc.hawaii.edu/OVPCC/">http://uhcc.hawaii.edu/OVPCC/</a> (listed on the left of John Morton's picture).</li> </ul> |
|   |

**Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3**

| Activity | When will the activity take place |
|----------|-----------------------------------|
|          |                                   |
|          |                                   |
|          |                                   |

**Part V: Resource Implications**

**A. Cost Item 1**

| Description             | Type <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Facilities</li> <li>• Equipment</li> <li>• Health/Safety</li> <li>• Others (Define)</li> </ul> | Estimated Cost |
|-------------------------|---|----------------|
| Aluminum Repair Station | Equipment   | \$35,000.00    |

**Alignment of Cost Item 1 to Strategic Plan (SP)**

|  |
|--|
| Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide |
|--|

|  |
|--|
| <b>supporting rationale</b>  |
| Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...   |
| B.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai`i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006-\$38,651). |

**Alignment of Cost Item 1 to Academic Master Plan (AMP)**

|  |
|--|
| <b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b>                     |
| Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program. |
| New Strategy   |

**Alignment of Cost Item 1 to Strength(s)**

|   |
|---|
| <b>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</b> |
| Example: No Alignment   |
| S3 The new equipment will allow more rigorous training in the new curriculum (blocked courses).   |

**Alignment of Cost Item 1 to Weaknesses(s)**

|   |
|---|
| <b>Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</b> |
| 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.

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

\*\*\*\*\*

**B. Cost Item 2**

| Description                    | <b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul> | Estimated Cost |
|--------------------------------|--|----------------|
| Nitrogen plastic repair system | Equipment  | \$5,000.00     |

**Alignment of Cost Item 2 to Strategic Plan (SP)**

|  |
|--|
| <b>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>   |
| B.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006-\$38,651). |

**Alignment of Cost Item 2 to Academic Master Plan (AMP)**

|  |
|--|
| <b>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</b> |
| New Strategy   |

**Alignment of Cost Item 2 to Strength(s)**

|   |
|---|
| <b>Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</b> |
| S3 The new equipment will allow more rigorous training in the new curriculum (blocked courses).   |

**Alignment of Cost Item 2 to Weaknesses(s)**

|  |
|--|
| <b>Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</b>  |
| <p>W2 Existing plastic repair equipment and methods are outdated.<br/>         More body components used today are constructed of plastics and composites.</p> <p>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.</p> |

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**C. Cost Item 3**

| Description | <b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul> | Estimated Cost |
|-------------|--|----------------|
| Spot Welder | Equipment  | \$30,000       |

**Alignment of Cost Item 3 to Strategic Plan (SP)**

|  |
|--|
| <b>Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b> |
| B.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to                       |

occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006-\$38,651).

### **Alignment of Cost Item 3 to Academic Master Plan (AMP)**

**Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.**

New Strategy

### **Alignment of Cost Item 3 to Strength(s)**

**Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

S3 The new equipment will allow more rigorous training in the new curriculum (blocked courses).

### **Alignment of Cost Item 3 to Weaknesses(s)**

**Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

W3. Existing spot welder equipment is outdated.

## **Part VI: Justification for Program Existence**

**Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.**

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

The program encompasses a vast array of technical skills taught to students which involves welding, fabrication, structural repair, painting, detailing, air conditioning, mechanical, and electrical repairs. It is valuable to a student that is willing to enter this trade which offers him/her many avenues towards employment. The ABRP program is sustainable. The economy is causing people to keep their vehicles longer than before and the technology is increasing to the point where the industry needs more technically skilled entry level employees.