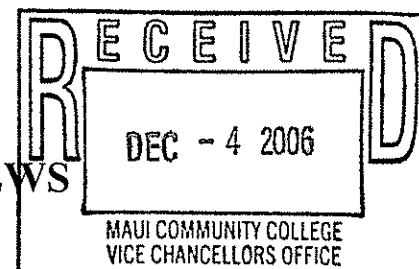


MAUI COMMUNITY COLLEGE SELF-STUDY GUIDE FOR ANNUAL ASSESSMENTS AND COMPREHENSIVE PROGRAM REVIEWS



I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

B. Mission and Vision of the Program

1. Program vision for the next five years
2. Contribution of the program to the Mission of MCC
3. Goals of the program (See Appendix A)
4. Student Learning Outcomes (SLOs) of the program (See Appendix B)

The Maui Community College Auto Body Repair and Painting Program (ABRP Program) has and will continue to align itself with learning-centered concepts and the idea that we are all lifelong learners. The ABRP Program also concurs with open admissions policy of the MCC campus, by allowing students to enter in to the program in either semester and in two distinctive areas of the trade. The vision of the ABRP Program is to achieve NATEF/ASE certification within the next five years.

The mission of the ABRP Program is to provide instruction in the most current repair and refinish technology for all students. There are two avenues available for students to receive this instruction the ABRP Program and ultimately receive their Associate in Applied Science Degree (AAS) or Certificate of Achievement Degree (CA).

First, students can actively pursue a degree or a certificate as fulltime 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 is, this program also provides for individuals who are currently employed in the Automotive Collision and Corrosion Repair and Refinishing industry a way to attend MCC 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 MCC ABRP Program in several ways. One, this program can be utilized as a refresher course, allowing the technician to be able to perform their daily work assignments more efficiently. Next, technicians can enroll in the Auto Body Repair and Painting Program for advancement in their specialized area of the trade. Another is to cross train into another field of the industry, such as a collision technician return to learn about complete or touch up refinishing procedures.

Am...

C. Relation to MCC Strategic Plan

During the process of reviewing the MCC Strategic Plan for this report, it is obvious that many of the aspects of how the ABRP Program is structured and materials presented to the students is aligned with the Strategic Plan. An example is: Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities.

The ABRP Program has always worked towards maintaining an environment similar to actual working conditions that a student would encounter upon exiting the ABRP Program. And also to accommodate students with different levels of skills and knowledge, allowing those with more advanced skills the challenge of completing laboratory tasks that are more demanding, while those with skills not so advanced are challenged with tasks that will train them to achieve and attain those advanced skills.

As a vocational instructor, we serve on many occasions as coach, mentor, tutor, and role models to vocational students.

D. Program Faculty (full and part-time)

1. Faculty by rank
2. Faculty by length of service
3. Faculty qualifications or credentials
4. Faculty areas of expertise
5. Faculty turnover during the past seven years
6. Faculty appointments and attrition
7. Faculty's currency in the field of study

The ABRP Program has one fulltime Instructor/Program coordinator who is a Range 3 Assistant Professor with a date of initial hire of January 16, 1987. This faculty member was then hired on a fulltime tenure track on August 1 1989.

Faculty member is a graduate of the MCC ABRP Program, ICAR trained and also worked (4 years) in trades and operated his own business (12 years) in the Auto Body trade. Because the ABRP Program is taught in a self-paced format, the area of expertise required of the instructor encompasses the entire auto body trade.

There has been no turnover of faculty in the ABRP Program for the past seven years. And only one lecturer hired while the faculty member was serving as Vocational-Technical Division Chair.

Faculty member has maintained currency in the ABRP Trade through ICAR training due to the anticipated NATEF Certification of the ABRP Program in the future.

- E. Ways in which program interacts with:
1. Community groups
 2. Professional associations
 3. PCCs
 4. National accreditation bodies
 5. Other key organizations

The ABRP Program has always been involved with community based organizations for the benefit both the ABRP Program and Maui Community College through fund raising and other activities. An example for the campus is the Annual Provost's Golf Tournament. Another community based alliance was with the Maui County Police Department's DARE Program. The ABRP Program refinished several vehicles for the Police Department with custom paints and designs. These vehicles are still in use.

A very important professional alliance for the ABRP Program is with the Inter-Industry Conference on Auto Collision Repair (IICAR) and it's Certification Program for auto collision and refinish technicians. Since the Spring Semester of 1987, the ABRP Program has co-hosted IICAR training seminars for both MCC students and collision and refinish technicians currently employed in the auto body trade on an annual basis.

The MCC ABRP Program has been continually involved with the University of Hawaii Community College System Program Coordinator Council since 1987 and the faculty member, here at MCC, was Chair of the PCC for 5 years.

For the future the ABRP Program is still anticipating into to being granted Certification by the NATEF/ASE.

II. CURRICULUM AND STUDENTS

- A. General Education Standards (COWIQs), program goals, and student learning outcomes (See Appendices C, A, B)

Students enrolled in the ABRP Program employ each of the five standards individually and collectively throughout the entire program and because the ABRP Program is self-paced modularized these five standards are an important part of the learning outcome for students enrolled. Critical thinking, oral communication, written communication, information technology, and quantitative reasoning are continually monitored through each module as a guide to the student's progress by the ABRP. Oral communication and written communication is not assessed as heavily the ABRP Program.

An example is a student is working on the frame machine to straighten a damaged frame rail. This student will be using primarily his/her critical thinking and quantitative reasoning skills. At the secondary level the student will have to use a combination of oral communication, written communication, and information technology skills.

Another example is a student is refinishing a vehicle would only use their critical thinking and quantitative reasoning skills.

The basic program goal is to have students be able to gain higher than entry-level positions in the trades upon completion of this program. When the student has mastered the student learning outcomes, it then allows the student to either enter the trades at higher than entry-level or be able to earn advancement faster.

gms

B. COWIQ and program goals curricular grids (See Appendix D)

A curricular grid for the ABRP Program was actually developed twelve years ago to map out the curriculum content for the self-paced modules employed in the ABRP Program here at MCC. Since the program was developing a self-paced format, it required an intense look at student learning outcomes and the processes needed to achieve the desired results from students exiting the program.

Standards used to develop the grid were from competencies as set by the ABRP Program Coordinating Council, ICAR training guidelines and NATEF certification guidelines. Also of importance was the input by members of the ABRP Advisory Council during the development of that grid. The basic hands on skills that are required of students have remained the same through the years. But the advanced repair skills needed by students to succeed in the trades upon exiting this program are always changing and evolving with repair and refinishing techniques that at times require all of the five COWIQ standards.

C. Student Achievement (See Appendices E and F)

1. PHIs
2. Perkins
3. Other student achievement measures

The ABRP Program's progress, using data from PHI's have always shown a problem with the retention of students for the second year courses and a low number of graduates. By having the ABRP Program offered in a self-paced modularized format allows the students more of an opportunity to enroll in to the ABRP Program and also allows for in-service training capabilities to offer courses for part-time students working in the trades.

Consequently many of the students in the program are already working in the trade and need only a few courses for advancement or promotion and do not care to graduate and receive a diploma.

With the information received from the programs PHI, changes are continually being made to improve the curriculum content and program procedures to encourage students to continue in the program and work towards achieving a degree.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

1. Recommendations followed
2. Recommendations not followed
3. Reasons for not following recommendations
4. Implementation timeline for changes

The issue of retention and graduation rates are addressed by curriculum content and program procedure changes which has been positive as we now have more students returning and working towards earning a degree for the 2005-2006 academic year. Because, not all of the ABRP students are attending full-time, result of efforts will not be available for several years.

Another concern is many businesses need only a warm body to do general labor work and will hire unskilled individuals. Then later when these individuals decide to stay in the

trade, they attend MCC and only take the courses that they need to advance, with no desire to obtain a degree. These are the students that I try to persuade to stay and continue on to achieve a degree.

- E. Changes made in accord with the recommendations of the previous program review for Perkins measures
 - 1. Recommendations followed
 - 2. Recommendations not followed
 - 3. Reasons for not following recommendations
 - 4. Implementation timeline for changes

Same as item D.

- F. Measurable Benchmarks
 - 1. Value added
 - 2. Achievement
 - a. Internal criteria
 - b. External criteria
 - 3. Peer college benchmarks

A measurable benchmark used by the ABRP Program is the completed project done by each student. Each set of modules has a capstone module that encompasses all of the outcomes a student has learned for the previous four modules.

An example is ABRP 20E Basic Auto Body, 20F Basic Metal Work, 20G Auto Sheet Metal, and 20H Body and Fender is followed by ABRP 20I Auto Body Repair Practicum. In the 20I module a student will demonstrate their acquired skills in all of the competencies as stated in the ABRP Program's in SLOs.

- G. Program/Certificate/Degree Standards and their SLOs (See Appendices C and G)

Certificate of Completion:

Auto Body Corrosion Repair (10): ABRP 20EFGHI

Auto Body Refinishing (10): ABRP 22EFGHI

Certificate of Achievement: 47 credits

Auto Body Repair & Painting 20(10), 22(10), 40(10), 41(10)

Mathematics 50T(2), 50X(1), 50Y(1)

English 19 or higher or Communication (3)

Associate in Applied Science Degree: 62 credits

All C.A. courses plus:

ENG 19, 22, 55, 100, or 106(3)

Social Science elective(3)

Humanities elective(3)

PHYS 50(3)

G.E. Elective(3)

A Certificate of Completion (10 credits) provides the student with basic entry level skills to work in the trade. The five COWIQ's and competence in achieving the SLOs

standards for these students are the same as for students that plan to complete the ABRP Program with either a Certificate of Achievement or an Associate in Applied Science Degree.

H. Program trends, including student goals, enrollment trends, retention, and time of completion

Students can actively pursue a degree or a certificate as fulltime student enrolled in the ABRP Program. 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. This group usually accounts for 40% of the students actively enrolled, per semester.

This program also provides for individuals who are currently employed a way to attend MCC 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. This in-service training allows the technician to use the MCC ABRP Program in several ways. One, this program can be utilized as a refresher course, allowing the technician to be able to perform their daily work assignments more efficiently. Next, technicians can enroll in the Auto Body Repair and Painting Program for advancement in their specialized area of the trade. Another is to cross train into another field of the industry, such as a refinishing technician return to learn about collision repair procedures. Part-time students account for 60% of the head count for the program. These students will need three to four years as part-time students to receive a degree, if they so desire.

As mentioned earlier, a problem with student retention and lack of graduating students is an on going concern. A further revision of program procedures is always being actively pursued to improve retention and graduation rates.

- I. Changes in field; resources; shifts to respond to changes
 1. No additional resources
 2. Moderate additional resources
 3. Major additional resources

There have been significant changes in the Auto Body Repair and Painting Program in so far as curriculum content, adjustments have been made to accommodate new refinishing, collision, and plastic panel repair procedures.

For 2005 -2006, new up grades to the frame straightening machine donated during the 2004-2005 year were completed. This included obtaining new hydraulic pumps and rams. Another large piece of equipment the program will hopefully soon receive is a new paint booth. The old booth is not environment friendly and a health hazard for the students. The new booth is "state of the art" and was funded through normal channels.

J. Major curricular changes since last review

There have been no other major curricular changes since the updated IICCAR curriculum was incorporated into the program. This past academic year has shown a marked improvement in the student's hands on skill level in the completion of their capstone projects. A revision to the program structure is being contemplated to help with student retention.

K. Student advising and the degree to which faculty participate in the mentoring of students

Faculty from the ABRP Program and several members of the ABRP Advisory Committee are readily available to help the students at all times. My students are given a schedule of my office hours and contact phone numbers, both on campus and off campus, to reach me when they need to talk to me. Members of my advisory committee often stop by to chat with the students on a regular basis.

Student class schedules are reviewed on the first day to insure that they are enrolled in the right modules and to find out what other classes they have registered for. Through out the semester I talk to the students to find out how are doing in their other classes.

A program change that was done to counter the low retention rate of students in the ABRP Program, was to spend more time counseling the students. So at the end of the semester I meet with each student, one at a time, to review their performance for the past semester and make recommendations on what courses they should enroll for the next semester.

L. Opportunities for student involvement in program-related organizations, clubs, and governance

The ABRP Program students are encouraged to participate in campus related activities. But since the bulk of the students enrolled in the program are part-time and attend class only in the afternoon or evenings, it is hard for the students to be able to participate in campus related activities that occur during the day.

M. Use of lecturers to teach courses; related concerns

There are presently no lecturers in the ABRP Program.

N. Admission policy

The ABRP Program aligns itself with learning-centered concepts and the open admissions policy of the campus, allowing all students to enter in to the program in either semester and in two distinctive areas of the trade.

As noted in the past, by having an open admission to the program, has caused problems in the past with students not being prepared for college life. They arrive here with poor study skills, lack of motivation, and at times not mature enough to be responsible for themselves. I would like to develop a prerequisite course requiring students to attend to prepare them for entry into the ABRP Program.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

Along with having our Cooperative Education Program and Job Placement Services here at MCC, the ABRP Program usually receive about 4-5 request for prospective employees in the auto body and the auto refinishing trade made directly to me, per school year for the

past several years. I try to only place students in these jobs if their skill level it meets the requirements of the business that placed the request and I can feel confident that the student would fit in and be comfortable working there. If I don't have any students, I let the requestor know that there is no one available at that time and I will let them know as soon as a student becomes available. As of this time, I believe that I have 80% success placement rate. Unfortunately, not all of these students that are placed in trades graduate from the ABRP Program and I end up losing the student in that they decide to work full-time and do not return to finish the program. Some of the students do come back on a part-time basis for awhile to at least finish the ABRP Program courses, but they do not finish their other course requirements to qualify them for graduation.

Again, as noted in previous program reviews, the future job prospects for students graduating the ABRP Program are not bleak. A survey was done with the auto body industry here in the Maui County seven years ago about job potential for graduates and the results were very promising as to the future needs of the auto body industry here on Maui. I believe we asked about their future goals and that was where the most need were identified, as many shops told us about their plans to expand within ten years and the need for additional employees. As noted in the last review, more body and refinish shops that are requesting students with specialized skills.

P. Articulation with high schools, community colleges, and four-year institutions

N/A

Q. Centers or Institutes

N/A

III. STAFF SUPPORT AND FACILITIES

A. Professional and Clerical staff

The ABRP Program does not have any professional and/or clerical staff. We do have a unit secretary that serves several other programs. This secretary provides support with completing of requisitions, typing etc.

B. Space and equipment for instruction

The present shop space is approximately 3,500 square feet, of which 800 square feet is dedicated learning stations, 1,000 square feet dedicated to refinishing, 450 square feet dedicated to frame repairs. This space is adequate for 12-15 students, since not all students will be working together on the same type of projects.

The equipment, except for the current paint booth, that is presently in the shop is still serviceable and meets the needs of the students. Additional funding is needed to service and repair the existing equipment to maintain safe use by the students. The equipment that do require servicing are metallic inert gas welders, oxy-acetylene welding equipment, pneumatic power tools, and hydraulic tools and equipment.

- C. Space and equipment for research, e.g. institutional

N/A

- D. Space and equipment for external grants

N/A

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS

- A. Description of programs delivered off-campus or via distance delivery
Modes

N/A

- B. Faculty, student support, and facilities
1. Qualifications of distance faculty (full and part-time)
 - a. Faculty by rank
 - b. Faculty by length of service
 - c. Faculty qualifications or credentials
 - d. Faculty areas of expertise
 - e. Faculty turnover during the past seven years
 - f. Faculty appointments and attrition
 - g. Faculty's currency in delivering distance education courses

N/A

2. Available Student Support
 - a. Access to faculty
 - b. Academic advising
 - c. Financial aid advising
 - d. Library materials and resources
 - e. Tutorial support
 - f. Media and/or computer tech
 - g. Clerical support

h. Proctoring

N/A

3. Space and equipment for instruction

- a. Sending site
- b. Receiving site

N/A

C. Evidence that the educational student learning outcomes of each program are being met

N/A

D. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction).

N/A

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

I believe that I can speak with confidence the standards and achievement measures that are in place are being met by the ABRP Program.

B. Plans for next year

Continue to implement updated ICAR material into the ABRP Program modules as curriculum improvements. Continue to update student packets for 4th edition of text that is currently being used. Revise all test materials to include updated ICAR material and material from new textbook.

C. Budget for next year

None required.

D. BOR questions

- ☐ Is the program organized to meet its objectives (student learning outcomes?)
- ☐ Is the program meeting the student learning outcomes?
- ☐ Are program resources adequate?
- ☐ Is the program efficient?
- ☐ Does your review provide evidence of a quality program?
- ☐ Are the program outcomes compatible with the student learning outcomes?
- ☐ Are the program student learning outcomes still appropriate functions of the college and university?

REQUIRED APPENDICES

- A. Goals of the Program
- B. SLOs of the Program
- C. General Education Standards
- D. COWIQ Curricular Grid
- E. PHIs
- F. Perkins Performance Indicators
- G. Program Map

PROGRAM GOALS

The goals of the Auto Body Repair and Painting Program are:

1. To prepare students for entry level positions either in the corrosion repair or automotive refinishing areas of the auto body trade or into a related trade.
2. To provide technicians in the trade an opportunity to upgrade skills or cross-train into either the collision repair or refinishing areas of the auto body industry.
3. To provide students with auto collision or refinishing work experience through the Cooperative Education program.
4. To provide individuals an opportunity to develop basic auto collision or refinishing skills for personal enrichment.