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**University of Hawaii Community Colleges  
Annual Report of Program Data Analysis Preview**

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PREVIEW

**College: University of Hawaii Maui College   
Program: Automotive Technology**

The last comprehensive review for this program was on **November 15, 2007**, and can be viewed at:  
[www.uhmcautomotivetech](file:///G:\www.uhmcautomotivetech)

**Program Description**

No Content.

**Part I. Quantitative Indicators**

Overall Program Health: Healthy

Majors Included: AMT     Program CIP: 47.0617

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Demand Indicators** | | **Program Year** | | | **Demand Health Call** |
| **14-15** | **15-16** | **16-17** |
| 1 | New & Replacement Positions (State) | 197 | 167 | 149 | Healthy |
| 2 | \*New & Replacement Positions (County Prorated) | 13 | 20 | 24 |
| 3 | Number of Majors | 62 | 50 | 60 |
| 3a | Number of Majors Native Hawaiian | 17 | 14 | 16 |
| 3b | Fall Full-Time | 47% | 46% | 49% |
| 3c | Fall Part-Time | 53% | 54% | 51% |
| 3d | Fall Part-Time who are Full-Time in System | 0% | 0% | 0% |
| 3e | Spring Full-Time | 32% | 45% | 46% |
| 3f | Spring Part-Time | 68% | 55% | 54% |
| 3g | Spring Part-Time who are Full-Time in System | 0% | 0% | 0% |
| 4 | SSH Program Majors in Program Classes | 685 | 682 | 801 |
| 5 | SSH Non-Majors in Program Classes | 123 | 83 | 51 |
| 6 | SSH in All Program Classes | 808 | 765 | 852 |
| 7 | FTE Enrollment in Program Classes | 27 | 26 | 28 |
| 8 | Total Number of Classes Taught | 16 | 13 | 17 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Efficiency Indicators** | | **Program Year** | | | **Efficiency Health Call** |
| **14-15** | **15-16** | **16-17** |
| 9 | Average Class Size | 14.4 | 15.2 | 13.7 | Healthy |
| 10 | \*Fill Rate | 89.8% | 97% | 84.7% |
| 11 | FTE BOR Appointed Faculty | 2 | 2 | 1 |
| 12 | \*Majors to FTE BOR Appointed Faculty | 31 | 24.7 | 60 |
| 13 | Majors to Analytic FTE Faculty | 28.9 | 25.7 | 26.1 |
| 13a | Analytic FTE Faculty | 2.1 | 1.9 | 2.3 |
| 14 | Overall Program Budget Allocation | $189,646 | $148,989 | Not Yet Reported |
| 14a | General Funded Budget Allocation | $177,911 | $139,917 | Not Yet Reported |
| 14b | Special/Federal Budget Allocation | $0 | $0 | Not Yet Reported |
| 14c | Tuition and Fees | $11,735 | $9,072 | Not Yet Reported |
| 15 | Cost per SSH | $235 | $195 | Not Yet Reported |
| 16 | Number of Low-Enrolled (<10) Classes | 2 | 1 | 2 |

|  |  |
| --- | --- |
| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Effectiveness Indicators** | | **Program Year** | | | **Effectiveness Health Call** |
| **14-15** | **15-16** | **16-17** |
| 17 | Successful Completion (Equivalent C or Higher) | 83% | 79% | 79% | Healthy |
| 18 | Withdrawals (Grade = W) | 5 | 4 | 7 |
| 19 | \*Persistence Fall to Spring | 77.1% | 76.4% | 72.1% |
| 19a | Persistence Fall to Fall | 50.9% | 51% | 49% |
| 20 | \*Unduplicated Degrees/Certificates Awarded | 9 | 3 | 23 |
| 20a | Degrees Awarded | 8 | 3 | 13 |
| 20b | Certificates of Achievement Awarded | 9 | 3 | 14 |
| 20c | Advanced Professional Certificates Awarded | 0 | 0 | 0 |
| 20d | Other Certificates Awarded | 2 | 0 | 10 |
| 21 | External Licensing Exams Passed | Not Reported | Not Reported | N/A |
| 22 | Transfers to UH 4-yr | 2 | 0 | 0 |
| 22a | Transfers with credential from program | 0 | 0 | 0 |
| 22b | Transfers without credential from program | 2 | 0 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Distance Education:  Completely On-line Classes** | | **Program Year** | | |  |
| **14-15** | **15-16** | **16-17** |
| 23 | Number of Distance Education Classes Taught | 0 | 0 | 0 |  |
| 24 | Enrollments Distance Education Classes | N/A | N/A | N/A |
| 25 | Fill Rate | N/A | N/A | N/A |
| 26 | Successful Completion (Equivalent C or Higher) | N/A | N/A | N/A |
| 27 | Withdrawals (Grade = W) | N/A | N/A | N/A |
| 28 | Persistence (Fall to Spring Not Limited to Distance Education) | N/A | N/A | N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Perkins IV Core Indicators 2015-2016** | | **Goal** | **Actual** | **Met** |  |
| 29 | 1P1 Technical Skills Attainment | 92.00 | 72.22 | Not Met |  |
| 30 | 2P1 Completion | 51.00 | 16.67 | Not Met |
| 31 | 3P1 Student Retention or Transfer | 81.00 | 100.00 | Met |
| 32 | 4P1 Student Placement | 63.87 | 61.90 | Not Met |
| 33 | 5P1 Nontraditional Participation | 22.00 | 1.75 | Not Met |
| 34 | 5P2 Nontraditional Completion | 22.00 | 0.00 | Not Met |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Measures** | | **Program Year** | | |  |
| **14-15** | **15-16** | **16-17** |
| 35 | Number of Degrees and Certificates | 17 | 6 | 27 |  |
| 36 | Number of Degrees and Certificates Native Hawaiian | 5 | 0 | 6 |
| 37 | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM |
| 38 | Number of Pell Recipients1 | 32 | 21 | 13 |
| 39 | Number of Transfers to UH 4-yr | 2 | 0 | 0 |

|  |  |
| --- | --- |
| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |
| **1PY 16-17; Pell recipients graduates not majors** |  |

[Glossary](file:///G:\docs\2017_Annual_Report_of_CTE_Program_Data_Glossary.pdf) | [Health Call Scoring Rubric](file:///G:\docs\2017_arpd_cte_health_rubrics.pdf)

**Part II. Analysis of the Program**

The strengths of the program are that we are using the NATEF curriculum and have successfully prepared students for industry.  Because of the shortage of automotive techs through out the nation, there is a big demand for our students.  Our students have been able to leave the state of Hawaii and been able to find jobs elsewhere and in other careers.

Our average class size  has dropped due to restricting the size of AMT 60 and requiring the student to be better prepared before taking any of our engine management classes, ( AMT40G and AMT 40B).  The shop is to small for a full class (16) AMT 60.  In the past students were working in the parking lots on vehicles.  This was not a safe practice.  For the engine management classes we found that if the student did not perform well in the electrical classes, they had are hard time understanding sensors and how the automotive engine management system works.  This is one of the reasons we want to change the program map.

Weakness: For the past two years one of the instructors took a year’s leave and resigned just before he was to return.  This left the program coordinator who other duties include CTE/Voc Ed Department Division Chair teaching classes that could not be filled with lectures.  14-hour instructional days during Fall semester and 10 to 12 hour instructional days in the Spring semester.  The completion rate is low because most of our student only take the automotive classes to get their certifications.  They do not need the general ed courses to get certified.  We should include job placement as computers, and graduates.  Technical achievement has not been met because of inadequate facilities and equipment.  We do not meet non-traditional measurements because we have no resources or support to gain more women to the program.

**Part III. Action Plan**

A new full- time instructor to be hired to help the teaching load has been left by the resignation of previous instructor.

New equipment has been purchased to replace non-working out dated equipment..

However, we have to work with the same old problem again.  The facility is too small, inadequate, falling apart and has rodents living inside. We are the only Automotive CC program that Full-time instructors and lectures share one classroom and shop that are too small for the student enrollment. The shop and classroom is used Mondays thru Fridays 8 am until 10 pm.  There is no room for expansion.  With the newer industry demands, such as instruction for Hybrid, all electric, diesel and variable fuel vehicles we cannot meet these demands. Students are required to attend both day and night classes in order to graduate on schedule.  This is a big burden on them, which affects their work and time with the family.  Because of this student take longer to graduate or do not take the general education courses. We cannot host aftermarket seminars because we have classes at night and the classroom is too small.

The Automotive Program is in a need for a newer, larger and more up to date facility.  Each instructor should have his own classroom and shop to manage.  A newer larger and better-equipped facility will help the program produce technicians that are more employable in a shorter time to help meet the shortage of technicians in industry now. We will be able to host seminars to help update the technicians that are in the field.

**Part IV. Resource Implications**

The program has gain some equipment through the university system and through our program revolving fund.

We are in need of a newer and adequate facility, more full time instructor and lectures.

CTE instructors should not have to be burden in gaining resources for their program.  CTE instructors have to teach (contact hrs.) 506.25 hours to meet the 27 TE's requirement.  This does not include the shop management, lab preparation time and repairs or campus services we do on a daily bases.  Our counter parts in Liberal Arts program just need 405 hours to meet their 27 TE's.

**Program Student Learning Outcomes**

For the 2016-2017 program year, some or all of the following P-SLOs were reviewed by the program:

| **Assessed  this year?** | | **Program Student Learning Outcomes** |
| --- | --- | --- |
| 1 | Yes | Diagnose, service and repair all automotive component systems. These systems include: Engines, Brakes, Fuels/Emissions, Power train, Automatic Transmissions/transaxles, Electrical, Heating/Air Conditioning and Ignitions. |
| 2 | Yes | 2. To be able to communicate (verbally and written) to customers, management, vendor, and other technicians. |
| 3 | Yes | 3. To be able to retrieve information from multiple sources for repairs and estimates |
| 4 | Yes | 4. To be able to prepare a job application and skills to include creation of a resume and job interview techniques. |

**A) Evidence of Industry Validation**

Advisory committee met in December 2016 and May 2017

**B) Expected Level Achievement**

The student must be able to See PLO's.

 .

**C) Courses Assessed**

AMT 60 Diagnosis and Repair Spring 2017

**D) Assessment Strategy/Instrument**

High achievement: Student demonstrates complete understanding of the problem.  Several details and examples were given to support answer.     The response was well organized.

Average achievement: Student demonstrate partial understanding of the problem. Few details and examples were given to support answer.  The response was somewhat organized, but did not have a smooth transition.

Below average achiever: Student demonstrates little or no understanding of the problem.  Detail and examples were not relevant or given.  The response was difficult to follow or confusing to reader..

**E) Results of Program Assessment**

AMT 60 results were, 20% were high achievers, 60% were average and 20% were below average.

**F) Other Comments**

No content.

**G) Next Steps**

No content.

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