HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW (APR)

Auto Body Repair & Painting
ABRP

Date   March 1, 2019

Review Period
July 1, 2017 to June 30, 2018

Initiator: Harold Fujii
Writer(s): Garrett S Fujioka, Jeff Fujii, Colby Koreyasu

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/files/program-unit-review/

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

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	The Auto Body Repair and Painting program offers vocational training to students desiring to gain knowledge, and develop salable skills and attitudes that will qualify them for employment in the auto body repair and painting industry and related occupations. Classroom and hands-on live lab training is provided that represents the current and new technological trends in the industry. The training will also help students progress from entry level work to higher skills in the trade. This program also seeks to serve the community by providing job upgrading opportunities for professionals in the field. Graduates have found that completion of the Auto Body Repair and Painting program enables them to get better paying jobs and to advance faster once employed, than others who do not have the benefit of training.

Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2017
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_abrp_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	The CERC documented that ABRP provided a thorough explanation of the overall health of the program and what impacted their cautionary review. The CERC recommendations for ABRP were: 　1) Keeping track of graduates and their placements. 　2) Create a strategic approach to student recruitment (non-traditional /female students, career fairs, etc.) 　　**The ABRP program has always been keeping track of graduates and employed graduates. The program has also been very consistent in attending all Career fairs to help promote future enrolment of potential students.** 　3) The CERC commended the ABRP for supplementing budgetary Challenges with their R account, Participation in Career fairs,

	HawCC Day (Fall 2017/Spring 2018), Working with EDVance and their 2017 Summer Career Exploration Program, and networking with the Auto Body Repair industry to promote the Annual Hawaii Community College Auto Show in the summer of 2017.

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

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

<mark>**Please attach a copy of the program's data tables
and submit with this Annual Program Review (APR).**</mark>

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	We have received a **Demand** health call of **Unhealthy**. After reviewing the CTE Program Scoring Rubric formula used, I have calculated that we should have had a health call of **Cautionary**. There are also other types jobs that our students can be employed with that are not covered under the CIP code that is being used. Job opportunities such as an Automotive detailer, Parts Vendors, Insurance Adjustors and/or Estimators, and Parts Delivery Drivers. Currently, we have students that are employed in these other sectors.
Efficiency	We have received a **Cautionary** Health Call. We are running at about 72% of our capacity. Continued efforts will be made such as participation in career fairs and promoting program awareness. (See part 2 of Action Plan.) The persistence from Fall to Spring is at 85%. We had a negative growth in the number of certificates and degrees awarded. We will continue to increase our enrollment to remedy that issue.
Effectiveness	We have received a **Cautionary** Health Call. According to calculations (as indicated by the 2017 CTE Program Scoring Rubric), At the end of the academic year 2017-2018, two of our students didn't consistently attend class due to transportation and personal issues, which caused them to not graduate. In the Fall of 2017, we started out **Healthy**, and in the Spring of 2018, we became **Cautionary** due to the two students leaving, due to student personal issues outside of school.
Overall Health	We received an Overall Program Health Call of **Cautionary**.

	After analyzing all of the data, we will continue to make efforts to increase our enrollment. The use of only one CIP code is a factor of not capturing all of the employment opportunities. The CIP code does not include parts vendors, automotive parts delivery drivers, and welding type jobs that students can be employed for. I am sure we would have an overall health call of **Healthy** if we had multiple CIP codes.
Distance Education	N/A
Perkins Core Indicators (if applicable)	**1P1** – Technical Skills Attainment was not met. We had one student that didn't meet a 2.0 grade and could not graduate. The reason for the poor grade was caused by lack of attendance. If the enrollment was at full capacity, one student failing would only count as 5.6%. **2P1** – Completion was met. We are continuously working on keeping this goal met at this level. **3P1** – Student Placement or Transfer was not met. After analyzing our program data, we have found we had two students failed the second year, both of these students failed due to person reasons, they were both given multiple chances to make up their grade and attendance. Then, we had one student in the first year that that changed his major to Diesel Mechanics, and two students that failed due to poor attendance in the first year. **4P1** – Student Placement was met. We are starting a basic tracking method for our graduates but not is place yet. **5P1 and 5P2 –** Nontraditional Participation and Completion both were not met. We will focus on nontraditional participation first as we try to increase enrollment. We have a female Advisory Committee member who owns and operates a major Auto Body shop in our community. We will talk to her on getting her insights about increasing non-traditional enrollment.
Performance Funding Indicators (if applicable)	**Number of Degrees and Certificates** – ABRP has contributed 2.2% or (13) of 586 degrees and certificates awarded at Hawaii Community College. The program effectiveness measure is at 72%. We will increase it to at least 75% by increasing enrollment.(see action plan 2) **Number of Degrees and Certificates Native Hawaiian –** ABRP has

	contributed 1.8% or (5) out of 272 degrees and certificates awarded to Native Hawaiians at Hawaii Community College. We have no control who enters the program but by sparking an interest with students to show them all what the program is all about. **Number of Degrees and Certificates STEM -** ABRP is not a STEM program **Number of Pell Recipients -** ABRP has contributed 2.1% or (8) of 374 Pell Recipients that graduated at Hawaii Community College. We cannot control this number but if we increase capacity with enrollment, our chances will be a lot better than the number we have. **Number of Transfers to UH 4-yr –** ABRP is not a transfer program but we advise our students in taking the correct career paths.
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	N/A

PROGRAM ACTIVITIES

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

We have introduced the use of our new Pro Spot Aluminum Weld Station. Aluminum panels are being used more on vehicles, especially on the 2015 and above Ford F150s. We are now using this equipment to teach our students on proper repair procedures when dealing with aluminum.

We started the 1st Annual HawCC Auto Show in the summer of 2017. The show was a success! About 88 vehicles were displayed and a large crowd of spectators were present all day long. Exposure about the ABRP program was clearly evident during the show.

We participated in the EDvance Summer Exploration Program. A basic Auto Body course was taught for 2 weeks to participants from grades 7-12. This course was taught by instructor Garrett Fujioka and was very successful. We gained one interested student for the following Fall semester from the class.

We participated in numerous career day fairs by displaying our Virtual Painter and talking to middle school and high school kids. The fairs that were attended included Keaau High School, Youth Challenge, Hilo High School and Hilo Intermediate. This created exposure about the auto body field and the ABRP program of HawCC.

The goal for all that is listed above is to gain an increase in enrollment.

PROGRAM WEBSITE

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

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

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

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

> *Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

PART 2: PROGRAM ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.
This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.

Our main action plan is to work to increase enrollment and graduation of all majors. The program faculty are focused on growing the program through various types of active community outreach, improving instruction through AVID strategies, and helping to develop CTE pathways between local high schools and the College for our program.

See our five Action Items below for details to how we are working toward full capacity enrollment and improved instruction.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

We will continue to promote the program by participating in the Youth Challenge, Keaau High School, Hilo High School and Keonepoko Elementary School Career Fairs. During the Career fairs, we will keep demonstrating to students to our Virtual Reality Painting training aide and include some custom painting artifacts done by our students.

Action Item 2:
We will continue to participate in the EDvance Summer Explorations Program. In this program, we have one of our instructors teach a 2 week auto body introduction course to high school

students from grades 9-12. We had great reviews after students completed the class. We feel this creates an interest in the trade which will lead to enrolling after graduating high school.

Action Item 3:

We will continue to hold the Annual HawCC Auto Show in the summer of 2018.
The plan is to bring the community together to help expose the talented skills of automotive enthusiasts within our Island. This show attracts people of all ages including former alumnis of Hawaii Community College to display their vehicles that they built and to help expose the community and future car enthusiasts to the Auto Body Repair and Paint Program of HawCC.

Action Item 4:

We will implement a new electronic measuring tram system in the next 2019 semesters.
This equipment is the Car O Liner Vision X3. This piece of equipment will have the capabilities of measuring vehicles 3 dimensionally to bring vehicle back to their original specs. Our students will learn how to set up and operate this piece of equipment that is one of the best out there in the industry.

Action Plan 5:

We are planning on implementing AVID Strategies within the ABRP classroom and as of May 2019, Garrett will be on board as an advisor, representing Hawaii Community College for the BEST Academy at Waiakea High School. By being an advisor, it will create CTE pathways between high School and College.

RESOURCE IMPLICATIONS

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

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	Currently, there are no items needed for the program.

Include estimated cost(s) and timeline(s) for procurement.	N/A
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	N/A

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY17-18.

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

Courses Assessed

List all program courses assessed during AY17-18, including Initial and "Closing the Loop" assessments.			
"Closing the Loop"	**Semester**	**CLOs assessed**	**PLO alignment**

Assessed Course Alpha, No., & Title	assessed	(CLO#s)	(PLO#s)
ABRP 30A Metal and Plastic Refinishing	Spring 18	1,2,3,4,5	1,2,3,4,5
ABRP 50A Frame measuring and Alignment Techniques	Spring 2018	1,2,3,4	1,2,3,5,6

Assessment Strategies

For each course assessed in AY17-18 listed above, provide a brief description of the assessment strategy, including:

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

Course Alpha/#: ABRP 30A, *Closing the Loop*

- Students will perform tasks on live jobs using hands on skills and verbal explanation as needed.

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

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

Course Alpha/#: ABRP 50A, *Closing the Loop*

- Students will perform tasks on live jobs using hands on skills and verbal explanation as needed.

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

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

Expected Levels of Achievement

For each course assessed in AY17-18 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

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

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

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ABRP 30A, CTL	1,2,3,4,5	The minimum expectation for student achievement for this assessment is a 70% developing proficiency rate.	100%
ABRP 40A, CTL	1,2,3,4	The minimum expectation for student achievement for this assessment is	100%

		a 70% developing proficiency rate.	

Results of Course Assessments

For each course assessed in AY17-18 listed above, provide:
• **a statement of the quantitative results;**   • **a brief narrative analysis of those results.**
Course Alpha/#: ABRP30A, *Closing the Loop*   There was a total of 11 students in ABRP 30A, and all were assessed in the Spring 2018 semester. The minimum expectation for student achievement for this assessment was a 70% developing proficiency rate. 100% of the students were assessed as "Developing Proficiency". The students not only met the minimum expected achievement, but 81.8% of them were assessed as "proficient."   The average assessment score for ABRP 30A was 97.5%. The students in ABRP 30A are at or above the standards set by our Advisory Council.
Course Alpha/#: ABRP 50A, *Closing the Loop*   There was a total of 12 students in ABRP 50A, and all were assessed in the Spring 2018 semester. The minimum expectation for student achievement for this assessment was a 70% developing proficiency rate. 100% of the students were assessed as "Developing Proficiency." The students not only met the minimum expected achievement, but 77% of them were assessed as "Proficient."   The average assessment score for ABRP 50A was 92.4%. The students in ABRP 50A are at or above the standards set by our Advisory Council.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.   The student assessment scores were very good. There were increased interest and motivation with both ABRP 30A and 50A students which supported the above 90% average assessment scores. The goal is to keep the students excited and motivate them to help build a passion for the collision repair field.
Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the program's intended next steps to improve student learning, based on the program's overall AY17-18 assessment results. Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.
The assessment action plan for AY 18-19 is to continue using same strategy since assessment scores were positive. We will re-assess (CTL) the following courses in Spring 2019: ABRP 20A - INTRODUCTION TO AUTO BODY REPAIR ABRP 40A - PANEL AND GLASS REPLACEMENT TECHNIQUES

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)
Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

*This section applies to NURS only.

CTE Program Advisory Council Meeting
Agenda/Meeting Notes
February 16, 2017
4:00 – 6:00 p.m.
Meeting Location

Facilitator: Garrett Fujioka

Members Present: Colby Koreyasu, Garrett Fujioka, Derrick Kiyan

Guest(s): Harriet Hamada (State Farm), Debbie Omori

AGENDA ITEM	DISCUSSION/NOTES
Information/ Announcements	
1. Assessment a) Results of program and course assessment	Program has been changed to a block method to help in making the framework of the instruction better for student's needs and performance. ABRP 20A : Changed name to Collision Repair but same outcomes See attached: ● ABRP 30A Assessment Results Report ● ABRP 50A Assessment Results Report
b) Review Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) – verify that achievement by a student will meet	See attached ● ABRP PLO-CLO

industry needs for entry-level employment.	
2. Review of courses and curriculum a) Program CIP Code (if changed in past year) b) Plans for updates, new directions for the program c) Industry feedback regarding curriculum	(a) No Code changes but the ABRP 20 has a name change to Collision Repair but the same outcomes (b) Plans and updates: Future plans to program is to bring in more new vendors and products along with specialized training for students and instructors. Along the way is a Nitrogen Plastic Welder (a must have equipment to repairing plastic parts) We have money from our system because of industry feedback. We are getting new machines and tools. The Auto Body Program has been awarded about 95K dollars to replace the current body shop Rotary Screw Air Compressor, Refrigerated Air dryer, and adding a Nitrogen Plastic Welding system. (c) Industry feedback: Attention span, and student basic soft skill for time management and business customer service, computer skills, We've had training from other companies that Randall has retained for us. Next month we might pull a general membership for Autobody Association.

3. Industry Report a) Trends – What's new in your industry? How will this affect our program? (new skills, procedures, technology changes, etc.) – Short or long term	Technology is aluminum section and it's in process and it could be long term because right now it's only started. How it affects the training will be determined.
b) Employment forecast – Jobs available short term and long term	Always needed in all the body shops in the area will lose workers due to retirement age.

Meeting Adjourned:

Notetaker: Neva Supe-Roque (ITSO)