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University of Hawaii Community Colleges

Annual Report of Program Data Analysis Preview

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College: Kauai Community College

Program: Auto Body Repair and Painting

The last comprehensive review for this program was on 2008, and can be viewed at:

<http://info.kauai.hawaii.edu/admin/gov/progreview/documents/08ABRPPProgramReview.doc>

Program Description

The Auto Body Repair and Painting program at Kaua'i CC provides open access, post-secondary education to qualified students. Students and technicians of the auto body repair and painting industry develop and use critical thinking to diagnosis and repair today's hi-tech vehicles.

ABRP faculty provide students a caring environment of intellectual stimulation that challenges them to be life-long learners. The many facets of the auto body repair and painting industry and the challenges associated with them leads to a personally fulfilling life.

Part I. Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: ABRP Program CIP: 47.0603

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	29	32	28	Unhealthy
2	*New & Replacement Positions (County Prorated)	1	2	2	
3	*Number of Majors	16	14	13	
3a	Number of Majors Native Hawaiian	6	6	6	
3b	Fall Full-Time	44%	47%	40%	
3c	Fall Part-Time	56%	53%	60%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	44%	42%	27%	
3f	Spring Part-Time	56%	58%	73%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	173	177	182	
5	SSH Non-Majors in Program Classes	75	109	23	
6	SSH in All Program Classes	248	286	205	
7	FTE Enrollment in Program Classes	8	10	7	

8	Total Number of Classes Taught	7	7	6
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Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	11.4	15	10.2	Cautionary
10	*Fill Rate	72%	93.7%	63.5%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	16	13.5	13	
13	Majors to Analytic FTE Faculty	19.6	19.2	17.6	
13a	Analytic FTE Faculty	0.8	0.7	0.7	
14	Overall Program Budget Allocation	\$147,944	\$94,680	\$118,756	
14a	General Funded Budget Allocation	\$135,981	\$91,080	\$109,236	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$11,963	\$3,600	\$9,520	
15	Cost per SSH	\$597	\$331	\$579	
16	Number of Low-Enrolled (<10) Classes	0	0	3	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	93%	90%	98%	Healthy
18	Withdrawals (Grade = W)	0	0	0	
19	*Persistence Fall to Spring	81.2%	80%	66.6%	
19a	Persistence Fall to Fall	46.6%	53.3%	26.6%	
20	*Unduplicated Degrees/Certificates Awarded	8	16	30	
20a	Degrees Awarded	1	0	3	
20b	Certificates of Achievement Awarded	1	0	29	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	16	28	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	100.00	Met	
30	2P1 Completion	47.00	40.00	Not Met	

31	3P1 Student Retention or Transfer	75.21	81.82	Met
32	4P1 Student Placement	68.92	50.00	Not Met
33	5P1 Nontraditional Participation	17.50	13.33	Not Met
34	5P2 Nontraditional Completion	16.00	22.22	Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	2	0	32
36	Number of Degrees and Certificates Native Hawaiian	0	0	14
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	10	10	8
39	Number of Transfers to UH 4-yr	0	0	0

*Data element used in health call calculation

Last Updated: October 7, 2015

Glossary | Health Call Scoring Rubric

Part II. Analysis of the Program

Demands Indicators:

The Demand for new and replacement position (County) remains at 2 and the amount of majors to jobs is at 15% which is Unhealthy. However, students will seek employment related to the ABRP program.

Kauai is a small and unique island and the SOC code for Autobody does not reflect on Autobody related type job which is the same for all of the Trades area.

Efficiency Indicators:

Efficiency call is Cautionary. The average class size went from 15 to 10.2 and the fill rate went from 93.7% to 63.5% as a result. As economy improved and at least 3 students dropped out of the program to seek employment which has been the case throughout the years.

Effectiveness Indicators:

Persistence Fall to Spring went from 80% to 66%. Unduplicated degrees/certificates awarded doubled from 16 to 30 and other certificates awarded are up. The call is Healthy for Effectiveness. The CA requirements change resulted in more students completing.

The overall program is Cautionary.

So what do we do?

- A. Continue talking to Advisory Committee and discuss what kind of training is needed for the changing technology of the vehicles.
- B. Increase Jump Start recruitment with high school. Plan to have student employee to work with counselors at the high schools. Also work with our campus counselors to keep connected with the students coming to the program. Also establishing relationships with the high schools.
- C. Curriculum Development. Plan to create new curriculum and use the suggestions of the Advisory Committee. Create a one year CA program to have yearly graduation rates. Continue with the AAS degree for the students pursuing that degree. Create evening classes for students wanting to take evening courses.

Part III. Action Plan

ABRP faculty worked with counselors to guide students to take gen-ed classes to work towards the AAS degree. Although the gen-ed courses were dropped for the CA students, they will be encouraged to pursue the AAS degree. The graduation class of Spring 2017 will show the results as to the changes made.

ABRP has the three high school Industrial Arts instructors along with industry's supervisors and owners. I keep rotating the industry people around. This group of people make up the ABRP Advisory committee. They help with curriculum matters to see if the curriculum is up to specs. With industry's recommendations they give the college input as to the direction of industry. The Advisory Committee meets twice a

year or as needed. This is an on-going process.

We need Re-evaluate women in trades. The enrollment for ABRP women in trades is always low. In the last five years, one or two would start and sometimes only one will finish. In the years 2011-2012, all of the Perkin's indicators were met. ABRP still needs to recruit more non-traditional students.

Action Plan(s)

Program Goal	Action Plan	Resources	Person Resp	Time-line	Indicator of Improvement	PLO Impacted	Status
Outreach	Re-evaluate off-cycle program for ABRP. Enroll students into Gen Ed courses and prepare for AAS degree.	ABRP/AMT faculty, Vice Chancellor for Academic Affairs, Student Services time.	Trades faculty, VCAA, Student Services and English and Math faculty.	Ongoing	Data will be collected to improve program curriculum and will be able to track success of remedial pathways and be able to track students towards the ABRP/AMT program. Data will be assessed. Increase number of certificates and degrees.	#1-5	The new curriculum will be offered twice before any new changes are developed and implemented after collecting information and data. On-going.
Workforce Development	Develop an Advisory Board to survey effectiveness of the program.	ABRP/AMT instructors, lecturers and Advisory Board meeting.	ABRP/AMT instructors, lecturers, Advisory Board.	Ongoing	Advisory Committee surveys the SLOs and equipment of the program and uses it as a tool to measure the effectiveness of the students' work in the program. Increase number of majors to more than 10.	#1-5	On-going.
Enrollment	Re-evaluate Women in Technology program.	ABRP faculty, lecturer, Student Services and workforce.	ABRP faculty, lecturer, Student Services, and Advisory Board.	Ongoing	Women completing certificates and degrees and preparing for high skills and high wage careers. Improve Perkins Indicators for Non trad students 5P1 and 5P2 to meet goal of 25%.	#1-5	A pool of students of different genders in ABRP/AMT/ETRO and other Trades programs. Need to recruit more women in Trades. Writing Perkins

Program Goal	Action Plan	Resources	Person Resp	Time-line	Indicator of Improvement	PLO Impacted	Status
							grants. On-going.
Faculty and Staff	Strengths and weaknesses of faculty and future staffing needs.	\$1,200/cr	ABRP FTE and counselor.	Spring 2016	<p>A. Lecturer can instruct a percentage of the FTE for ABRP and help with maintenance of the shop equipment for ABRP/AMT.</p> <p>B. FTE/lecturer will impact the number of students completing certificates and degrees in ABRP/AMT and number of students enrolling in the off-cycle and women in technology programs.</p> <p>C. Yearly intake like AMT.</p> <p>Increase number of majors to more than 10.</p> <p>Increase the number of degrees and certificates beyond 12.</p>	#1-5	We will have a pool of students and gender in various stages of preparation for both ABRP and AMT programs. On-going.
Lab Supplies	Welding gases for new welders (est. at \$500)	<p>4 oxygen bottle - \$400</p> <p>2 acetylene bottle - \$600</p> <p>3 argon bottle - \$900</p> <p>4 argon/CO2 - \$500</p>	ABRP faculty, Adv. Board members	Spring 2016	Increase welding skills. Also increase number of students completing SLOs.	#1-5	(Received \$2,000 F 2015) On-going (Gases prices are higher)

Program Goal	Action Plan	Resources	Person Resp	Time-line	Indicator of Improvement	PLO Impacted	Status
		Total: \$5,000					
Facilities Equipment	Safety and Health	ABRP Funds \$1,500 approx/year	ABRP faculty	Yearly	Monitor carbon monoxide levels for breathing apparatus.		On-going
Learning and Teaching	Equipment: Diagnostic equipment (Simulated board: lights, windows, solenoids). To upgrade curriculum for hands-on training.	\$4,500 (Won a gift cert. for \$1,000 to be used towards this purchase)	ABRP faculty and A-Tech vendor	Spring 2016	Students will have first hand electrical training on auto body repair electrical systems.	#1-5	Not awarded
Professional Development	NACAT training in Chicago	\$6,000 (auto body foundation account can be used for 1/2 of the cost)	ABRP faculty	Summer 2016	This is the only training that instructor's have an opportunity for intense training (20 hours).	#1-5	On-going
Professional Development	AMT/ABRP Trade Show SEMA (Specialty Equipment Manufacturers Association)	ABRP Foundation \$3,000	ABRP faculty	Fall 2016	Faculty will gain knowledge of the latest types of equipment, changes in technologies and techniques in the repair process in the AMT and ABRP trade.	#1-5	On-going
Enrollment	Hire student worker to attend high school visitation along with counselors to talk to students about the program and anything that could connect students coming to the program and establishing relationship with the high schools.	About \$10/hr and not more than \$20 hrs/wk	Program Instructor, counselor, VCAA	Spring 2016	More students entering the Trades program; increase the number of majors and graduates.	#1-5	
Facilities Equipment	Purchase and installation of 25 hp compressor to	\$25,000	AMT/ABRP instructors	Spring 2016	AMT and ABRP use a lot of pneumatic tools which use a	#1-5	

Program Goal	Action Plan	Resources	Person Resp	Time-line	Indicator of Improvement	PLO Impacted	Status
	replace 15-year old compressor in ABRP shop which is the main compressor to run both AMT and ABRP shops. Although AMT has a small backup, we still need to replace the old compressor.				lot of air to run them. The main compressor located outside of ABRP building is running during the day and nights and this has really taken its toll on the compressor.		

Part IV. Resource Implications

1. Lecturer: \$1,200/credit
2. Welding gases: \$5,000 (estimated)
3. Diagnostic Simulator Board: \$4,500
4. 25 HP compressor at \$25,000

Resource Implication Summary:

Resources for gases were cut down to \$2,000, but due to the rising costs of new welding gases the program still needs to ask for \$5,000.

Resources needed for student employee to help with counselors at high school visitation and talk to students. Increase Jump Start participation from high schools. Student employee can keep contact with high school students.

Students in AMT and ABRP will be able to experience the use of pneumatic tools and equipment when being assessed on hands-on skills in the lab.

RESOURCES NEEDED

OUTCOMES

Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
\$25,000	Yearly service about \$800	10-15 yrs	Students in AMT and ABRP will be able to experience the use of pneumatic tools and equipment when being assessed on hands-on skills in the lab.
Student worker hourly wage		Yearly	To help recruit students at the high school level.

Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1	<input checked="" type="checkbox"/> Yes	1. The ability to communicate effectively with customers, coworker and supervisors by using active listening, oral, and written skills. •Observe students in lab while working on projects. Checking for effective communication and written skills.
2	<input checked="" type="checkbox"/> Yes	2. The ability to identify an auto body repair problem, troubleshoot and/or solve the problem (including cost estimates) by applying logic, math or through research in the appropriate resource whether in print or electronic format. •Observe students in lab on how they reason with problems and how the student repairs the problem area. Check student estimates of repair order to see appropriate resources, profits and losses, and taxes.
3	<input checked="" type="checkbox"/> Yes	3. The ability to work independently and in teams to diagnose, service, prep, and repair vehicles. •Observe students in lab while working on a project individually or in a group.
4	<input checked="" type="checkbox"/> Yes	4. The ability to demonstrate professionalism through their initiative, efficiency, positive attitude, honesty, and ethics. •Observe students demonstrate the repair process professionally.
5	<input checked="" type="checkbox"/> Yes	5. The ability to work safely and responsibly following all safety and environmental guideline standards for an auto body shop. •Observe students in classroom and lab working safely; properly handling of hazardous materials; safely following environmental guidelines

A) Evidence of Industry Validation

Industry recognizes (I-Car) inter-industry conference on auto collision repair curriculum which we are using and it is based on the National Institute for Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF). Students are encouraged to take the exam but it's not mandatory.

B) Expected Level Achievement

The expected level of achievement is 70%.

C) Courses Assessed

All ABRP classes were assessed up to Spring 2015.

D) Assessment Strategy/Instrument

- Observe students in lab while working on projects. Checking for effective communication and written skills.
- Observe students in lab on how they reason with problems and how the student repairs the problem area. Check student estimates of repair order to see appropriate resources, profits and losses, and taxes.
- Observe students in lab while working on a project individually or in a group.
- Observe students demonstrate the repair process professionally.
- Observe students in classroom and lab working safely; properly handling of hazardous materials; safely following environmental guidelines.

E) Results of Program Assessment

PSLO 1a, 1b:

Students are doing well in the written communication and fair in oral communication. Local students are brought up talking Pidgin English.

PSLO 2b:

Use appropriate resources. Scores were fairly good (print or electronic format). Example: Powerpoint presentation where the answers are discussed. Students do poor in multiple choice type of tests where you read a paragraph then choose an answer. Due to poor reading habits, they fail these types of exams.

PSLO 3a/4:

We need to work more with counselors to direct students to enroll in proper English and Math courses and make sure that students enroll in these classes.

I find that students are interested in certain modules of the program, therefore they score low in these parts of the curriculum. They barely make the benchmark and in the lab. They experience having to redo the repair over and over. Revising the curriculum and grouping related parts of the repair process and create a Certificate of Achievement and have student graduate in a year.

We still need to revise the Math 100 series and English 100 to a related type Math and English for the Trades area.

F) Other Comments

We know more Math and Reading are needed but we should try to embed related instructions to the discipline.

We still find that students feel they want to take the Certificate of Achievement route. I think that we should create more CA's for the program and exit students in a year for quick training in certain areas of the program. As always, the trend has been when there are jobs out there, the students will go to work and when the economy is bad, they will come to school.

G) Next Steps

Next step is to collaborate with English and Math faculty and counselors to have Math and Reading courses be taught in the ABRP time frame, like team teaching (Culinary Arts). Most students take Math and English after ABRP classes and by the afternoon, students are bored and cannot comprehend the non-related instructions.

Continue to pursue Waialeale, Kipaipai, and Jump Start programs at the high schools, hire student worker, former student to work with counselors to help in recruiting students and also working with high school teachers and counselors.

Create new curriculum in the Certificate of Achievement and group certain modules of the program to have students graduate in one year.

Have PCC meetings with other instructors across the state to create these types of curriculums.

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