**ANNUAL DEGREE PROGRAM ASSESSMENT, PLANNING AND BUDGET REPORT**

2013-2014

UHMC ABRP Program

Program Description:

The UHMC Auto Body Repair and Painting Program (ABRP Program) has always aligned itself with the concepts of a learning-centered institution and also integrates the concept of a lifelong learner into its program curriculum. The ABRP Program is in agreement with the open admissions policy of the University of Hawaii Maui College campus, allowing students to enter in to the program in either semester.  The ABRP Program allows students to have the opportunity to enter into either of the two distinctive areas of the trade, but they are still required to receive instruction and hands-on training in all areas of instruction of the ABRP Program to receive an AAS degree. This insures all students are able to gain the different types of knowledge and skills as required by either the auto collision repair or auto refinish repair areas of the trade.

By offering ABRP Program in a self-paced module format three areas of student demand are fulfilled.  This module system also provides different avenues for individuals, they can enroll either as full-time or part-time students to receive instruction in the ABRP Program, with the ultimate goal of receiving either their Associate in Applied Science Degree (AAS) or a Certificate of Achievement Degree (CA).

First, the self-paced module format allows for the needs of students striving to obtain gainful employment in the trade to be met.  Students can actively pursue a degree or a certificate both as fulltime or part-time students.  Upon completion all students exiting the program with an AAS Degree or a CA Degree should be able to satisfactorily perform their expected and required tasks at entry level or higher in the Auto Body and Refinishing trade.

Second, for those students seeking to improve their skills in specific areas of the trade are satisfied. This program provides for individuals who are currently employed in the Automotive Collision and Corrosion Repair or Automotive Refinishing industry a way to attend UHMC as part-time students.  The ABRP Program is able to present these students with in-service training as Auto Collision Technicians, Auto Corrosion Technicians, and Auto Refinishing Technicians, because of the self-paced modules.  This in-service training allows the technician to use the UHMC ABRP Program in several ways.   First, this program can be utilized as a refresher course, thus allowing the technician to be able to perform their daily work assignments more efficiently.  Second, technicians can enroll in the Auto Body Repair and Painting Program for advancement in their specialized area of the trade.  Another, to cross train into another field of the auto collision or refinish industry, such as a collision repair technician enrolling to learn about being able to do or understand complete refinishing or touch up refinishing procedures.

Finally, there are students that enroll for self- knowledge, to have their personal needs and interests fulfilled.

Instruction in the ABRP Program for all three types of students can be accomplished at the same time.  All students receive the same instruction and must meet the criteria for advancement in the program to the same standards required of the students enrolled in the program for future employment into the trade.  The ABRP Program continues to strive to provide instruction in the most current repair and refinish technology to all students.

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator (II):
	1. Demand Indicator:

Historically, the number of available positions listed for the County of Maui by the Hawaii State Department of Labor, which also includes the island Molokai and Lanai, has always appeared low in the demand indicator section. I believe that count reflects only to journeyman positions in trade for auto collision and refinish technicians and not for entry level positions. The auto collision repair and refinishing facilities here in the island of Maui is always contacting the ABRP Program seeking to employ our students as apprentice collision/corrosion repair and refinish technicians, as well as related vocations seeking to employ our students with entry level knowledge in the auto body and refinish trade.

* 1. Effectiveness Indicator:

In addition and as noted in the previous comments, many of our students receive employment not in an auto body and refinish shop, but at related businesses, such as a glass repair facility, new auto parts stores and outlets, recycled auto parts facilities, or an automotive paint supply store. The UHMC ABRP Program has always been able to fulfill the requests of not only the auto collision and refinish industry, but also other related businesses in Maui County.

* 1. Efficiency Indicator:

As the ABRP Program has been able to maintain its enrollments, program majors enrolled in the APRP Program has been not a strong point for this program. By offering the curriculum in a self-paced module format, the program is able to fulfill the specific needs of each individual student. Because instruction on auto collision, corrosion and refinishing is provided in the self-paced format; many students enroll as part-time students for several reasons and it is these students that often choose to not declare themselves as majors in the ABRP Program.

1. Industry Validation (check all that apply)(IV-A):

Currently, there is no official industry validation of the UHMC ABRP Program. Also the UHMC ABRP Advisory Committee had not officially met and the ABRP Program Coordinating Council has not met since 2007.  Even though the committee has not met as a group, I always maintain an ongoing informal discussion with both the ABRP Advisory Committee members and other individuals from industry when problems or concerns arise concerning the UHMC ABRP Program.  I look to the Advisory Committee members as the backbone of the ABRP Program.

Advisory Committee Meeting(s) \_0\_, How many? \_0\_ Did Advisory Committee discuss CASLO/PLO?

Yes\_\_ No \_X\_

Coop Ed Placements \_0\_ Fund raising activities/events \_0\_ Service Learning \_0\_

Provide program services that support campus and/or community \_YES\_ Outreach to public schools \_NO\_

Partner with other colleges, states and/or countries \_NO\_ Partner with businesses and organizations \_YES\_

Other Inter Industry Conference on Collision Repair (IICAR)

1. List PLOs (attach Program Map)(IV):

1. Explain and describe both personal and public health and safety issues as it pertains to the products used in the auto collision repair and auto refinishing industry. Describe in general the effect of these products have on themselves, co-workers and the environment. Demonstrate proper personal and public safety precautions to be utilized when using these products. Will be able to identify hazardous products and describe the proper methods of disposal for different types of hazardous waste.

2. Describe and demonstrate proper and safe usage as pertaining to the hand and power tools and equipment needed to complete the required tasks for auto body sheet metal repair for the return both exterior and interior sheet metal of a vehicle to a like new condition.

3. Employ required math and reading skills to be able to complete vehicle repairs as described from a work order and also written specifications when using vehicle service information or a vehicle dimensioning manual, obtained either as a hard copy or on line. Be able to communicate both written and verbally with fellow employees and other shop personnel.

4. Demonstrate the proper MIG and resistance spot welding skills required to achieve a weld that is equal to factory specifications for a given type of repair, in a safe manner. Be able to identify and correct MIG and resistance spot welds that are not compliant with factory recommendations for acceptable repairs.

5. Display the appropriate refinishing skills required to achieve a vehicle topcoat (finish) that is equal to factory refinishing specifications. Describe the health and safety issues surrounding the use and disposal of refinishing and related materials. Be able to identify and correct paint imperfections in the topcoat to meet factory recommendations for an acceptable finish. Also, describe and demonstrate proper and safe usage as pertaining to the hand and power tools and refinishing tools and equipment employed when refinishing a vehicle, both touch-up repair and complete vehicle refinishing.

6. Present to the prospective employer the required skills for entry-level employability in the auto body repair and refinishing trade, along with proper work attitude and ethics. Student will also exhibit responsibility and professionalism required when seeking employment in the auto body repair and refinishing trade.

**Map of Program Learning Outcomes by Course**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | PL0 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
| ABRP 20E | 3 | 3 | 3 | N/A | N/A | N/A |
| ABRP 20F | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 20G | 3 | 3 | 3 | 2 | N/A | 2 |
| ABRP 20H | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 20I | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 22E | 3 | N/A | 1 | N/A | 3 | 2 |
| ABRP 22F | 3 | N/A | 1 | N/A | 3 | 2 |
| ABRP 22G | 3 | N/A | 1 | N/A | 3 | 2 |
| ABRP 22H | 3 | N/A | 1 | N/A | 3 | 2 |
| ABRP 22I | 3 | N/A | 1 | N/A | 3 | 2 |
| ABRP 40E | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 40F | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 40G | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 40H | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 40I | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 41E | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 41F | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 41G | 3 | 3 | 3 | 3 | N/A | 2 |
| ABRP 41H | 3 | 3 | 3 | 3 | 3 | 3 |
| ABRP 41I | 3 | 3 | 3 | 3 | 3 | 3 |
| ABRP 44E | 3 | 3 | 3 | 3 | N/A | 3 |
| ABRP 44F | 3 | 3 | 3 | 3 | N/A | 3 |
| ABRP 44G | 3 | N/A | 1 | N/A | 3 | 3 |
| ABRP 44H | 3 | N/A | 1 | N/A | 3 | 3 |
| ABRP 44I | 3 | 3 | 3 | 3 | 3 | 3 |

1. Student “should” be able to discuss and demonstrate a basic understanding of subject matter.

2. Student “can” demonstrate acceptable performance and understanding of subject matter.

3. Student “will” demonstrate acceptable performance and understanding of subject matter.

1. Instrument used for assessment (check all that apply) (IV-B):

Work Sample \_X\_ Portfolio\_\_ Project \_X\_ Exam \_X\_ Writing Sample \_\_

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All students are required to complete a capstone class prior to proceeding into the next major segment of the ABRP Program. They expected to complete all text/workbook assignments and a “live-project” in the laboratory to meet minimal or entry level industry standards. One example is a student in the basic auto body repair must complete a project employing the skills and knowledge they acquired their previous basic auto body modules, such as corrosion repair. Another example is the student is required refinish a complete vehicle to industry standards and more importantly, a vehicles owner satisfaction.

1. Which course or courses did you use to assess PLOs and CASLO (IV-C)?

During the spring 2014, I began to review the ABRP 22E module as this module could also be used as an entry into the ABRP Program. I reviewed the ABRP Program PLO outcomes to insure they are incorporated into the students learning experience. Additional revisions to the ARBP 22E module are to include latest IICAR training information and prepare the laboratory refinishing portion of the ABRP Program to include the instruction and use of water-borne refinishing materials in the curriculum to prepare the students for entry into the vocation as an apprentice refinishing technician.

1. List strengths and weaknesses found from PLO assessment analysis (IV-E):

A deficiency in the ABRP 20F module concerning the laboratory exercises was brought to my attention by a member of the ABRP Advisory Committee. By employing the ABRP Program PLO for during the assessment of the ABRP20F module, I started the process of revising the ABRP 20F (welding) module during the fall 2012 and completed the revision during the spring 2013 semester and a major change was incorporated into the laboratory exercises of the students during the fall 2013. Another revision to the ABRP 20F module was a modification in presentation of instructions and information to insure that the module is presented in a “user friendly” format for the students enrolled.

1. List CASLO assessment findings highlights (attach CASLO report) (IV-E):

I have to admit I do not have anything current to insert here, so I have attached a sample of my early CASLO compilations for Standard 2, modified to fit the latest rubric that was presented. I was working on the program PLO and CASLO, finish grading my student’s assignments and tests, and trying to insure all the student laboratory projects were completed and I must have accidentally deleted both current work files when I closed down computer. I had saved the work I had done to the flash drive, but when I returned to the office after helping a student in the laboratory, the monitor and everything on my desk, including my flash drive was packed away by O&M when I was “evicted” from my office and laboratory. I was able to retrieve my desk top, but couldn’t find the flash drive.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard 2 - Quantitative Reasoning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **20 E** | **20F** | **20G** | **20H** | **20I** | **22E** | **22F** | **22G** | **22H** | **22I** | **40E** | **40F** | **40G** | **40H** | **40I** | **41E** | **41F** | **41G** | **41H** | **41I** |
| **Outcome 2.1** Calculate accurately and effectively | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| **Outcome 2.2** – Represent mathematical information in equations, graphs, diagrams, tables and/or words | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| **Outcome 2.3** – Interpret mathematical information presented in equations, graphs, diagrams, tables, and/or words | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| **Outcome 2.4** – Analyze quantitative data to draw reasoned conclusions | ? | ? | ? | ? | ? | ? | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | ? | 1 | 1 | 1 | 3 | 3 |
| **Outcome 2.5** – Support an argument or methodology with quantitative evidence | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. Action Plan (III) and Next Steps (IV-G):
	1. PLO

Continue improving the ABRP Program PLO standards, which in turn improves the modules. Also, to include IICAR curriculum materials, classroom props and training aids.   Especially for the 20E and 22E modules, which are the most critical as either of these two modules are the first classes new students enroll in.

* 1. CASLO

Along with the above comments, insure the modules address CASLO concerns during the revision and evolution of the ABRP Program modules.

* 1. Program improvement

Continue to explore obtain funding for an additional faculty member or a full-time lecturer. As stated in previous documents, one instructor to provide instruction and supervision in the laboratory, while the another instructor is in the classroom working with students, or one instructor for the first year students and one for the second year students. Either option is workable to enhance student retention and improve completion/graduation rates. Especially if the enrollments continue as they have been for the past several years.

Also, as noted in previous program reviews, there is anticipation in the refinishing trade here in the State of Hawaii of new EPA mandates for automotive refinishing. Because of anticipation of enforcement of these new Volatile Organic Compound (VOC) limits, the refinishing industry is moving to water based refinishing products. For the ABRP Program, this requires the refinishing equipment employed in the application of refinishing materials to be upgraded and replaced within the next three or four years.

Another idea for program enhancement that has been talked about with members of the ABRP Advisory Committee members is to incorporate more computer skills related assignments. Employing IICAR computer instruction for auto body repair and refinishing. Another major project for the ABRP Program is having the capabilities to allow students to be able to take their test and quizzes on line, using campus resources available with Laulima.

1. Chart of resource needs (IV)

|  |  |  |
| --- | --- | --- |
| Budget request | Amount | Justification for how this will improves learning |
| Second Instructor | $50,000 to $70,000 | Better student/instructor ratio |
| Upgrade refinishing equipment | $6,000 to $8,000 | Students will able to better apply water-borne materials. |
|  |  |  |

\* Roman numerals indicate related category for system input