I. OVERVIEW OF THE PROGRAM

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.
- The 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.

4. Student Learner Outcomes of the program

a. Up on completion of the Automotive Technology Program (A.A.S.) students will be able to:
   - Diagnose, service, and repair the modern internal combustion engine.
   - Diagnose, service, and repair the brake system.
   - Diagnose, service, and repair the automatic transmission and transaxle.
   - Diagnose, service, and repair the power train system.
   - Diagnose, service, and repair the electrical system.
   - Diagnose, service, and repair the fuel system.
   - Diagnose, service, and repair the emission system.
   - Diagnose, service, and repair the ignition system.
   - Diagnose, service and repair the heating and air conditioning system.
   - Diagnose, service, and repair the steering and suspension system.
   - To be able to write customer repair orders and estimates.
   - To be able to orally communicate, to customer, management, parts person and other technicians.
   - To be able to use computer to retrieve information for repairs and estimates.
   - To be able to write resumes and be able to use job interview techniques.
C. Relation to MCC Strategic Plan

1. The Automotive Program is using the MCC Strategic Plan Action Strategies and the five goals as a guide to making changes to the program. The program is strongest in the first and second goals in the MCC Strategic Plan:
   
a. Goal 1. Educational Effectiveness and Student Success
   • Maintain all aspects of the College as a learning-centered institution.
   • Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities.
   • Provide students with access to a seamless UH system with full articulation between all campuses.
   • Engage students in active learning.
     Use technology to enhance student learning and the quality and efficiency of student service functions
   
   Engage in intellectual and educational activities that enable the county of Maui and the state of Hawai‘i to flourish.
   Objective 1
   Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH University system and with other public and private educational, governmental, and business institutions.
   
c. The Automotive Program mission and vision statements reflect these goals. The program realizes the importance it is to overall mission of the college and the community.

D. Program Faculty
   The Automotive Program faculty includes two fulltime instructors and two part time lecturers. The instructors and lecturers come with varied technical training and automotive experience which gives the program diversity. This is a list of automotive faculty members and their technical qualifications.

   **FULLTIME FACULTY**
   1. **Kyle Takushi**
      Automotive Instructor
      Title: Instructor.
      Length of Service –3 year
      Courses Taught: AMT 20, AMT 40G, AMT 43, AMT 46, AMT 50, and AMT 57.
Educational Qualifications:
- Maui Community College – Certificate of Achievement 1996
- Maui Community College - Associate in Science Degree-Automotive Technology 1996

Automotive Work Experience:
- 2 years, Automotive Technician with Dollar Rent A Car
- 2 years, Automotive Technician with Maui Toyota Dealership
- 7 years, Automotive Technician with A & K Auto Repair Inc.
- 2 years, Automotive Lecturer with Maui Community College

Licenses:
- State Mechanics License - Certified Mechanic-MC7269
  Certified in eight areas; Air Conditioning system, Brake System, Electrical System, Engines, Front Suspension System, Automatic Transmission, and Engine Performance.

Certifications:
- Automotive Service Excellence (ASE) Master Technician

2. Thomas Hussey
Automotive Instructor - Program coordinator
Title – Associate Professor C.C.
Length of Service – 16 years
Courses Taught: AMT 20, AMT 30, AMT 43, AMT 46, AMT 50, AMT 55, AMT 80, AMT 40C, AMT 41C and AMT 60

Educational Qualifications:
- Maui Community College - Certificate of Achievement – Automotive Technology - 1978

Automotive Work Experience:
- 4 years, mechanic helper with Central 76 Service Station
- 5 years, Automotive Technician with Haleakala Motors – General Motors/Mazda Dealership
- 7 years, Heavy Equipment Technician with Maui Pineapple Co.
- 2 years, Automotive Technician with State of Hawaii Airport Division.
- 16 years, Automotive Instructor with Maui Community College
License:
State Mechanics License - Certified Mechanic- MC-6409
Certified in eight areas; Air Conditioning system, Brake System, Electrical System, Engines, Front Suspension System, Automatic Transmission, Manual Drive Train and Axles, and Engine Performance.

Certifications:
- Automotive Service Excellence (ASE) Certification - Parts Specialist
- Automotive Service Excellence (ASE) Certification - Master; Cylinder Engine Machinist which includes Head Specialist, Cylinder Block Specialist, and Assembly Specialist.
- Automotive Service Excellence (ASE) Certification - Refrigerant Recovery & Recycling
- Automotive Service Excellence (ASE) Certification - Undercar Specialist which includes; Exhaust Systems, Suspension and Steering, and Brakes
- Automotive Service Excellence (ASE) Certification – Service Consultant

PART TIME FACULTY

1. **Dennis Nakagawa**
   Title: Lecture
   Number of semesters taught: 3
   Courses taught: AMT 20 and AMT 80

   Education Qualifications:
   a. Maui Community College, Automotive, 2002 to 2004
   b. Midland Technical College, Associate Degree in Automotive and Machinist Technology. 1989 to 1994
   c. Maui Technical School, Certificate of Completion in Automotive Mechanics. 1963 to 1965

   Automotive Work Experience:
   - 22 years United States Army Wheel & Track Vehicle Mechanic
   - 3 years Maui Arts and Cultural Center, Maintenance Technician

   Certifications:
- Automotive Service Excellence (ASE) Certifications: 
  Automotive areas with Technician status. This includes; 
  Brakes, Heating and Air Conditioning.

2. **Chester Rafanan**  
   Title: Automotive Lecture  
   Number of semesters taught: 5  
   Courses taught: AMT 40C, 40B, 40G

   Educational Qualifications:  
   a. Maui Community College, Associate Science Degree, 
      Automotive Technology (1992)

   Automotive work experience:  
   a. 1 year, Technician with National Rent a Car  
   b. 1 year, Technician with Valley Isle Motors  
   c. 10 years, Technician with Haleakala Motors  
   d. 6 years, Assistant Service Manager Cutter of Maui  
   e. 3 years, Service Advisor Maui Toyota  
   f. 2 years, Service Advisor Pfleuger Maui

   License:  
   State Mechanics License – Certified Mechanic – MC 7231  
   Certified in eight automotive areas, Air Conditioning, Brakes, 
   Electrical, Engines, Steering & Suspension, Automatic Transmissions, 
   Manual Drive Train and Axles, and Engine Performance.

   Certifications:  
   Automotive Service of Excellence (ASE) Certified as a Service Advisor and 
   in eight automotive areas, Air Conditioning, Brakes, Electrical, Engines, 
   Steering & Suspension, Automatic Transmissions, Manual Drive Train and 
   Axles, and Engine Performance.
E. Ways in which program interacts with these organizations:

1. Advisory Committee:
   a. Automotive Advisory Committee
      The members are represented by a high school automotive instructor, an
      independent automotive repair shop owner, a retired automotive instructor
      from a community college, a representative from the new car dealership,
      a representative from the automotive parts stores, and a member from the
      State Consumer and Affairs Department. The purpose of this committee is to
      advise the Automotive program to what the automotive industry needs are,
      and to guide the program to fulfilling those needs.

      Advisory Committee Members include:
      - Gail Fujimoto: Hawaii Consumer Complaints
      - Rick Hanks: Gemini (Good Year)
      - Tim Hultquist: Island Dodge
      - Dwayne Kim: Advantage Rent-A-Car
      - Hollis Lee: Retired, MCC Automotive Instructor
      - Michelle Maalaea: Consumer
      - Dennis Nakagawa: MCC Automotive Lecturer
      - Neil Nakamura: Maui High School
      - Nathan Perreira: Pacific Heavy Equipment & Auto Repair
      - Chester Rafanan: Pfeuger Acura Maui
      - Dennis Sasai: Lahainaluna High School
      - George Seriguchi: Community Representative
      - Andrea Valite: Lexus of Maui
      - Ivan Watanabe: Jim Falks Valley Isle Motors

2. Community groups:
   a. Valley Isle Timing Association
      - This association has provided tuition scholarships for automotive students.
   b. ALU LIKE, Inc.
      - This organization has provided tuition assistance, tools and summer program
        partnership for students of Hawaiian ancestry.
   c. Kamehameha Schools Career Education Lifelong Learning Department
      - This organization has provided tuition and supplies for the summer
        program.
   d. Mu’o A’e
      - This organization has provided tuition assistance for students of Hawaiian
        ancestry.
   d. Kiwani’s Club of The Valley Isle
      - This organization has provided community exposure for program, as well as
        monetary donations towards foundation.

3. Professional associations:
   - State Department of Commerce and Consumer Affairs (DCCA).
- The automotive program is a resource for the investigator to understand the consumer complaint and what repairs were done.
- Thomas Hussey is member of their advisory board.
- A DCCA investigators is a member of the Automotive Advisory Committee.

4. Program Coordination Council PCC:
   Automotive Technology Program Coordinating Council
   - The main purpose of the council is to maintain horizontal articulation among the five community college Automotive Programs in the state.

5. National accreditation bodies:
a. NATEF – National Automotive Teachers Educational Foundation
   - The automotive program is in the process of working towards this certification. Currently implementing NATEF student outcomes into our courses.

6. Other key organizations:
a. NACAT – North American Council of Automotive Teachers
   - Provides a conference that MCC automotive instructors can attend to receive updated training.
b. AC Delco Training division of General Motors Corp.
   - Uses automotive facility as a training location on Maui.
   - This arrangement allows instructors and chosen students attendance in training classes.
   - Training materials are donated to the program
c. Checkers Auto Parts
   - Uses automotive facility as a training location on Maui.
   - This arrangement allows instructors and chosen students attendance in training classes.
   - Tools and training materials are donated to the program.
d. General Motors Corp
   - Has donated slightly damaged cars to the program.
   - The cars allow students to practice on newer vehicles.
e. Jim Falk’s Valley Isle Motors
   - has selected the program to be a vendor for tire installation and wheel balancing.

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs), program goals, and student learning outcomes

These five standards are currently in place; Critical thinking, oral communication, written communication, information technology, and quantitative reasoning (COWIQs). The program uses these standards to guide the curriculum and to make modifications in the general education of a student needs here at Maui Community College.
1. The history of these COWIQs standards maybe found using this link
http://www.hawaii.edu/ovpp/gened/gedwww.htm

2. The Automotive Program is using these five standards to prepare students to have a successful career in the automotive and the related fields. These are the ways the (COWIQs) are being used in the program:

   Critical Thinking (Standard 5)
   - problem solving the customers complaints
   - determining and confirming the problem
   - diagnosis problem using repair service manuals
   - perform repairs according prescribed procedures
   - verify that the problem has been solved or repair

   Oral Communication (Standard 4)
   - being able to relay information about diagnosis and repairs to all with customers, co-workers, and supervisors

   Written Communication (Standard 1)
   - diagnosis and repairs repair must be written on a repair order to show what work was performed

   Information Technology (Standard 3)
   - the use of electronic equipment used to monitor the different systems
   - the repair manuals are now on computer DVD discs.
   - Additional information is located on the world wide web

   Quantitative Reasoning (Standard 2)
   - the automobile is a rolling example of physics at work
   - math is used in most courses to explain how principles work
   - is part of problem solving by understanding why part was put there and how it works.

3. The automotive program is designed to develop these skills in students to give them a method to continue learning to improve themselves to succeed in this career.

B. COWIQ and Program Outcome curricular grids

The grid was developed using the program outcomes and to which courses in the program these were the focus, part of the course, referred to in course, or not part of the course. The grid also shows both specific outcomes as well as general program outcomes. What was learned from the grid, is in which other courses that are taught the subject is either a part of or referred too.

Critical Thinking:

Outcomes: 5.1 – Identify state problems, issues, arguments, and questions contained in the body of information.
5.2 – Identify and analyze assumptions and underlying points of view relating to an issue or a problem.
5.3 – Formulate research questions that require description and explanatory analyses.
5.4 – Recognize and understand multiple modes of inquiry, including investigating methods based on observation and analysis.
5.6 – Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
5.7 – Synthesize information from various sources, drawing appropriate conclusions.
5.8 – Communicate clearly and concisely the methods and results of logical reasoning.
5.9 – Reflect upon and evaluate their thought process, value systems, and worldviews in comparison to those of others.

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**Oral Communication:**

Outcomes: 4.1 – Identify and analyze the audience and the purpose of any intended communication.
4.2 – Gather, evaluate, select, and organize information for the communication.
4.3 – Use language, techniques, and strategies appropriate to the audience and occasion.
4.4 – Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
4.5 – Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
4.6 – Use competent oral expression to initiate and sustain discussions.
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Written Communication:

Outcome 1.1 – Use writing to discover and articulate ideas.

1.2 – Identify and analyze the audience and purpose for any intended communication.

1.3 – Choose language, style, and organization appropriate to particular purposes and audiences.

1.4 – Gather information and document sources appropriately.

1.5 – Express a main idea as a thesis, hypothesis, or other appropriate statement.

1.6 – Develop a main idea clearly and concisely with appropriate content.

1.7 – Demonstrate a mastery of the conventions of writing, including grammar, Spelling and mechanics.

1.8 – Demonstrate proficiency in revision and editing.

1.9 – Develop a personal voice in communication.

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Information Retrieval and Technology:

Outcomes:

3.1 – Use print and electronic information technology ethically and responsibly.
3.2 – Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
3.3 – Recognize, identify, and define an information need.
3.4 – Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
3.5 – Create, manage, organize, and communicate information through electronic media.
3.6 – Recognize changing technologies and make informed choices about their appropriateness and use.

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**Quantitative Reasoning:**

Outcome: 2.1 – Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.

2.2 – Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.

2.3 – Communicate clearly and concisely the methods and results of quantitative problem solving.

2.4 - Formulate and test hypotheses using numerical experimentation.

2.5 – Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

2.6 – Assess the validity of statistical conclusions.

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**Standard**

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C. Student Achievement

1. Program Health Indicators (PHIs)

Annual Report of Program Data for Automotive Technology
MAU CC Program Major(s): AMT

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<th>Demand Indicators</th>
<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<td>1 New &amp; Replacement Positions (State)</td>
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<td>3 Number of Majors</td>
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<td>6 SSH in All Program Classes</td>
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<td>7 FTE Enrollment in Program Classes</td>
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Demand Health Healthy

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<tr>
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<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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Efficiency Health Healthy

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<th>2007</th>
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<td>20b Number of Certificates Earned *</td>
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Effectiveness Health Healthy
To address the performance in the areas of 1P1, 1P2 and 2P1, the program continues to address the students' needs in the area of academic and remedial challenges. A high amount of student enrolled in the program are not completing the general education credits, making these students unsuccessful in meeting their graduation requirements. Many of the students in AMT are facing academic and remedial challenges. Industry does not require a degree to be employed. Instead, Industry requires achievement of the ASE (Automotive Service in Excellence) Certification.

A try-out to “team-teach with the Physics instructor’s” has helped several students gain success in these classes. Continued monitoring and support of the general education classes that AMT students are required to take will continue. In addition, the White Paper Committee (of which the AMT Program Coordinator is a member), for developmental remedial students continue to address strategies to make our students successful. Further, to assist students to increase their English, Math, and study skills, both instructors and lecturers encourage and introduce all classes to the TLC staff for study skill support. Lastly, the AMT Program Coordinator has worked with English, Science, and Math instructors to create applied academic classes whereby the instruction is in a more “hands-on” method to assist the students.

In the area of completion, instructors and counselors have aggressively worked with students to move them through the “paper process” of applying for their degrees and certificates. We’ve noted that several of the students who were eligible for certificates have not received them because they are unaware of the application process. Instructors have also begun to track students for classes needed to complete for their graduation requirements and encouraging them to increase their grade point average.

2. Perkins Performance Indicators – included as part Program Health Indicators

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<td>(Shaded cells indicate program met and/or exceeded State Adjusted standards)</td>
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<td>1P1(81.87)</td>
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</table>

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

The program has received approximately $176,000 in grant assistance from the US. Dept. of Labor, Rural Development Project. These funds were used to purchase equipment such as wheel alignment machines, tire balancers, tire machines, automotive scanners, vehicle lifts and other necessary equipment to replace aging and damaged machinery and move the program towards current industry standards. Although the receipt of the new equipment has been exciting for program and students, we have been unable to use several pieces of machinery (valued at $31,000) due to the electrical wiring not being installed. We anxiously await the completion of this by the Operation and Maintenance Department, and look forward to using the equipment in the near future.

In addition, the program continues to generate other funds to pay for shop supplies, repair of equipment, and replacement of broken tools. Equipment has been purchased to improve the program and equipment repair has been completed for those pieces that could not be replaced. Funds generated
specifically from auto repair and service, particularly in the AMT60 class, has increased from previous years. This is the result of better shop management.

E. Changes made in accord with the recommendations of the previous program review for Perkins measures

1. The program continues to work towards Perkins recognition of our Certification of as a completer of the program. The student after completing one or more of these courses can choose, at this point, to leave the program to pursue a career with those skills. With the addition of the equipment received by the program, improvements of the student’s skills were increased, and partnership continues with a local dealership was created. The program continues to work towards NATEF certification.

2. While the program gained new equipment toward NATEF standards, the program continues to be challenged without adequate funding to meet all of the equipment needs. Curriculum and Student Learning Outcomes are NATEF and Industry driven. The program continues to operate with 2 full-time instructors, of which one also acts as Program Coordinator and Shop Manager. Both instructors also participate on various Maui Community College committees and Statewide committees. Both instructors exceed the average number of contact hours per semester. For example, this current semester, the instructors each provide 26 contact hours to students. Also, the Program Coordinator is tasked with Grant Writing, Report Writing, Equipment/Tool Purchases and Budget Management for the AMT program, and also maintenance of the Shop, which includes overseeing construction to the shop and repairs and improvements, which usually happens in the summer months.

3. Non-traditional student enrollment continues to be limited. Additional recruitment towards non-traditional students occurred at Career and Scholarship Fairs, visits to the high schools and program tours at the college. Partnership with the CTE to encourage enrollment of non-traditional student and student support continues.

F. Measurable Benchmarks

1. PERKINS III CORE INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Performance</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Academic Achievement</td>
<td>81.87%</td>
<td>64.29%</td>
<td>-</td>
</tr>
<tr>
<td>1P2 Vocational Skills</td>
<td>90.42%</td>
<td>41.18%</td>
<td>-</td>
</tr>
<tr>
<td>2P1 Completion</td>
<td>38.17%</td>
<td>23.53%</td>
<td>-</td>
</tr>
<tr>
<td>3P1 Placement: Employment</td>
<td>92%</td>
<td>100.00%</td>
<td>+</td>
</tr>
<tr>
<td>3P2 Retention: Employment</td>
<td>92%</td>
<td>100.00%</td>
<td>+</td>
</tr>
<tr>
<td>4P1 Nontraditional Participation</td>
<td>14.60%</td>
<td>9.86%</td>
<td>-</td>
</tr>
<tr>
<td>4P2 Nontraditional Completion</td>
<td>12.19%</td>
<td>0.00%</td>
<td>-</td>
</tr>
</tbody>
</table>
During this period, there were no Non-Traditional completions, however there were 5 non-traditional students in the program. The Employment Placement and Retention rates exceed baseline as it is a norm that AMT students work while attending school. In addition, both instructors assist students in finding employment and actively refer students to dealership and industry. In the area of completion, instructors are actively working to assist students in the application process for graduation. In the area of Vocational skills and academic achievement, 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. Industry standards do not require technicians to have a college degree, therefore upon completion of their automotive skills and knowledge the students are finding it more feasible to begin working in the industry rather than to complete their college degree. Industry requirements for technicians rest in achievement of industry required testing and certification, i.e. ASE certifications. Many of our students are testing and passing ASE tests during their first year in AMT. In order to become ASE certified, the student must complete at least two years of full-time employment in the industry. Students in the AMT field are not seeing the feasibility of a college degree when it is not essential for placement in industry.

G. Program/Certificate/Degree Standards, Student Learner Outcomes (SLOs) and the NATEF (National Automotive Teachers Education Foundation) task standards.

1. Requirements for Certificate of Competence (Cert.Co.):
   • Heating and Air Conditioning: 3 credits: Automotive Technology 43(3)
   • Suspension and Steering: 3 credits: Automotive Technology 55(3)
   • Brakes: 3 credits: Automotive Technology 53(3)

2. Requirements for Certificate of Achievement (C.A.): 52-55 credits
   • Welding 19BC(2)
   • Natural Science: Physics 50(3)
   • English 22 or higher (3)
   • Math 50T(2), 50X(1), 50Y(1) or Math 27(3)

3. Requirements for Associate in Applied Science Degree (A.A.S): 68-71 credits All C.A. courses plus:
   • Automotive Technology 60(7)
   • Communication 145 or English 100, 106, or higher (3)
   • Social Science elective (3)
   • Humanities elective (3)
   • Social Science elective (3)
4. **Student learner outcomes of the program**

Upon completion of the Automotive Technology Program (A.A.S.) students will be able to:

- Diagnose, service, and repair the modern internal combustion engine.
- Diagnose, service, and repair the brake system.
- Diagnose, service, and repair the automatic transmission and transaxle.
- Diagnose, service, and repair the power train system.
- Diagnose, service, and repair the electrical system.
- Diagnose, service, and repair the fuel system.
- Diagnose, service, and repair the emission system.
- Diagnose, service, and repair the ignition system.
- Diagnose, service, and repair the heating and air conditioning system.
- Diagnose, service, and repair the steering and suspension system.
- To be able to write customer repair orders and estimates.
- To be able to orally communicate, to customer, management, parts person and other technicians.
- To be able to use computer to retrieve information for repairs and estimates.
- Write resumes and able use job interview techniques.

Refer to program learner grid that shows courses these outcomes are being met. (See Appendix B)

5. The Automotive Program is following the NATEF (National Automotive Teachers Education Foundation) task standards. The program is in the process of working towards this certification by implementing the NATEF student outcome standard into the program courses. More specific information on NATEF can be found online at NATEF.com.

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

1. Many students do not earn certificates or degrees because they are already working part time in the field while coming to program. They complete the automotive program courses but fail to complete the general educational courses. We encourage all students to continue and complete and earn the certificate or degree but the urge to work full time is too great. The students that are continuing to work and attend college part time are completing their certificate or degrees in three years. From the Perkins indicators, the program graduates are low but it does not indicate how many of the students are working in the field as a career.

**I. Changes in field; resources; shifts to respond to changes**

1. The Automotive Program was given no institutional funds for equipment. In addition to G-funds, the program also received grant funds and self-generated funds.

2. Improvement to the program continues as a result of new equipment, a change in program coordinator, a new instructors and lecturers.
3. Program Coordinator has attempted to sell donated cars to increase funds, but due to administrative constraints, we have not been able to continue to sell these donated vehicles.
4. The program continues to apply for grants as a source of funds.

J. Major curricular changes since last review.

1. Research into new or updated curriculum began. New textbooks and materials were ordered during this period. An increase in grant applications and reporting took place during this period. The new Program Coordinator has stumbled through the process without training or support to complete the written reports, do grant proposals, budgets and meet reporting deadlines.

2. Equipment such as training boards and hands on projects are needed to teach student learner outcomes. During this period, updated equipment was ordered for program.

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

1. Faculty are always available to all students for advising in instructional and career planning. Advice is given freely and communication runs both ways. Each semester class advising includes note taking, test taking, resume writing, job interview training, team-advising including vocational counselor where class planning for college completion is conducted.

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

1. There is no automotive program club. Student may participate in the campus student government activities. The program does participate in the county fair parade and students are asked help to decorate a trailer. This year, students and instructors wholeheartedly supported the county fair parade by having four entries. They used two donated vehicles to create an extraordinary double-headed vehicle. They also modified the shops “half” car and made improvements to this vehicle. Students also participated as participant in a decorated “shop truck” to advertise the automotive tech program. Lastly, we partnered with other programs to also provide a float/trailer.

2. Instructors have formed a relationship with students interested in modifying and racing by helping to modify student vehicles and meeting at the Maui Raceway Park. This is to support students interest while encouraging and promoting safe racing and good sportsmanship.

M. Use of lecturers to teach courses; related concerns

1. Lecturers are used in the program when fulltime faculty is unable to teach a class due instructor load. The program coordinator recruits the best qualified person to teach the subject.
2. A concern with lecturers are their teaching abilities and experience. Coordination and support of the lecturer is crucial to assure the lecturer has the ability to teach at the level that assures the theory and learner outcomes are met. The full time instructors are charged with mentoring lecturers to support them through the process becoming successful instructors.

N. Admission policy
1. The program has found that English 19 with a grade C or better, or placement at least English 22 is needed to do well in the automotive program. This is one of program prerequisites (except AMT 16 and AMT 20).
2. The Program Coordinating Council (PCC) for Automotive, has recommended all Automotive Programs in the State of Hawaii require students taking automotive classes must maintain a current driver’s license. This is program prerequisite.
3. The program also uses Compass Writing (040) skills as a prerequisite.

O. Job placement, including job prospects and procedures for placing graduates
1. The campus does have a job placement office in the form of Cooperative Education where students receive credit for working at on the job skills. In addition, many local businesses will call the AMT program directly.
2. The program regularly receives calls from potential employers to request candidates for hire. The instructors will then discuss the job requirements and duties, and then try to match a student with the skills needed for that position. This method has been successful. Most automotive students are attending classes and working at least part-time by the second year. In addition, several dealerships, military personnel and independent specialty shops have made courtesy visits to classes to recruit technicians.
3. The college has actively sponsored and participated in job and career fairs. The AMT program regularly participates in these fairs.

P. Articulation with high schools, community colleges, and four-year Institutions
1. The Automotive Program has an articulation agreement with the Department of Education, Automotive Programs here in the County of Maui. This agreement is to allow high school automotive students who completed a task list established by the MCC Automotive Program to receive three credits, leading toward MCC automotive certificate or degree. This articulation agreement would allow the students to bypass AMT 20 Introduction to mechanics course. The articulation agreement between the DOE, Department of Education and Maui Community College was signed in 1991. (See Appendix E)

Q. Centers or Institutes
1. The program uses the Learning Center to help students with their resume writing. Students are able to use there computer to write their resumes. Time is scheduled during classes to have learning center personnel come in and give a lecture about; how to write a resume, what information needs to be in it, and how to follow up
V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

1. The Automotive Program is working at raising its standards to meet two national sets of accreditations.
   a. Accrediting Commission for Community and Junior Colleges (ACCJC)
   b. National Automotive Teacher Educational Foundation (NATEF)

2. The AMT program continues to make progress towards improvement in all areas. Changes made by the Program Coordinator and Instructors are visible in every aspect of the program, beginning with increased funding from grants, shop services, student numbers, partnerships and academies; to increased visibility and partnerships with other programs, industry and community; to overall appearance of shop and classroom, addition of new equipment and technology.

3. While the goal of the program is to have a coordinated team-effort between the Program Coordinator, Instructor and Lecturers, to run a smooth program and shop which benefits the students learning, the reality is that the Program Coordinator is tasked with the overall responsibility of ensuring the resources, equipment, maintenance and needs of every aspect in this program. Currently, the Program Coordinator is a 9-month instructor who has responsibility for full-time instruction, grant-writing, program reporting, Equipment/Tool Purchases, Budget management for the AMT program, maintenance of shop, update of curriculum, support and mentor the instructor and lecturers of AMT, as well as develop and maintain community partnerships for the program, lead and develop the AMT Advisory Committee and recruit and retain students, solicit for scholarships. To continue to do all of this, the MCC AMT Program will continue to pursue an 11-month position for the Program Coordinator while distributing the class load amongst the lecturers.

B. Plans for next year

1. Continue to recruit students, including non-traditional, into the AMT program. (College Fairs, shop tours, career fairs, school visitations).

2. Work with Counselor to increase number of students who apply/receive certificates.

3. Promote to students the benefits of applying for/receiving their certificates/degrees as Industry does not require college certificates/degrees.

4. Continue participation on White Paper Committee to increase strategies to address the remedial students success.
5. Continue to work with necessary general education instructors who teach specific courses needed by AMT students. (Team-teaching Physics 50)

6. Continue to bring in TLC tutors to the AMT classes for learning and study skills.

7. Continue towards NATEF certification.

8. Pursue 11-month position for Program Coordinator.

C. Budget for Next Year:
1. The program continues to pursue (NATEF) certification. Additional funds received will continue to be used to purchase equipment necessary to bring the AMT program up to NATEF standards. Additional equipment, hands on trainers and supplies for the students will be purchased with additional funds.

2. The program continues to apply for funds or grants
   a) Rural Development
   b) Carl Perkins

D. BOR questions:
   • Is the program organized to meet its objectives (student learning outcomes?)
     YES
   • Is the program meeting the student learning outcomes?
     YES
   • Are program resources adequate?
     No, additional funds for equipment and an 11-month Program Instructor/Coordinator is needed.
   • Is the program efficient?
     Work in Progress
   • Does your review provide evidence of a quality program?
     Yes
   • Are the program outcomes compatible with the student learning outcomes?
     Yes
   • Are the program student learning outcomes still appropriate functions of the college and university?
     Yes

D. Resource Implications (physical, human, financial)
1. Carl Perkins funding for non-traditional students.
2. Assistance/support from counseling and TLC staff and co-op staff.
3. AMT Instructors and counselors
4. Carl Perkins funding for White Paper Committee
5. Cooperation from General Ed. Instructors.
6. TLC staff.
7. Carl Perkins grant for Program Improvement.
8. State General Funds support of 11-month position.