

# Auto Body Repair and Painting



# ANNUAL REPORT OF PROGRAM DATA 2021

July 1, 2020 through June 30, 2021



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## 1. Program or Unit Description

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### Program 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 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; also, certification and qualification tests for students and industry technicians.

## Analysis of the Program/Unit

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### [UHCC Annual Report of Program Data \(VARPD\)](#)

We have an overall Program Health call of “ Cautionary,” with a Healthy call for Demand Health, a Progressing call for Efficiency Health, and Progressing call for Effectiveness Health. Our Demand health is Healthy as there are many jobs out in the industry waiting to have positions filled. In the Spring of 2021, ABRP students landed multiple positions in numerous businesses within our industry (**see attachment**). Our Efficiency Health was at Progressing. We had a fill rate of 11 students, but one student withdrew within the second semester due to not showing up at all to class. Then in the Spring semester of 2021, we had another student who also failed because of not showing up to class. Losing two students can make a difference in our Efficiency and Effectiveness health. Efficiency Health was also at Progressing. This is due to two students that withdrew or failed. There was an increase in our Successful Completion with a 95%. Being that the COVID -19 pandemic has hit worldwide in 2019 and continues to present day, we still need to stride forward with increasing our enrollment with virtual career fairs, community involvement, and hard work.

For Distance Indicators, ABRP has no distance learning.

Our Perkins indicators were both met for 1P1 and 2P1.

### 3. Program Learning Outcomes or Unit/Service Outcomes

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a) *List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).*

**ABRP PLO1: Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.**

Linked Institution Outcomes

- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

**ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.**

Linked Institution Outcomes

- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

**ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.**

Linked Institution Outcomes

- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

**ABRP PLO4: Demonstrate competence in refinish procedures.**

Linked Institution Outcomes

- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

**ABRP PLO5: Employ industry standard operating procedures and repair techniques.**

Linked Institution Outcomes

- ILO1: Communicate effectively in a variety of situations.
- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

**ABRP PLO6: Utilize research, communication, and problem-solving skills to evaluate and operationalize repair tasks.**

Linked Institution Outcomes

- ILO1: Communicate effectively in a variety of situations.
- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

**ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.**

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.
- ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

2021 Hawai'i Community College Annual Program Review

**Program or Unit Name:** Auto Body Repair and Painting

*b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.*

For Spring 2021, there were two courses assessed: ABRP 50A (Now ABRP 220) Frame Measuring and Alignment Techniques; and ABRP 30A (Now ABRP 120) Metal and Plastic Refinishing. The CLOs and aligned PLOs are listed in the tables below.

<b>ABRP 50A - FRAME MEASURING AND ALIGNMENT TECHNIQUES</b>	"CLO 1: Demonstrate knowledge of the procedures for diagnosing structural collision damage and measuring systems to identify location and extent of damage."	PLOs 1, 5, 6
	"CLO 2: Demonstrate how to use frame straightening equipment and re-alignment procedures along with various anchoring methods."	PLOs 1, 2, 5
	"CLO 3: Replace/repair structural panels and components including sectioning techniques, ensuring the structural integrity of the vehicle and occupant safety."	PLOs 1, 2, 3, 5
	"CLO 4: Observe the principles of suspension and steering systems, wheel alignment basics and procedures, and diagnosis and repair of suspension and steering systems."	PLOs 1, 5

<b>ABRP 30A - METAL AND PLASTIC REFINISHING</b>	"CLO 1: Demonstrate knowledge of proper safety procedures and practices for automotive refinishing including OSHA and EPA laws and regulations."	PLOs 1, 2
	"CLO 2: Demonstrate proper paint shop equipment and pre-paint preparation steps such as proper final sanding, masking, buffing, and detailing skills."	PLOs 4, 5
	"CLO 3: Demonstrate knowledge of various types of automotive refinishing products currently in use and prepare and apply various undercoats and top coats."	PLOs 4, 5, 6
	"CLO 4: Demonstrate knowledge of correct paint application techniques and be able to identify paint problems along with troubleshooting skills."	PLOs 4, 5

*c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an*

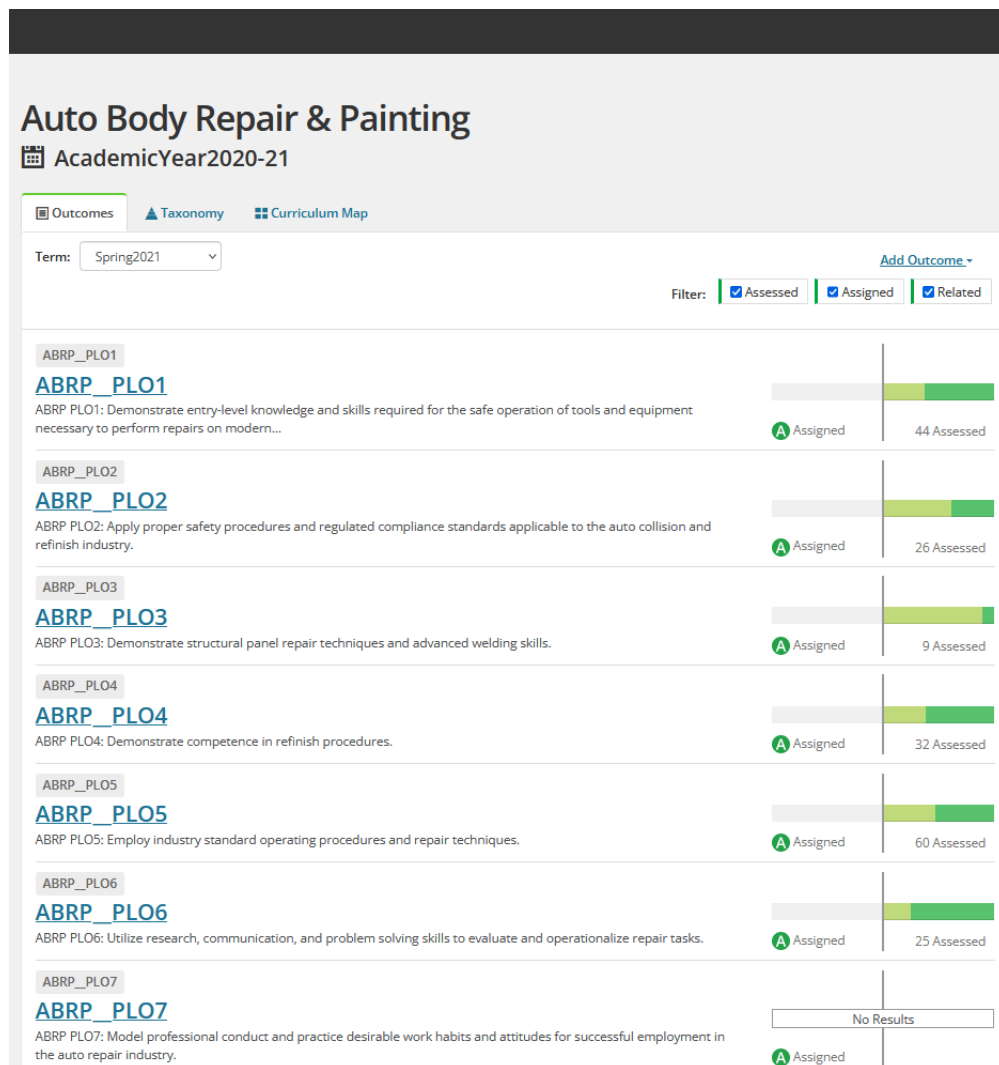
*analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*

**ABRP 30A:** students' overall aggregate average score was 92% Exceeded or Met the CLOs, which exceeded our goal of 75% meeting Proficiency.

**ABRP 50A** students' overall aggregate average score was 94.5%, Exceeded or Met the CLOs, which exceeded our goal of 75% meeting Proficiency.

**ABRP Program Learning Outcomes (PLOs)  
 AY20-21 Assessment Results**

**Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet**



d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty*

*professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

From analyzing our assessment results, we have concluded that our strengths are being able to work on live repair jobs, and these demonstrations have given our students a faster and easier way of learning. The teaching methods provide more detail and allow more time with individual students. The only weakness we have found is there are some specific procedures and theories involved that just requires additional time for the student to understand clearly. We continue to modify and improve by adding more detailed instruction and demonstrations frequently.

## 4. Action Plan

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We will stay on course as the previous Annual Program Review with continuing the same teaching methodologies within our courses as all assessment results were above the minimum percentage scores. Our students have been very motivated and successful with additional hands-on skill work inside the shop. The main action plan for ABRP remains increasing our enrollment. We will continue to participate in high school events, conduct outreach through virtual presentations, and attend the annual County Fair (Fall 2022 to re-open). We will also continue to serve as an advisory board member on the Waiakea High School CTE Board Committee and participate in HawCC's EDvance Summer Explorations for high school students. All of these opportunities have proved to attract students into our program. ABRP's annual Auto Show was also one of our pipelines for increasing enrollment but has been postponed since the start of the pandemic. Once we can safely restart the Auto Show, we expect an increase in our enrollment, since this event provides additional exposure to the outside community, car enthusiasts, and non-traditional students. The pandemic has definitely impacted our enrollment, but we feel we are on the right track and will just have to ride things out. With increased vaccination rates, continuing to offer face-to face classes with safety protocol adjustments such as social distancing and use of masks, enrollment will eventually get back to normal. We continue to work closely with the State of Hawai'i Auto Body Association and keep our program updated with new repair procedures and safety laws that we need to know as then we can inform our students. Our 1P1 and 2P1 Perkins indicators were both met. We will still concentrate on increasing the enrollment to sustain our numbers.

### Action plan alignment to UHCC Strategic Direction

- Continued participation to promote increased enrollment with the Keaau Intermediate / High, Hilo Intermediate / High School and the Hawai'i National Guard Career Expo. Also, will continue to be a board member on the Waiakea High School CTE Advisory Board.

\*Alignment to HGI Action Strategy 1\*

- Collaborate with the State of Hawai'i Auto Body Association for helping us get our graduates into the workforce state wide. Continue to seek out industry needs and expectations from HawCC Auto Body Advisory Committee.

\*Alignment to HGI Action Strategy 3\*

## 5. Resource Implications -

### \* ONE-TIME BUDGET REQUESTS ONLY \*

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Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).

\*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

I am NOT requesting additional ONE-TIME resources for my program/unit.

I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: \_\_\_\_\_ (4 items max.)

\*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)

<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.



Category-Specific Information				
<b>Equipment</b>	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
<b>Personnel Resource</b>	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
<b>Professional Development</b>	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
<b>Reallocation</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

## 6. Optional: Edits to Occupation List for Instructional Programs

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Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O\\*Net CIP-SOC Code Look-up](#)

*\*in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

\*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.

## ABRP Student Tracking for Employment

Fall 2017-19		Fujioka		
Student			Kamaaina Motors	
Student			MS Auto	
Student			Hawaii Collision	
Student			Hawaii Collision	
Student			Tony Honda	
Student			MS Auto	
Student			Body Pros	
Student			ABRP Hawaii	
Student			Bobs Fender Shop	
Fall 2015-17		Fujioka		
Student			J Dawgs Auto Detailing	
Student			A Y Auto Body	
Student			MS Auto	
Fall 2013-15		Fujioka		
Student			Bobs Fender Shop	
Student			Orchid Isle Ford	
Student			Geico	
Student			Same Day Auto Body ( Colorado)	
Student			MS Auto	
Student			Lei International Pipe fitters	
		Koreyasu		
Fall 2014-16				
Student			AKM Performance	
Student			Napa	
Student			MS Auto	
Student			ABRP Hawaii	
Student			Body Pros	
Student			East Coast Collision	

		Koreyasu		
Fall 2013-14				
Student			ABRP Hawaii	
Student			Lei International Pipe fitters	
		Koreyasu		
Fall 2016-18				
Student			Geico	
Student			Napa	
Student			Abalos Motor Works	
		Koreyasu		
Fall 2018-20				
Student			MS Auto	
Student			MS Auto	
Student			Bobs Fender Shop	
Student			Bobs Fender Shop	
		Koreyasu		
Fall 2020 - 22				
Student			QnM Autobody	
Student			QnM Autobody	
Student			MS Auto	
Student			MS Auto	
Student			Hi-Five Auto	
		Fujioka		
Fall 2019-21				
Student			MS Auto	
Student			MS Auto	
Student			Hawaii Collision	
Student			MS Auto	