Introduction:

Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.

A. Mission and Vision of the College

1. The College Mission

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.

2. The College Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision of the Program

1. The Automotive Program Mission.

The Mission of the Automotive Program is to provide exemplary entry-level technicians in the automotive and related fields, update the skills of technicians in the field and leading them to becoming lifelong learners.

The program mission statement reflects the college’s mission statement in the following areas:

- Improving accessibility to superior programs and services the meet the changing educational and training need of its diverse community;
- Creating curricula that give students opportunities to develop academic competencies and occupational skills, to nurture interests, to cultivate talents, and to become contributing members of their community.
2. The Automotive Program Vision

The Program Vision is to continue to provide qualified automotive technicians to meet the employment needs for the County of Maui. To work towards national certifications with the Accrediting Commission for Community and Junior Colleges (ACCJC) and National Automotive Technicians Education Foundation (NATEF). The program is working towards improving the facility which was built in 1947.

3. Program Goals

• To prepare and place automotive majors in entry-level positions in the automotive field and automotive-related occupations.
• To provide employees already in the automotive profession with the skills and knowledge for technical upgrading.
• To prepare students who want to continue and transfer to a 4-year university.
• To provide support courses to other MCC programs.
• To provide students with an option of Cooperative Education gaining work experience while taking Automotive courses.
• To provide individuals with the basic automotive skills to enhance their own personal knowledge.

Part I. Quantitative Indicators for Program Review

Demand

Occupational Demand (Career Technical Education Programs)
1. Annual new and replacement positions in the State
   Current Positions State: 3,562
   2005-11 Add’l State Jobs: 471

2. Annual new and replacement positions in the County
   Current Positions Maui: 415
   2005-11 Add’l Maui Jobs: 128

See Attached MAPS Report, P.13, EMSI Employment Data for Automotive Technology Numbers.

3. Number of majors
   Automotive Technology:
   F01: 44
   F02: 46
   F03: 51
   F04: 58
   F05: 53
   F06: 60
4. Student semester hours for program majors in all program classes
   Automotive Technology:
   - F01: 447
   - F02: 424
   - F03: 469
   - F04: 429
   - F05: 411
   - F06: 461

5. Student semester hours for non-program majors in all program classes
   Data not available

6. Student Semester Hours for all program classes.
   - F01: 447
   - F02: 424
   - F03: 469
   - F04: 429
   - F05: 411
   - F06: 461

7. FTE program enrollment
   - F01: 30
   - F02: 28
   - F03: 31
   - F04: 29
   - F05: 27
   - F06: 31

8. Number of classes taught
   - F01: 10
   - F02: 9
   - F03: 10
   - F04: 9
   - F05: 9
   - F06: 9

9. Determination of program’s health based on demand (Healthy, Cautionary, or Unhealthy)
   Healthy
Efficiency

10. Average class size
   F01: 14
   F02: 14
   F03: 15
   F04: 14
   F05: 14
   F06: 16

See Attached MAPS, P.3, Average Class Size

11. Class fill rate
    Enrollment: 141
    Seats: 144
    Fill Rate: 97.9%

See Attached MAPS, P.6, Fill Rate

12. FTE of BOR appointed program faculty
    F04: 2 FTE
    F05: 1.93 FTE
    F06: 2 FTE

See Attached UHCC to Coor.doc, P.8 Majors per FTE Faculty, Source: ODS download.

13. Student/Faculty Ratio
    Data Not Available

14. Number of Majors per FTE faculty
    F04: 2.00
    F05: 1.93
    F06: 2.00

See Attached UHCC to Coor.doc, P.8 Majors per FTE faculty: Source: ODS download.

15. Program Budget Allocation (Personnel, supplies and services, equipment)
    Data Not Available at this time

16. Cost per Student Semester Hour
    Data Not Available at this time

17. Number of classes that enroll less than ten students
    F01: no data
    F02: no data
    F03: no data
    F04: 1 class
    F05: 0
    F06: 1 class
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)

Healthy

Effectiveness

19. Persistence of majors fall to spring
   F04: 65.57
   F05: 62.26
   F06: 65.00

See Attached UHCC to Coor.doc, page 9, Persistence of Majors, Fall to Spring.

20. Number of degrees and certificates earned (annual)
   2000-01: 1
   2001-02: 7
   2002-03: 4
   2003-04: 1
   2004-05: 7
   2005-06: 9

See Attached MAPS page 10, Certificates and Degrees Earned

21. Number of students transferred (enrolled) to a four-year institution
Perkins core indicators (*Career Technical Education programs only)
   Data not available

22. Academic Attainment (1P1)
    91.7%
23. Technical Skill Attainment (1P2) *
    75%
24. Completion Rate (2P1)
    37.5%
25. Placement in Employment, Education, and Military (3P1)
    100%
26. Retention in Employment (3P2)
    100%
27. Non Traditional Participation (4P1) *
    8.8%
28. Non Traditional Completion (4P2) *
    33.3%
29. Determination of program’s health based on effectiveness (Healthy, Cautionary, Unhealthy)
    Healthy

Items 22-29: See Attached MAPS page 14, Perkins Standards
Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

Until the last two years, the Automotive program has not met standard 1P1. It continues to fall below 1P2 standard. Some of the students who enter this program have weak English, math, and study skills, work full or part time, and are not prepared for the rigor of attaining a college education.

Strengths of the program include, program in high demand because of increasing demand in the Automotive Industry. The current “fill-rate” for classes in the program is at 97%. The quality of the program can be measured by the number of students achieving ASE certifications after completing AMT classes. The number of students referred to industry-related jobs are currently at 100% placement.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year’s action plan)

30. Determination of program’s overall health (Healthy, Cautionary, Unhealthy)

Healthy

Part III. Action plan

Create curriculum grids aligned to National Automotive Technicians Education Foundation (NATEF) outcomes.

Part IV. Resource Implications (physical, human, financial)

To continue to move towards NATEF standards, the program needs to secure additional resources.

Physical resources needed include an estimated $400,000 in updated equipment. Additional storage space, classroom space and lab space must be increased to accommodate the increased number of students in the program.

Human resources needed include additional qualified and skilled instructors to meet the needs of additional classroom instruction. Additional resources towards program coordination could move the current coordinator to an 11-month position. Currently, the Program Coordinator is a 9-month who instructs full-time without compensation. Additional skill training for instructors and lecturers are needed. The Automotive program has the potential to increase the number of classes and students in the Automotive Program.

Financial Resources needed include an estimated $400,000 to attain NATEF standards and certification.