ANNUAL ASSESSMENT REPORT

WCC ETC Programs

Auto Body Repair & Refinishing

Fiscal Years 2008-2009

November 17, 2009
Program Review Health Indicator Summary

ETC Programs
Auto Body
Fiscal Year 2008 - 2009

Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
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Overall Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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<tbody>
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Overall Program Efficiency

<table>
<thead>
<tr>
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<th>Cautionary</th>
<th>Unhealthy</th>
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<tbody>
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Overall Program Outcome

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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Considerations for ETC Program Reviews

The Employment Training Center offers non-credit vocational training programs designed to ease the transition to the workforce and prepare individuals for academic and/or professional careers. These programs operate year-round and have frequent entry and exit dates (at least one per month). The durations of the programs range from 3 weeks to 17 weeks. The training programs are terminal by design.

In addition to our programs, ETC is able to create, modify, and design customized workshops and courses tailored to meet the needs of Hawaii’s employers and the dynamic changing labor market.

As such, ETC programs do not generate data in semesters, majors, SSHs, transfer rates, persistence or other indicators used in credit-based program review. ETC intakes may also bridge fiscal years, i.e., a training program with an intake in June (with a course completion in September) may bridge into the next fiscal year; consequently, enrollment data for these training programs will not be detailed in this report.

The indicators used in this program review report have been modified and re-labeled to reflect the nature of ETC training program.
Mission Statements

College mission statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Employment Training Center mission statement

The mission of Windward Community College, Employment Training Center, is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.
I. Executive Summary of Program Status
Review of the program rating

A. Overall Program Status

The overall program status of the Auto Body Repair and Finishing is healthy for fiscal year 2008-2009. Data reviewed healthy indicators for program demand, program efficiency, and program outcomes.

The department is continuing to develop an equitable working partnership with Honolulu Community College’s Auto Body Repair and Finishing program. In the fall of 2007, the program relocated to Windward Community College but had to relocate back to HCC in the summer of 2008. The program was unable to attain adequate facilities to promote and sustain a viable training program at the windward site.

Upon returning the HCC campus, new arrangements were needed to be negotiated and a long standing articulation agreement with both programs had ended. Both of the campuses administrations are currently working to develop new guidelines for articulation and facility usage.

B. Overall Program Demand

Upon reviewing the Industry Employment Projection for the State of Hawaii EMSI data, the auto body industry employment is projected to increase 17 new jobs in the City and County of Honolulu.

Two major public agencies (Department of Education and the Division of Vocational Rehabilitation) that provided approximately 95% of the student enrollment in ABRF have lost their funding for the 2009-2010 fiscal year. Due to the uncertain economic climate in the State of Hawaii, our enrollment may face possible drop if no other funding sources can be secured. We will continue to offer our current curriculum but to counter the projected short fall, the program is developing short-term training programs to meet the adult student learner.

C. Overall Program Efficiency

The ABRF program in fiscal year 2008-2009 averaged a seat capacity of 96%. The student completion rate has also done superbly with an average of 86%. The program continues to provide quality learning with less funding and budget cuts. In the 2007/08 fiscal year, the ABRF program conducted their classes at a rate of $12 per student contact hour. In the 2008/09 fiscal year, the program was able to conduct their classes at a reduced rate of $9 per student contact hour.
D. Overall Program Outcomes

The student and fiscal data indicate the program has met or exceeded the efficiency and effectiveness of program integrity. The program, however, was unable to address the department’s curriculum review to revise their SLO’s. The ABRF program continues to use the industry standard learning objectives provided by the National Automotive Technician Education Foundation (NATEF) and the Automotive Service Excellence (ASE)-Certification for Collision Repair and Refinishing Training Program. These competencies were aligned with the institution’s current SLO’s.

II. Program Description

A. Description and history of the program

The Auto Body Repair and Finishing program focuses on the fundamentals of body work, shop practices, and shop safety. Students are instructed in the safe and proper use of auto body repair tools, equipment, and materials. They are taught how to remove, repair, and replace fenders, panels, and other parts; straighten and strengthen metals; and perform gas and electric welding. Students reinforce their repair and refinishing skills by participating in “live projects” throughout the modules. The “live jobs” also bring in additional revenue to the program.

In 1989 the Auto Body Repair program was under the University of Hawaii Community College’s Employment Training Office (ETO). Then State Director Timothy Craig met with Dr. Peter Kissenger, Provost of Honolulu Community College. Both organizations agreed to have the ETO-Auto Body program relocated from Pier 35 to HCC. An articulation agreement was signed and both programs were to work together and develop an articulation for ETO’s students to move into the post-secondary credit ABRF program at HCC. Both programs would work in partnership to seek and secure NATEF certification with ETO sharing the bulk of the cost. The partnership worked well for over 15 years until 2007.

B. Program goals/occupations for which this program prepares students

ETC’s Auto Body Repair and Finishing program provides students with multiple strands in diverse occupational fields. A student could pursue diverse employment in such fields as:

- Customer service and sale in the auto industry
- Welder in various industrial fields
- Upholstery (auto or residential)
- Insurance adjuster
- Auto glass installation and repair
- Auto mechanics
- Auto body repair and painter
C. ETC Student Learning Outcomes (SLOs)

Students who successfully complete ETC programs will:

1) Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.
2) Provide and accept constructive criticism, conflicting points of view.
3) Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills
4) Transfer learning from one environment to another
5) Update vocational, technological skills.
6) Develop, practice, and evaluate problem-solving strategies
7) Develop, practice, and evaluate goal-setting strategies
8) Demonstrate cultural awareness; acknowledge and respect the uniqueness of others.
9) Demonstrate learning related to employability skills and attitudes
10) Demonstrate interpersonal skills necessary to work effectively in groups.

D. Program Student Learning Outcomes

The department continues to use the competencies listed in the ETC catalog. These competencies were identical to the ones used in prior years that reflect the current automotive industries; Repair and Refinishing Training Program, National Automotive Technician Education Foundation (NATEF). These objectives are based on the institution’s HP-1 (High Priority Task) and HP-G (High Priority Task in curriculum). Revised WCC-ETC ABRF Student Learning Outcomes (SLO’s) were to have been submitted to the curriculum committee last year for review and advising. ETC’s curriculum is presently being reestablished and has been recognized by Windward Community College’s faculty senate.

Utilizing ETC’s current SLO’s and those of WCC, student learning outcomes can be matched and evaluated using current program competencies. The table below will match ETC’s and WCC’s SLO’s in relationship to competencies being taught in the ABRF program. The corresponding WCC-SLO number next to each ETC SLO will indicate that the ABRF program met at least 80% of the student met these competencies.
Windward Community College’s Student Learning Outcomes:

- **WCC-SLO 1** Understand importance of ethical conduct and practice in daily lives
- **WCC-SLO 2** Communicate through speaking
- **WCC-SLO 3** Think critically and solve problems by finding, analyzing and evaluating information and engaging in informed debate
- **WCC-SLO 4** Use technology to access, maintain, and analyze data and information
- **WCC-SLO 5** Make choices for a healthy mind, body, and spirit
- **WCC-SLO 6** Pursue lifelong learning and share learning with others
- **WCC-SLO 7** Apply specialized skills for employment
- **WCC-SLO 8** Appreciate and/or express themselves artistically, creatively, and culturally
- **WCC-SLO 9** Contribute to the community through active participation and support
- **WCC-SLO 10** Develop life skills to fulfill their personal and professional potential

Employment Training Center’s Student Learning Outcomes: ABRF

- **ETC-SLO 1** Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits (WCC-SLO’s # 3,4,7, 10)
- **ETC-SLO 2** Provide and accept constructive criticism, conflicting points of view (WCC-SLO’s #1,2,3,5,6,8,10)
- **ETC-SLO 3** Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills (WCC-SLO’s # 1,2,3,4,7,10)
- **ETC-SLO 4** Transfer learning from one environment to another (WCC-SLO’s # 2,3,4,7,8,10)
- **ETC-SLO 5** Update vocational and technical skills (WCC-SLO’s # 1,2,3,4,7,9,10)
- **ETC-SLO 6** Develop, practice, and evaluate problem solving strategies (WCC-SLO’s # 2,3,4,7)
- **ETC-SLO 7** Develop, practice, and evaluate goal-setting strategies (WCC-SLO’s # 1,2,3,4,5,6,10)
- **ETC-SLO 8** Demonstrate cultural awareness; acknowledge and respect the uniqueness of others (None)
- **ETC-SLO 9** Demonstrate learning related to employability skills and attitude (WCC-SLO’s # 1,2,3,5,6,9,10)
- **ETC-SLO 10** Demonstrate interpersonal skills necessary to work effectively in groups (WCC-SLO’s # 2,3,6,9, 10)
E. Admission requirements

- Minimum 16 years of age
- Current Tuberculosis clearance within the last 12 months (DOH) requirement
- Record indicating student has been immunized with the mump, measles, and rubella shot (MMR). (DOH) requirement
- Respirator clearance (OSHA) requirement
- Authorization Form from the referring agency unless student is entering as a self-paying adult.

F. Credentials, licensures offered

Upon completing his/her training in the ABRF program he/she will receive a Student Record of Training and a Certificate of Professional Development in the Auto Body Repair and Finishing program.

G. Faculty and staff

Donald Frost       ABRF-Instructor
Dennis Pajela      ABRF-APT Staff (transferred in 01/09 to HCC)
Mary Segura        IA-Instructor
Tom Doi            ABRF-Counselor/Coordinator

H. Articulation agreements

The WCC/ETC Auto Body Repair and Finishing program had a long standing articulation agreement with the Honolulu Community College’s ABRF program for over 15 years. Upon returning back to the HCC campus, both administrations are presently working on a new articulation for both programs.

I. Community connections

The ABRF faculty is a member of the Auto Body Association of Hawaii. The ABRF faculty also has an established advisory board made up of members in the auto body industry. In 2007, WCC-ETC ABRF formed their own advisory board made up of industry and WCC faculty.
III. Quantitative Indicators for Program Review

A. Current and projected positions in the occupation and annual new positions in the State

Economic Modeling Specialist Incorporate (EMSI) makes year projections of the Labor Demand in various occupations. Currently the data indicates moderate growth in the auto body work profession with 17 new related jobs in the City and County of Honolulu and 22 new jobs overall in the State of Hawaii.

B. Program training hours

The ABRF catalog listed 6 individual modules this past year but had to make changes a mid-year because of the inability to use the painting facility at HCC. In the spring of 2009 Auto Finishing Modules I, II, and III were temporarily dropped and a second round of Auto Body Finishing I, II, and III had replaced it.

<table>
<thead>
<tr>
<th>Auto Body Repair I</th>
<th>Minor Dent Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Repair II</td>
<td>Rust Repair</td>
</tr>
<tr>
<td>Auto Body Repair III</td>
<td>Major Dent and Rust Repair</td>
</tr>
<tr>
<td>Auto Finishing I</td>
<td>Detailing and Paint Preparation</td>
</tr>
<tr>
<td>Auto Finishing II</td>
<td>Paint Prep and Partial Refinishing</td>
</tr>
<tr>
<td>Auto Finishing III</td>
<td>Complete Refinishing</td>
</tr>
</tbody>
</table>

Classes begin at 8:00 a.m. and ends at 3:30 p.m. Monday through Friday. Students in ABRF were also enrolled in Integrated Academics. Instructors provided on an average four hours per week of applied math and language.
C. Demand – Program Data

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>No. of Indiv.</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Number of applicants 2008-2009</td>
<td>33</td>
</tr>
<tr>
<td>B</td>
<td>Enrollment - head count 2008-2009</td>
<td>32</td>
</tr>
<tr>
<td>C</td>
<td>Student contact hours 2008-2009</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Number of classes</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Number of work-based learning placements 2008-2009</td>
<td></td>
</tr>
</tbody>
</table>

The majority of students enrolled in the Auto Body Repair & Finishing classes are referred from the Department of Education. These students have been identified as “at-risk” by their Comprehensive School Alienation Program (CSAP) high school counselor. The Division of Vocational Rehabilitation is the second major service provider that refers students to the ABRF program.

D. Demand

According to the Industry Employment Projection for the State of Hawaii EMSI data, the auto body repair industry projected the following growth. The industry trend demonstrates a steady growth in the auto body repair field. Factors that determine these growths are; population growth and expansion, more vehicles on the road, new technologies in the manufacturing and repair of automobiles, and inevitable increase in automobile accidents on the roads.

E. Efficiency – Program Data

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
<th>No. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Maximum enrollment 2008-2009</td>
</tr>
<tr>
<td>G</td>
<td>Average class size 2008-2009</td>
</tr>
<tr>
<td>Class fill rate</td>
<td>96%</td>
</tr>
<tr>
<td>FTE G-funded faculty</td>
<td>1.0-1.2</td>
</tr>
<tr>
<td>FTE all faculty &amp; instructional support</td>
<td>1.45</td>
</tr>
<tr>
<td>Budget allocation - General funds only 2008-2009</td>
<td>$95,917</td>
</tr>
<tr>
<td>Budget allocation - Special funds only 2008-2009</td>
<td>$16,950</td>
</tr>
<tr>
<td>Total Budget 2008-2009</td>
<td>$112,867</td>
</tr>
<tr>
<td>Cost per student contact hour 2008-2009</td>
<td>$9</td>
</tr>
<tr>
<td>Student contact hour to instruction FTE ratio 2008-2009</td>
<td>8823.000</td>
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</tbody>
</table>

### F. Effectiveness - Program Data

<table>
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<tr>
<th>EFFECTIVENESS</th>
<th>No. of Indiv.</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>O No. of enrolled students (B) scheduled to complete before reporting deadline 2008-2009</td>
<td>32</td>
<td>69</td>
</tr>
<tr>
<td>P No. of scheduled completers actually retained in the program 2008-2009</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>P/O Percent retained 2008-2009</td>
<td>84.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>R Number of scheduled completers receiving certificates 2008-2009</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>O/R Percent of scheduled completers receiving certificates 2008-2009</td>
<td>84.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>T Number of scheduled completers who successfully transitioned 2008-2009</td>
<td>23</td>
<td>59</td>
</tr>
<tr>
<td>O/T Percent of scheduled completers who successfully transitioned 2008-2009</td>
<td>84%</td>
<td></td>
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</tbody>
</table>
G. Effectiveness – Perkins Measures

Program Outcomes - Perkins

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
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<tbody>
<tr>
<td>Technical Skill Attainment (1P1)</td>
<td>84</td>
<td>90.00</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credential, Certificate, or Degree (2P1)</td>
<td>84</td>
<td>44.00</td>
<td>+</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Retention or Transfer (3P1)</td>
<td>10</td>
<td>55</td>
<td>_</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Placement (4P1)</td>
<td>9%</td>
<td>50.00</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
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<tr>
<td>Nontraditional Participation (5P1)</td>
<td>6</td>
<td>16.00</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
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<tr>
<td>Nontraditional Completion (5P2)</td>
<td>4</td>
<td>15.00</td>
<td>-</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
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</tbody>
</table>

H. Attainment of Student Learning Outcomes

Utilizing ETC's current SLO's and those of WCC, student learning outcomes can be matched and evaluated using current program competencies. The table below will match ETC's and WCC's SLO's in relationship to competencies being taught in the ABRF program. The corresponding WCC-SLO number next to each ETC SLO will indicate that the ABRF program met at least 80% of the student met these competencies.

Windward Community College’s Student Learning Outcomes:

- **WCC-SLO 1** Understand importance of ethical conduct and practice in daily lives
- **WCC-SLO 2** Communicate through speaking
- **WCC-SLO 3** Think critically and solve problems by finding, analyzing and evaluating information and engaging in informed debate
- **WCC-SLO 4** Use technology to access, maintain, and analyze data and information
- **WCC-SLO 5** Make choices for a healthy mind, body, and spirit
- **WCC-SLO 6** Pursue lifelong learning and share learning with others
- **WCC-SLO 7** Apply specialized skills for employment
- **WCC-SLO 8** Appreciate and/or express themselves artistically, creatively, and culturally
- **WCC-SLO 9** Contribute to the community through active participation and support
- **WCC-SLO 10** Develop life skills to fulfill their personal and professional potential

Employment Training Center’s Student Learning Outcomes: ABRF

- **ETC-SLO 1** Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits (WCC-SLO #3,4,7,10)
- **ETC-SLO 2** Provide and accept constructive criticism, conflicting points of view (WCC-SLO #1,2,3,5,6,8,10)
- **ETC-SLO 3** Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills (WCC-SLO #1,2,3,4,7,10)
- **ETC-SLO 4** Transfer learning from one environment to another (WCC-SLO #2,3,4,7,8,10)
- **ETC-SLO 5** Update vocational and technical skills (WCC-SLO #1,2,3,4,7,9,10)
- **ETC-SLO 6** Develop, practice, and evaluate problem solving strategies (WCC-SLO #2,3,4,7)
- **ETC-SLO 7** Develop, practice, and evaluate goal-setting strategies (WCC-SLO #1,2,3,4,5,6,10)
- **ETC-SLO 8** Demonstrate cultural awareness; acknowledge and respect the uniqueness of others (None)
- **ETC-SLO 9** Demonstrate learning related to employability skills and attitude (WCC-SLO #1,2,3,5,6,9,10)
- **ETC-SLO 10** Demonstrate interpersonal skills necessary to work effectively in groups (WCC-SLO #2,3,6,9,10)

Attainment of Program Student Learning Outcomes

Each Auto Body Repair and Refinishing student is evaluated at the end of each 7-week learning module. The Student Learning Outcomes (SLO’s) are general objectives that have been identified and matched in the auto body industries, National Automotive Technician Education Foundation (NATEF), and the Automotive Service Excellence (ASE)-Certification for Collision and Repair training curriculums. With their curriculum, the training program list high priority hands on tasks and tasks that can be used to evaluate student proficiency.

**IV. Graduate / Leavers**

**A. Tracking data – successful transitions**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed 2008-2009</td>
<td>2</td>
</tr>
<tr>
<td>Work-based learning / Internships 2008-2009</td>
<td>0</td>
</tr>
</tbody>
</table>
### Secondary School / GED program

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary School / GED program</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Higher Education</strong></td>
<td>2008-2009</td>
</tr>
<tr>
<td><strong>Military</strong></td>
<td>2008-2009</td>
</tr>
<tr>
<td><strong>Additional training</strong></td>
<td>2008-2009</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>2008-2009</td>
</tr>
</tbody>
</table>

### V. Curriculum Revision and Review

The curriculum continued to follow the NATEF/ASE standard ABRF learning objectives. In 2007 the department met with its advisory committee to review the current curriculum and to plan revisions with the idea of meeting the needs of the newer type of students ETC may enroll in the future. Planning took place for several weeks and the department had selected specific learning objectives to the revised curriculum proposal.

Because ETC curriculum committee never officially met, delays occurred in having the new proposals reviewed and discussed. The curriculum proposed changes have been tabled for now and will await the re-emergence of the ETC curriculum committee being developed presently.

### VI. Analysis of the Program

A. **Alignment with the mission statement**

The Auto Body Repair and Finishing program continues to meet the mission statement of both the Employment Training Center and Windward Community College. The program continues to provide short-term, career focused education and training for individuals. The program does not just train students in the automotive repair fields but provides the opportunity to look at the diverse fields of commercial trades throughout the county, state, and the nation that can be offered at the post-secondary level.

B. **Analysis of Demand Data**

**Strengths:** The data provided by Economic Modeling Specialist Incorporated (EMSI) and the Academic Planning, Assessment, and Policy Analysis (APAPA) office indicate that there is a continuous slow to moderate growth in the automotive repair industry. We expect the trend to change due to the current state and national economic conditions. The advisory committee has speculated that more car owners will begin to fix their current automobile rather than to invest large sums of money to purchase newer vehicles. The advisory board also indicated that the increase of vehicles in the State of
Hawaii is creating more repair work due to the higher volume of traffic accidents occurring on our roads.

Both the Department of Education (DOE) and the Division of Vocational Rehabilitation have continued to refer a steady flow of students to the program. Female students have priority preference into enrollment so that the program can provide training in this identified non-traditional vocational field.

Weaknesses: Due to the relocation of the ETC-ABRF program from HCC to WCC and back in 2007-2008 the program was unable to acquire adequate training facilities at WCC. Upon returning to HCC’s facilities, all past agreements had ended and these terms are continuing to be re-negotiated by both administrations. Another factor that has contributed to an identified weakness is the loss of our APT for the ABRF program. The individual had transferred to HCC during mid-year and we are unable to provide adequate shop coverage in the areas of safety and training. In the future, the Division of Vocational Rehabilitation has mandated that their referrals will be based on an order of selection basis which identifies individuals with multiple disabilities as having priority in attending vocational training. This decision makes it a critical factor in hiring a staff member to the department.

C. Analysis of Efficiency Data

Strengths: Student enrollment continues to meet the seating capacity with an average of 96% this year. Successful student completion in this last year has been at 86%. The program continues to provide quality learning with less funding and budget reductions. In the 2007/08 fiscal year, the ABRF program conducted their classes at a rate of $12 per student contact hour. In the 2008/09 fiscal year the rate was reduced to $9 per student contact hour. In all 84% of our student completers has successfully transitioned back in secondary or post-secondary options.

Weaknesses: With the loss of the program’s APT position, the instructor is stretched to provide appropriate one to one training to students with disabilities that are referred by the Division of Vocational Rehabilitation (DVR). Concerns of shop safety and coverage may become an issue in the future. Once negotiations of both administrations can re-establish true partnerships with both WCC and ETC articulation can start.

D. Analysis of Effectiveness Data

Strengths: As mentioned earlier the effectiveness of the program produced an average of 86% successful student completion with certificate. The annual data indicates an average of 84% of student completers successfully transitioning into their respective high school, post-secondary education, or employment. Success to the program is based on several factors.
- Modules are short-term hands on learning
- Students begin and end on projects that are supported by lecture on theory, and “live jobs”.
- Continuous counseling support to ensure student success
- Teaching students “real world” business atmosphere

Weaknesses: With the continuing economic downturn, funding from external agencies may hamper recruitment growth for the program. The loss of a staff member due to transfer reduces teaching safety and effectiveness. Alternative facilities will need to be reviewed as optional training sites so that a wider range of short-term classes can be conducted.

E. Evidence of student learning

The ABRF program utilizes the competencies listed in the ETC catalog as their measurable SLO’s. Student Learning Outcomes are measured at the instructional level where a student must attain an 80% passing score in his/her objectives listed in the learning modules. Assessment is based on written quizzes, exams, demonstration of tasks, oral and physical participation in each module. This report also lists data of student successfully completing learning modules and attaining certificates of completion. See pages 10-11 for data on students meeting 80% or better in addressing both WCC and ETC Student Learning Outcomes.

F. Resource sufficiency

Upon returning to the facilities in 2008 we had loss our APT to Honolulu Community College. The staff consisted of one full-time instructor, a counselor/coordinator, and an integrated academics instructor that had provided math and communication classes for 4 hours a week during the later part of the 2008-2009 year. Teaching facilities consisted of a classroom/office for the instructor with the majority of extra space being used for tool storage. HCC had allowed the program to use a corner of their shop to store large equipment and three bays for mock ups and “live jobs”. They had also allowed the program to use the eaves of the building to conduct auto detailing and auto body work. Despite these limitations, the class was able to successfully conduct classes.

G. Recommendations for improving outcomes

Since there has been no Memorandum of Agreement in the last two years we had been unable part of the curriculum that included painting. Planning was conducted with the administration to make corrections to the program which would provide the initial phases of auto detailing, minor dent and rust repair, and major rust and dent repair. These modules would be repeated during the second semester. These
learning modules are critical for entry level positions in this field of employment. The department determined that these seven recommendations to improve program outcomes be considered and investigated for next year;

1. Explore alternative facilities that may able to accommodate the ABRF program and other short-term classes that could be created

2. Create partnerships with the industry to have students do actual hands-on activities with certified shops via internships or used as a final evaluation step for student completion in a learning module

3. Explore the possibilities of diversifying training to create short-term modules in a myriad of training (i.e. auto detailing as an entrepreneurship, welding in preparation for the Pearl Harbor Naval Shipyard apprenticeship program and non-traditional vocational training for women

4. Explore possible partnership/mentoring with state and county agencies to work on their vehicles in lieu of space, equipment usage, supplies, or funding

5. Submit revised curriculum with update Student Learning Outcomes to address the need to training moderate/severe adults with disabilities

6. Request to hire a replacement ABRF-APT staff member to assist program’s educational and operational outcomes

7. Develop short-term auto body repair classes with the emphasis on entrepreneurship for individuals that can perform auto detailing, minor rust, and dent repair with the concept of a small business platform.

VII. Action Plan

How it relates to the Strategic Plan

4.1 Contribute to the development of a high-skilled, high-wage workforce through the establishment one new specific, career-focused degree, certificate or career pathway per year that leads to employment in emerging fields (innovative, knowledge-intensive – DBEDT fields, including life sciences, health and wellness, information technology, film and digital media, alternative energy, ocean and marine science, earth and space sciences, astronomy, diversified agriculture, and dual-use (military/civilian) technology.

5.6 Equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other
professional work and scholarly activities. Develop and institute lifecycle replacement schedules to sustain an up-to-date technology infrastructure.

The ABRF will address its concerns with other ETC departments to utilize existing structures at Honolulu Community College site so all ETC students can utilize the facilities. Sharing of computer labs, classroom space, office and conference space will be reviewed with all stakeholders in order to utilize all possible resources.

The continuing need to update the skills of the ABRF division is essential. Our faculty must continue be given the opportunities to attend workshops, certifications, and visitations to auto related programs that will upgrade their instructional skills and curriculum. This would also include the integrated academics of this curriculum. Integrated academics provide a strong foundation for student success when they are able to listen, comprehend, and extrapolate information and data to solve complex problems whether in industry or post-secondary education.

The recruitment and hiring of an APT with ABRF back ground is strongly recommended to provide a safe training environment in the shop. ETC’s mission in the providing vocational training for students with diverse needs must be met.

VIII. Budget Implications

How it relates to the Strategic Plan

If the current issues can be resolved with HCC’s ABRF program we will be able to conduct our past curriculum with minimum disruptions or financial costs. If the economy continues in a downward trend, the short-term welding and auto detailing entrepreneurship classes can be initiated within in a short time frame. The department acknowledges that this may be the best option at this time as the lost of funding from the Department of Education and the Division of Vocational Rehabilitation may affect future enrollments.

With the two new initiatives the department will able to meet the needs of the increasing adult unemployed or underprepared populations. The financial cost to start would be approximately $7000 for welding equipment and supplies. The welding supplies are also needed to upgrade the department’s current aging welding inventory. Presently the program has only one oxy/acetylene welder, one spot welder, one plasma cutter. To instruct the class on welding, students have to wait and take turns in using the equipment.

The cost for the auto detailing entrepreneurship class would be minimal as the program already has the necessary tools and supplies. The cost items would be possibly hiring a part-time instructor or a faculty member who can teach small business and web page development. This cost still needs to be determined.

If the new initiatives not come to fruition, the ABRF program will need to continue pursuing the addition of an ABRF-APT staff member. This position will be needed to
assist the instructor in providing assistance in teaching while covering safety concerns at the HCC facilities. The cost to hire an entry level APT in Ban A is $33,936.00 per year.

If the decision is to relocate to another facility, an assessment will need to be conducted on what it will cost to upgrade the facilities that meet EPA/OSHA safety regulations. Funding will be required which will then become another factor.

*Planning and Budget Council Summary Sheets (hard copy attached to report)
Signature Page

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