Auto Body Repair and Painting
1. Program or Unit Description

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 are provided that represents the current and new technological trends in the industry. The training will also help students progress from entry level work to higher skill levels in the trade. This program also seeks to serve the community by providing job upgrading opportunities for professionals in the field. Graduates have found that completion of the Auto Body Repair and Painting program enables them to get better paying jobs and to advance faster once employed than others who do not have the benefit of training.

The population of undergraduates enrolled in the Auto Body Repair and Painting program is strongly focused in getting them prepared to enter the automotive collision repair industry as entry level technicians. The current curriculum used in our classes are the I-CAR (Inter-Industry Conference on Auto Collision Repair) Professional Development Program- Education Edition (PDP-EE). All of the industry technical procedures for repairs are based on the I-CAR repair methods and also certification and qualification tests for students and industry technicians.

2. Analysis of the Program/Unit


The Overall Health call of the program went from Cautionary in the year 2017-2018 to Healthy in 2018-2019 and remained at Healthy again in 2019-2020.

However, as we reported in the 2017-2018 APR, there are other types of jobs that our students can be employed in that are not covered under the single CIP code (47.0603) and its three aligned SOC codes (49.3021, 49.3022 and 51.9122) that currently are the only employment codes being used to collect data on available jobs. For example, job types such as an auto detailer, parts and paint vendors, insurance adjusters / estimators, and parts delivery drivers are not covered. We have students who gained employment in these other sectors throughout the last 3 years and continuing this year.
Please see Attachment A for a list of our students’ employment placements over the past five years. This additional data shows that our student employment rates would be even higher if all of our job titles were captured under additional CIP codes. The auto body industry involves a wide-spread array of various technical job types that our program covers within the 2-year course. Our students can work in multiple job sectors after graduating from the program.

Nevertheless, even using only the single CIP code, for the years of 2018-2019 and 2019-2020, our Overall calls were Healthy. A greater increase in our numbers was evident within the time frame of this Comprehensive Program Review. Currently, the industry has high demand for hiring new employees to fill positions statewide, according to our Auto Body Association for the State of Hawai‘i and our program Advisory Committee. See Attachment B for graphic illustrations of the healthy demand in the industry in the State.

DEMAND INDICATORS: HEALTHY

The program has received a health call of “Healthy” for the 2019-2020 and 2018-2019 years.

For the year 2017-2018, we received a health call of “Unhealthy.” However, as we reported in the 2018 Annual Program Review, after reviewing the CTE scoring rubric formula used, we calculate that the Demand call should have been “Cautionary.” Upon reviewing the 2020 ARPD data sheet, it looks like the score actually should have been “Healthy” for that year because the data for all 3 years being reviewed are close in numbers and consistent with each other.

EFFICIENCY INDICATORS: CAUTIONARY

We have received a health call of “Cautionary” for years 2019-2020, 2018-2019, and 2017-2018.

This is mostly because of the fill rates, which were 72.2% (2017-2018), 73.6% (2018-2019), and 62.5% (2019-2020). Our fill rate can be increased if our initial enrollment increases. With the increased participation of our outreach with high schools and Auto shows, I am confident we will soon see these numbers increase. We are not too far from the 75% mark to be “Healthy.” We sometimes have 1 or 2 students withdrawing from our
program for personal reasons, such as in years 2017-2018 and 2019-2020, so bringing up the class size in every cohort will definitely increase the fill rate percentage.

**EFFECTIVENESS INDICATORS: HEALTHY**

The program received a health call of “Healthy” for the years 2019-2020, 2018-2019, and 2017-2018.

Although a call of Healthy is good, increasing enrollment by outreach participation will also better these numbers in the near future. The successful completion was high in each year of this Review, 90% in 2017-2018, 94% in 2018-2019, and 91% 2019-2020. Persistence from Fall to Spring was also good, 86% in 2017-2018, 78% in 2018-2019, and 88% in 2019-2020.

The numbers of unduplicated degrees/certificates awarded within the 3 years being reviewed steadily increased from 8 in year 2017-2018, to 11 in year 2018-2019 and 12 in year 2019-2020.

**PERKINS INDICATORS**

1P1 - During the year 2017-2018 and 2018-2019, we have not met the goal of 94.75, but met the goal with a 100 for year 2019-2020. With increase in enrollment, we can sustain fully meeting this goal.

2P1 – We met the goal in year 2017-2018, then did not meet for 2018-2019, and then exceeded the goal in year 2019-2020 by 14 points. Increased enrollment numbers will help us continue to meet or surpass this goal.

3P1 - During the years of this Review, we did not meet this goal, but missed it just by a bit. Our plan is to meet this goal by increasing enrollment, so if we do have a student not passing or withdrawing, it will not affect our score as much.

4P1 - The Student Placement goal was met in the year 2017-2018, but was not met in years 2018-2019 and 2019-2020. However, we believe that for the years that we did not meet those goals, some of our graduates went out to employment after the data was captured, or possibly their jobs were not captured under the CIP/SOC codes used. We have implemented a student tracking spreadsheet to track our graduates in the workforce.
(see Attachment A). We also have been checking up on our graduates from time to time to confirm their employment. This confirms that our student job placement numbers as reported in the ARPD data tables is no consistent with our students’ actual job placements.

**5P1 and 5P2** - Non-Traditional Participation and Completion goals (based on gender) were not met for the 3 years being reviewed. The focus on more non-traditional participation has always been challenging for the program and the plan to help increase the numbers of women students is to increase our enrollment and the outreach participation through K-12 students. Currently we are doing outreach through video presentations and power point presentations on-line due to the Covid-19 pandemic.

The program will work on all the indicators that were not met. With tracking of our students’ post-graduation employment, recruitment outreach such as career fairs via on-line presentations and the Annual Auto Show (which might also go to a virtual method in the future), we can build up our enrollment even higher to meet the goals that were not met and increase non-traditional participation. For example, during the summers, we will continue to participate in the EDvance Summer Explorations courses offered to high school students.

**ARPD LINKS FOR YEAR 2018, 2019 and 2020**


**3. Program and Course Learning Outcomes**

a) *List of the Program Learning Outcomes.*

1. Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles. Aligned to ILOs #2 and 4.

2. Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinishing industry. Aligned to ILOs #2, 5, and 6.
3. Demonstrate structural panel repair techniques and advanced welding skills. Aligned to ILOs #2, 5, and 6.
5. Employ industry standard operating procedures and repair techniques. Aligned to ILOs #1, 2, 4, 5 and 6.
6. Utilize research, communication, and problem-solving skills to evaluate and operationalize repair tasks. Aligned to ILOs #1, 2, 4, 5 and 6.
7. Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry. Aligned to ILOs #1, 2, 3, 4, 5 and 6.

b) List the Program Learning Outcomes that have been assessed in the period of this Comprehensive Review.

The program assessed PLOs #1 through #6, through CLO-based Closing-the-Loop assessments of two courses, each of which was assessed during the 2017-2018 year. Those courses were ABRP 30A (which is now currently ABRP 120), and ABRP 50A (which is now currently ABRP 220). PLO #7 is on the schedule to be assessed in the upcoming 5-year cycle beginning Fall 2019.

By the end of Spring 2018, we had completed all the required assessments for the full five-year cycle that began in Fall 2015. For the initial assessments originally scheduled for the Fall of 2019 (ABRP 100 and 200), we revised our schedule to reflect workforce capacity in the program. For the spring of 2020, the College had suspended all course assessments due to the Covid-19 pandemic and the abrupt movement of all courses to online modalities.

The program is committed to completing its current 5-year cycled per our revised assessment schedule, which now restarts Initial assessments in Fall 2021.

c) Discuss the assessment results from the period of this Comprehensive Review.

The overall assessment results for the 5-year cycle were above satisfactory level.

For example, in ABRP 30A (ABRP 120), 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.”
There was a total of 12 students in ABRP 50A, all of whom 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 lowest assessment score was 83.3% and the highest was 100%. The students in ABRP 50A are at or above the standards set by our Advisory Council.

Please see the graph below from Campus Labs illustrating these results at the PLO level.
d) Discuss changes that have been made as a result of the assessment results.

The program will maintain its strong instructional effectiveness and plan on working on our next assessment cycle as appropriate. We will work with the Assessment Coordinator to review and revise as necessary our PLOs and CLOs during the next Review period.

At present, our effectiveness in delivering the knowledge and acquired skills needed by our students is very satisfactory. The curriculum is at a level that is working smoothly with our students. Changes will be made if needs be. Although we are currently dealing with a pandemic, to keep our students at the same level, we strive to be protected within the shop and classrooms, in part by limiting the days and times of classes between both cohorts. We will continue the use of online class delivery and, in the future, will be using live-streaming cameras within the shop work area and the classroom so that the students can view and communicate with the instructors and each other online.

4. Action Plan

Action Item I: Early College / dual credit

The ABRP program has recently changed our course numbers to 100 level to match the rigor of the courses. By making this change, we are confirming that our courses are at the “college level,” and these course numbers allow us to explore Early College / dual credit offerings. Our new numbering of courses as of Fall 2019 are ABRP 100, 120, 200, and 220. These numbers replaced ABRP 20A, 30A, 40A, and 50A respectively.

This also prepares the program to be ready for high school students willing to start Early College and earn dual credits, which is part of the plan to boost enrollment. The program will plan to start with Waiakea High School first since one of our faculty instructors from our program is currently a board member for the Waiakea High School CTE program, and the WHS auto shop instructor is also an advisor on our ABRP Advisory Committee. The plan is to start a seamless pipeline from high school to our program. Once this is started, we will add Keaau High School to the Early College/dual credit plan. We expect high success with this addition as one of our Hawai‘i CC ABRP alumni is teaching their auto shop and auto body classes.

Our program and instructors have a strong relationship with the local high school instructors and feel confident we can work well with each other to improve our enrollment and create pathways for high school students. For the past two years, our program has been working
Program: Auto Body Repair and Painting

on making this long-term plan possible. This Action Item aligns to the HawCC Mission and HGI Action Strategy 1 and 2 of the HawCC Strategic Directions Plan 2015-2021.

**Action Item 2: Increase Enrollment through Outreach**

To meet the goals that we have not met from our Perkins Indicators, the main goal we found is we need to increase enrollment slightly more. Our plan is to keep up the outreach such as career fairs, which will be now on-line via power point and video presentations due to the Covid-19 pandemic.

If still allowed, we plan on participating with the EDvance Summer Explorations courses for high school students to have a two-week intro course for our program. Working closely with high schools to bring high school students earlier to our program will definitely improve our enrollment rates.

We will plan on having our annual Auto Show, but are planning to be innovative to comply with pandemic safety measures. We believe this increases interest in our program for potential students, especially in the high schools.

We also have implemented a tracking system to track all of our students in their employment within the industry. We will keep on track with this project, along with conversations with numerous employers on the status of our students placed with them. This Action Item aligns to the HawCC Mission and HGI Action Strategy 3 of the HawCC Strategic Directions Plan 2015-2021.

**Action Item 3: Strengthen Collaboration across the UHCC System ABRP Programs**

During the 2018-2019 year, our program sent one of our instructors and our APT to O‘ahu on a professional development trip that was funded by the State of Hawai‘i Auto Body Repair and Paint Association. The purpose of this trip was to attend a multi-campus meeting that was planned by the Association to help strengthen HawCC, KCC, and Maui Colleges’ ABRP programs. All of the other outer island ABRP programs are currently taught by lecturers and APTs. Our tenured faculty and APT gave insights and ideas on curriculum, outreach, and technical areas needed to cover within the programs. The outcome of this meeting was very positive for all campus programs. We have decided to have all the programs from all islands to work closely as a unity with the backing and support from the Association.

Our plan is to not only to strengthen our program, but to also support and help to the outer island ABRP programs to get on track with developing and strengthening their programs.
Since the Covid-19 pandemic, we are now faced with a budgetary crisis within all the colleges and possible programmatic changes that might affect the ABRP programs. Upon the beginning of conversations that were started by the VP of Community Colleges. Our program wasted no time and contacted the Auto Body Association and the other outer island programs, especially the lecturer at HonCC ABRP. After having cross-campus conversations, one of the key items we decided on is the need for all of us to work closely together with all ABRP programs and strengthen all of us in unity together.

We have 100% support from the Association, which is compiled of all the major industry leaders within our trade for the entire State of Hawaii. We are in difficult times since the pandemic, but need to work hard and work together to ensure we can keep our programs running without any changes that would hurt the programs or the industry. We developed a survey that was given to all of our industry partners to fill out on numerous questions relating to the importance of our ABRP programs and on how catastrophic it would be if there were no ABRP programs. Although we do not know what the future entails, we will keep moving forward to keep our program strong and resilient during these tough economic times and will continue to provide a great experience in learning within our program for students, and will help them seek employment upon graduation into the industry workforce.

Importantly, we want to share that all of our graduates who go to work in our industry stay and live in Hawai‘i and all are considered “Essential Workers.”

5. Resource Implications

Since the Covid-19 pandemic, we have implemented on-line methods of teaching via zoom and have been limiting the hands–on lab work by means of distancing, sanitizers, and masks being worn while in the shop. To support the on-line delivery of instruction, the program is looking into high-definition video equipment to install in repair areas such as the paint booth, frame repair area, and shop repair areas to stream live video of repairs directly into the classroom or students’ homes on-line.

However, since the pandemic that started in the Spring 2020, we have lost our APT due to budgetary decisions. Our APT person played a very important part not only in our program but the entire ATE division. This APT played an important role by coordinating events such as career fairs, being co-chair and planner for the Annual Auto Shows, developed and wrote grants for the AMT and ABRP programs, provided essential maintenance for all our tools and equipment, provided support for assessments and with data and reporting for
Comprehensive and Annual Program Reviews, and all of the other duties involved for the APT position.

I strongly believe our program and the entire ATE division needs our APT position back and we are requesting that this position be re-allocated.

☐ I am NOT requesting additional resources for my program/unit.
## ABRP Students’ Employment Placements

### Fall 2013-15  Instructor: Fujioka

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Bob’s Fender Shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>Orchid Isle Ford</td>
</tr>
<tr>
<td>Student 3</td>
<td>Geico Insurance</td>
</tr>
<tr>
<td>Student 4</td>
<td>Same Day Auto body</td>
</tr>
<tr>
<td>Student 5</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 6</td>
<td>Lei International Pipe Fitters</td>
</tr>
<tr>
<td>Student 7</td>
<td>Auto body Hawaii</td>
</tr>
</tbody>
</table>

### Fall 2013-14  Instructor: Koreyasu

<table>
<thead>
<tr>
<th>Student 1</th>
<th>ABRP Hawaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>Lei International Pipe Fitters</td>
</tr>
</tbody>
</table>

### Fall 2014-16  Instructor: Koreyasu

<table>
<thead>
<tr>
<th>Student 1</th>
<th>AKM Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 3</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 4</td>
<td>ABRP Hawaii</td>
</tr>
<tr>
<td>Student 5</td>
<td>Body Pros</td>
</tr>
<tr>
<td>Student 6</td>
<td>East Coast Collision</td>
</tr>
</tbody>
</table>

### Fall 2015-17  Instructor: Fujioka

<table>
<thead>
<tr>
<th>Student 1</th>
<th>J-Dawgs Auto Detailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>AY Auto body</td>
</tr>
<tr>
<td>Student 3</td>
<td>MS Auto</td>
</tr>
</tbody>
</table>

### Fall 2016-18  Instructor: Koreyasu

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Geico Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>Napa</td>
</tr>
<tr>
<td>Student 3</td>
<td>Abalos Motor Works</td>
</tr>
</tbody>
</table>

### Fall 2017-19  Instructor: Fujioka

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Kamaaina Motors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 3</td>
<td>Hawaii Collision Center</td>
</tr>
<tr>
<td>Student 4</td>
<td>Hawaii Collision Center</td>
</tr>
<tr>
<td>Student 5</td>
<td>Tony Honda</td>
</tr>
<tr>
<td>Student 6</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 7</td>
<td>Body Pros</td>
</tr>
<tr>
<td>Student 8</td>
<td>ABRP Hawaii</td>
</tr>
<tr>
<td>Student 9</td>
<td>Bob’s Fender Shop</td>
</tr>
</tbody>
</table>

### Fall 2018-20  Instructor: Koreyasu

<table>
<thead>
<tr>
<th>Student 1</th>
<th>MS Auto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 3</td>
<td>Bob’s Fender Shop</td>
</tr>
<tr>
<td>Student 4</td>
<td>Bob’s Fender Shop</td>
</tr>
</tbody>
</table>

### Fall 2020-22  Instructor: Koreyasu

<table>
<thead>
<tr>
<th>Student 1</th>
<th>QnM Auto body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 2</td>
<td>QnM Auto Body</td>
</tr>
<tr>
<td>Student 3</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 4</td>
<td>MS Auto</td>
</tr>
<tr>
<td>Student 5</td>
<td>Hi-Five Auto</td>
</tr>
<tr>
<td>Student 6</td>
<td>Sanborn Collision</td>
</tr>
</tbody>
</table>
ATTACHMENT B

AUTO BODY REPAIR AND PAINTING INDUSTRY EMPLOYMENT OUTLOOK, STATE OF HAWAI‘I

SOC Codes 49.3021, 49.3022 and 51.9122

Graph 1: Employment Outlook for Combined SOC code occupations

Workforce Analytics
(In development)

Hawaii Community College’s Auto Body Repair & Painting program prepares students for entry level employment in:

- 49-3021 - Automotive Body and Related Repairers (view profile)
- 51-9122 - Painters, Transportation Equipment (view profile)
- 49-3022 - Automotive Glass Installers and Repairers (view profile)

Average Salary (2020)

- Painters, Transportation Equipment: $33,885
- Automotive Body and Related Repairers: $51,236
- Automotive Glass Installers and Repairers: $44,096

NEW & REPLACEMENT Jobs (2020 - 2028 Projected)

- Automotive Body and Related Repairers: 731
- Painters, Transportation Equipment: 74
- Automotive Glass Installers and Repairers: 1,900
Graph 2: Employment Outlook for SOC code 49.3021 occupations

Automotive Body and Related Repairers [State of Hawaii]

49-3021 Standard Occupational Classification (SOC)  Related Occupations

Repair and refinish automotive vehicle bodies and straighten vehicle frames. Excludes ‘Painters, Transportation Equipment’ (51-9122) and ‘Automotive Glass Installers and Repairers’ (49-3022).

Automation Risk LOW

Hawaii State – Job Market Trends
Click on the chart (below) to view employment data

Hawaii State (# of Jobs)  National Average (# of Jobs)

Projected ->

9% Jobs (2020)
Number of Jobs increased

Percent change from 2020 to 2028

How much will I get paid vs. how much will I actually take home (2020)

Average Salary (Hawaii State vs. National)

Entry Level  Average  Experienced

Hawaii State  National

$32,383  $51,210  $71,966
$25,956  $42,744  $63,964

$51,210 (State of Hawaii Average Salary) is above the national average $42,744

Earnings with "cost of living" adjustment

Entry Level (State of Hawaii):
$32,781 - COL = $23,734 (COL Adjusted earnings)

Average (State of Hawaii):
$45,672 - COL = $35,748 (COL Adjusted earnings)

Experienced (State of Hawaii):
$72,039 - COL = $49,920 (COL Adjusted earnings)

Learn more about Earnings
Graph 3: Employment Outlook for SOC code 51.9122 occupations

OCCUPATION PROFILE
Painters, Transportation Equipment (State of Hawaii)
51-9122 Standard Occupational Classification (SOC)
Operate or tend painting machines to paint surfaces of transportation equipment, such as automobiles, buses, trucks, trains, boats, and airplanes. Includes painters in auto body repair facilities.

Hawaii State - Job Market Trends
Click on the chart (below) to view employment data

Hawaii State (# of Jobs) - National Average (# of Jobs)

How much will I get paid - vs - how much will I actually take home (2020)

Average Salary (Hawaii State - National)
- Entry Level (Hawaii State/National)
- Average (Hawaii State/National)
- Experienced (Hawaii State/National)

Earnings with "cost of living" adjustment
- Entry Level (State of Hawaii)
- Average (State of Hawaii)
- Experienced (State of Hawaii)

Learn more about Earnings

7% Jobs (2020)
Projected jobs increase from 2020 to 2028
Graph 4: Employment Outlook for SOC code 49.3022 occupations

OCCUPATION PROFILE

Automotive Glass Installers and Repairers  [State of Hawaii]
49-3022 Standard Occupational Classification (SOC) ◀ Related Occupations
Replace or repair broken windshields and window glass in motor vehicles.
⚠ Automation Risk HIGH

Hawaii State - Job Market Trends
Click on the chart (below) to view employment data

- Percent Change
- Hawaii State (# of Jobs) vs. National Average (# of Jobs)

6% Jobs (2020)
Number of Jobs Increased
Percent change from 2020 to 2028

How much will I get paid -vs- how much will I actually take home (2020)

Earnings with “cost of living” adjustment

- Entry Level (State of Hawaii): $36,013 - COL = $19,044 (COL Adjusted earnings)
- Average (State of Hawaii): $44,385 - COL = $30,680 (COL Adjusted earnings)
- Experienced (State of Hawaii): $40,806 - COL = $41,600 (COL Adjusted earnings)

Learn more about Earnings