

2024 Annual Report of Program Data

Auto Body Repair and Painting



1. Program or Unit Mission

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.

2. Program Student Learning Outcomes or Unit/Service Outcomes

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.

The Program was not able to conduct any assessments during AY 2023-24. We have completed the previous assessment cycle and will be updating the assessment schedule and restarting assessments for the next cycle beginning this Fall 2024.

3. Analysis of the Program/Unit

<https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=HAW&t=CTE&p=2994>

In this report, we could not calculate the overall health call for the program accurately because of having very inconsistent data on the (State) New and replacement positions throughout A.Y. 2019 thru 2014. Also, in the 2024 ARPD demand indicators state there is insufficient data on the (County prorated) New and Replacement positions in all A.Y. 2019 throughout 2024. I am confident that the demand health is healthy due to positive feedback from industry employers of collision repair shops and paint and parts vendors. I am confident that there is an abundant amount of employment for all our current students if they decide to pursue the trade.

Full time majors dropped down from 94% to 86%, this is due to two students failing the course due to having too much absences in the course. However, one of the two students did enroll this fall of 2024 to complete the course that was failed. This student is on path to graduate in spring 2025.

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Our Efficiency indicators were positive. There was an increase in the scores, the average class size remained the same with 8 and the fill rate increased from 48.5% to 51.6%. We are excited to see the increase in this report.

Our Effectiveness indicators were also positive. We had a 94% for successful completion, persistence from fall to fall dropped down to 67% due to the two students not making the grade due to poor attendance. Unduplicated degrees/certificates awarded increased from 7 to 8.

ABRP program has no distance learning and for the Perkins indicators, the 1P1, 2P1, and 3P1 were all met. There is also a noticeable increase with non-traditional students in the program.

	Goal	Actual
1P1	35	80
2P1	35	93
3P1	12	24

4. Action Plan

- Full participation in all intermediate and high school career fairs and job expos
- Continued involvement in faculty professional development with technical training and teaching method training and delivery skills training.
- Waiakea High School CTE Advisory Board
- Collaboration of the Hawaii Community College Day and ABRP Auto Show
- Hire an APT for more faculty attention toward students for increased technical skills
- Add on new frame measuring and straightening equipment to the repair shop to upgrade

Participation in career fairs create lots of career fairs give us the chance to meet potential students and expose what our industry is all about at all the intermediate and high schools in our community. We plan to continue to attend and participate in all high school and intermediate school career fairs.

For our professional developments, we will continue to attend the ACTE and HSSI conferences and attend technical auto body training classes that will help our teaching methods and delivery of instruction and technical training to keep up with the changing industry trends.

Our senior ABRP faculty has been a member of the Waiakea High School CTE Advisory Board for numerous years. We will keep on board as it creates a pipe line for the high school students directly

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to our program. We are currently working on connecting more with the Keauu High School Autobody classes.

We plan to continue with our past efforts through Hawaii Community College Day and collaborate by holding an Auto Show on the same day. This would draw attention from the public to explore what all of our programs have to offer. Our ABRP Auto Show has definitely helped to increase our enrollment by exposing to the community what we teach and by showcasing all the beautiful craftsmanship offered in our trade.

Our curriculum and teaching techniques have been successful. We have currently upgraded to I-CAR's new (I-CAR Academy Curriculum) which was launched this summer. It is specifically geared to focus on entry level position employment. We will continue to use the I-CAR curriculum along with increased live jobs in the lab. Students working on multiple jobs at a time keep us busy with jumping from job to job to instruct and allow the students to feel what it's like out in the industry. When preparing demonstrations for groups we could use an extra body to assist in the set up and the cleaning while we handle the technical side of the presentation. There would be less down time and students would benefit by having more content in a shorter amount of time. Managing our inventory and updating the customers is also an important part of having the live jobs. With an extra body to assist with those tasks mentioned, we can spend more time with working with the students. We are now planning on requesting an APT position for ABRP.

We have just installed the Car O Liner frame straightening machine which is a state-of-the-art machine formerly installed and used by Hon CC ABRP but since the program no longer exists, we have asked and received the machine to be put to use in our program.

5. Resource Implications

Special Resource Requests not included in your operating "B" budget

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. *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 resources for my program/unit.

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

Total number of items being requested: _____ 1 (4 items max.)

✓ **Item Description:** Need an APT position for the ABRP program.

✓ **Justification:** Request for an APT for ABRP will help with maintenance on shop equipment and supply inventory and also setting up of the workstations with the students so the faculty can spend more in-depth training and instruction for students.

✓ **Alignment to Ka'ika'i Haumāna and Ka'ika'i Oihana.**

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✓ **Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY2023 - AY2029](#):**

Each resource request must align with one or more of our Strategic Plan Core Commitments:

Ka'ika'i Kuleana	Fulfill kuleana to Native Hawaiians and Hawai'i Island.
Ka'ika'i Haumāna	Develop successful students for a better future.
Ka'ika'i Oihana	Meet Hawai'i Island's workforce needs of today and tomorrow.
Ka'ika'i Noi'i	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
Ka'ika'i Kauhale	Build and Maintain the Wellbeing of the College Kauhale.

ALLOWED CATEGORIES	Category-Specific Information Needed			
Personnel Resource	Estimated Date Needed Jan 1, 2025	FTE; Position Type; Position Title APT	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position # no