

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

UNIVERSITY of HAWAI'I

**HAWAI'I**  
COMMUNITY COLLEGE



**July 1, 2021 through June 30, 2022**

TUIC

**Auto Body Repair and Painting**

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## **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.

### **ABRP Program Learning Outcomes:**

- Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern automobiles.
- Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.
- Demonstrate structural panel repair techniques and advanced welding skills.
- Demonstrate competence in refinish procedures.
- Employ industry standard operating procedures and repair techniques.
- Utilize research, communication, and problem-solving skills to evaluate and operationalize repair tasks.
- Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.

## **2. 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,” Many factors contribute to the call. The data for the Demand Health is totally inaccurate, and we have a score of ‘Needs Attention” We have sent a notification regarding the data. The data numbers were very inconsistent within the 2019-20, 2020-21, and the 2021-22 years. Until the data is corrected, our ARPD Report will not be accurate.

For our Efficiency Health we are at “Progressing,” The 2021-22 year has been challenging for the program because of the limited class size caps and the move to virtual learning via zoom. Upon the shutdown of face-to-face classes during that time, we had a total of 5 students that dropped out because of the shutdown of the shop and the scare of Covid-19. Also because of the pandemic, the incoming class for 2021 was only at 6 students enrolled. On a good note, the new incoming class of fall 2022, the student count increased to 12 students, due to the comeback of face-to-face learning and the pandemic decreasing cases. We can see the program is getting back to normal as far as the class sizes as we are still active in doing live career fairs and outreach events.

We have got a “healthy” call for our Effectiveness Health. 100% for Successful Completion. We scored a 100% and 93% for Persistence Fall to Spring. Six degrees and nine certificates of achievement were awarded.

As for our Perkins Indicators, we got a 90.0 for 1P1 and a 76.92 for the 2P1. All have exceeded the goals and were met.

ABRP has no distance learning.

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

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**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 refinishing 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.

**For Fall 2021, there were two courses assessed:** ABRP 100 Collision Repair and ABRP 200 Panel and Glass Replacement Techniques. The CLOs and aligned PLOs are listed in the tables below.

<b>AUTO BODY REPAIR AND PAINTING</b>	<b>COURSE LEARNING OUTCOMES (CLO s) AY22-23</b>	<b>ABRP PLO Alignment</b>
<b>ABRP 100 - COLLISION REPAIR</b>	"CLO 1: Demonstrate shop practices, personal safety protection and environmental concerns related to the field."	PLOs 1, 2
	"CLO 2: Acquire skills on the use of basic auto body hand and power tools and practice metal straightening techniques, application and finishing of body filler materials and undercoats."	PLOs 1, 3, 5
	"CLO 3: Demonstrate the proper operation and methods of welding and cutting equipment. Emphasis is on GMAW, STRSW welding and plasma arc cutting processes."	PLOs 3, 5
	"CLO 4: Demonstrate understanding of the causes and effects of corrosion on automobile bodies and methods of corrosion protection."	PLOs 1, 5

<b>ABRP 200 - PANEL AND GLASS REPLACEMENT TECHNIQUES</b>	"CLO 1: Demonstrate proper procedures in replacing and servicing movable glass, regulator, and track components."	PLOs 1, 5
	"CLO 2: Diagnose and repair air and water leaks."	PLOs 1, 6
	"CLO 3: Demonstrate basic skills on how to properly replace windshields and safety tempered glass assemblies."	PLOs 1, 5
	"CLO 4: Demonstrate an understanding on how collision repair facilities work together and follow procedures with insurance companies during the course of the repair process. "	PLO 7

### **Assessment Results**

**ABRP 100:** All students have met or exceeded our goal of 75% meeting proficiency in the CLOs.

**ABRP 200:** All students have met or exceeded our goal of 75% meeting proficiency in the CLOs.

After reviewing the results of our assessment scores, we have found that the current teaching strategies we are applying in both the classroom and shop/lab are helping our students understand and process the technical skills needed in our program. We are focusing and spending extra teaching time on areas in which the students are challenged in our curriculum since the last program review. Although all the scores are good and satisfactory, they can always score better.







# Auto Body Repair & Painting

📅 AcademicYear2021-22

Term:  ▼

[Add Outcome](#) ▼

Filter:  Assessed  Assigned  Related

<p>ABRP_PLO1</p> <p><b><u>ABRP PLO1</u></b></p> <p>ABRP PLO1: Demonstrate entry-level knowledge and skills required for the safe operation of tools and equipment necessary to perform repairs on modern...</p>	 <p><b>A</b> Assigned   15 Assessed</p>
<p>ABRP_PLO2</p> <p><b><u>ABRP PLO2</u></b></p> <p>ABRP PLO2: Apply proper safety procedures and regulated compliance standards applicable to the auto collision and refinish industry.</p>	 <p><b>A</b> Assigned   6 Assessed</p>
<p>ABRP_PLO3</p> <p><b><u>ABRP PLO3</u></b></p> <p>ABRP PLO3: Demonstrate structural panel repair techniques and advanced welding skills.</p>	 <p><b>A</b> Assigned   6 Assessed</p>
<p>ABRP_PLO4</p> <p><b><u>ABRP PLO4</u></b></p> <p>ABRP PLO4: Demonstrate competence in refinish procedures.</p>	<p style="text-align: center;">No Results</p> <p><b>A</b> Assigned  </p>
<p>ABRP_PLO5</p> <p><b><u>ABRP PLO5</u></b></p> <p>ABRP PLO5: Employ industry standard operating procedures and repair techniques.</p>	 <p><b>A</b> Assigned   15 Assessed</p>
<p>ABRP_PLO6</p> <p><b><u>ABRP PLO6</u></b></p> <p>ABRP PLO6: Utilize research, communication, and problem solving skills to evaluate and operationalize repair tasks.</p>	 <p><b>A</b> Assigned   9 Assessed</p>
<p>ABRP_PLO7</p> <p><b><u>ABRP PLO7</u></b></p> <p>ABRP PLO7: Model professional conduct and practice desirable work habits and attitudes for successful employment in the auto repair industry.</p>	 <p><b>A</b> Assigned   9 Assessed</p>



## 4. Action Plan

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As we are back to teaching face-to-face and having normalcy, we predict that our enrollment will steadily increase to pre-pandemic numbers as it has already started increasing this year. Our teaching methodologies will stay the same due to the excellent assessment scores we received. There was a slight increase with student motivation upon the come back to face-to-face, live lab work. The time we spend on each student has been increased for better interaction and understanding with technical procedures. Enrollment has always been our main action item so we will continue to participate in all high school career fairs, HawCC day, and do outreach at the Hawaii County Fair when they re-open. In 2023, we are planning to re-start our annual ABRP Auto Show which is a major event to expose our program to the community.

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 Career Explorations for high school students. All of these opportunities have proved to get students into our program in the past. Continuing to work closely along with the State of Hawaii Auto Body Association always keeps our program up-to-date with new repair procedures and safety laws that we need to know so 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 Hawaii 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 Hawaii 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

### \* Special Resource Requests **not included in operating "B" budget** \*

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating "B" budget**.

\*Note: 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 resources for my program/unit.

I AM requesting additional 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>

\*\*The ABRP program has already submitted a request in Kuali-build using HEERF funding for shop/Lab supplies for our students. For information on the request, it can be found in Kuali.

The request has the quote of the total cost included. We are awaiting approval. If approved, this will be a huge help for our program as cost for supplies and materials have drastically increased and our budget we received is at a very low amount.

CATEGORY	Category-Specific Information Needed
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<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 of Funds</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.