

University of Hawaii Maui College

2011 Annual Report of Instructional Program Data

Automotive Technology

Program Mission:

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 to 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.

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: AMT

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	130	77	64	Unhealthy
2	New & Replacement Positions (County Prorated)	14	8	7	
3	Number of Majors	54	71	79	
4	SSH Program Majors in Program Classes	630	697	684	
5	SSH Non-Majors in Program Classes	17	103	89	
6	SSH in All Program Classes	647	800	773	
7	FTE Enrollment in Program Classes	22	27	26	
8	Total Number of Classes Taught	12	13	12	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	13.3	15.9	15.8	Healthy
10	Fill Rate	83%	100%	98%	
11	FTE BOR Appointed Faculty	2	2	2	
12	Majors to FTE BOR Appointed Faculty	26.8	35.5	39.5	
13	Majors to Analytic FTE Faculty	29.5	37.6	41.8	
13a	Analytic FTE Faculty	1.8	1.9	1.9	
14	Overall Program Budget Allocation	Not Reported	\$153,380	\$148,215	
14a	General Funded Budget Allocation	Not Reported	\$153,380	\$145,368	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$192	\$192	
16	Number of Low-Enrolled (<10) Classes	1	0	1	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	86%	79%	75%	Cautionary
18	Withdrawals (Grade = W)	1	5	5	
19	Persistence (Fall to Spring)	66%	67%	69%	
20	Unduplicated Degrees/Certificates Awarded	21	28	16	
20a	Degrees Awarded	8	4	3	
20b	Certificates of Achievement Awarded	9	4	3	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	22	43	24	
21	Transfers to UH 4-yr	0	0	0	
21a	Transfers with credential from program	0	0	0	
21b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year			
		08-09	09-10	10-11	
22	Number of Distance Education Classes Taught	0	0	0	
23	Enrollment Distance Education Classes	0	0	0	
24	Fill Rate	0%	0%	0%	
25	Successful Completion (Equivalent C or Higher)	0%	0%	0%	
26	Withdrawals (Grade = W)	0	0	0	
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.05	66.67	Not Met	
29	2P1 Completion	44.50	40.00	Not Met	
30	3P1 Student Retention or Transfer	55.50	76.32	Met	
31	4P1 Student Placement	50.50	62.50	Met	
32	5P1 Nontraditional Participation	16.00	14.06	Not Met	
33	5P2 Nontraditional Completion	15.10	10.34	Not Met	

Last Updated: November 9th, 2011

Part II: Analysis of the Program

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 UHMC AMT Program will continue to pursue an 11-month position for the Program Coordinator while distributing the class load amongst the lecturers.

Part III: Action Plan

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.

Part IV: Resource Implications

- A. 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

Program Student Learning Outcomes

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.