Automotive Mechanics Technology  
Honolulu Community College  
2007-2008 Annual Assessment Report  
Covering the Fall 2006-Spring 2007 Semesters

College Mission Statement  
Honolulu Community College’s mission is to:
- Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement  
The Automotive Technology program's mission is to serve the community as a learning-centered, open door program that provides technical training to meet the demands of the automotive industry and the needs of the individual. An open-exit option allows the students to identify their career objectives and participate in program exploration.

Part I: Quantitative Indicators for Program Review

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
<td>-74 / 545</td>
</tr>
<tr>
<td>Annual New and Replacement Positions County</td>
<td>-205 / 367</td>
</tr>
<tr>
<td>Number Majors (Only Fall Count)</td>
<td>160</td>
</tr>
<tr>
<td>SSH for Program Majors all Program Classes</td>
<td>955</td>
</tr>
<tr>
<td>SSH for non program majors in all program classes</td>
<td>0</td>
</tr>
<tr>
<td>SSH for all students in all program classes</td>
<td>955</td>
</tr>
<tr>
<td>FTE Program Enrollment</td>
<td>63.67</td>
</tr>
<tr>
<td>Number of Classes Taught</td>
<td>10</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>16.45</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>57.46</td>
</tr>
<tr>
<td>FTE (headcount) of BOR Appointed Program Faculty</td>
<td>6.0</td>
</tr>
<tr>
<td>Student/ Faculty Ratio (calculated field)</td>
<td>26.7</td>
</tr>
<tr>
<td>Number of Majors Per FTE (workload) Faculty</td>
<td>4.2</td>
</tr>
<tr>
<td>Program Budget Allocation</td>
<td>$576,241</td>
</tr>
<tr>
<td>Cost Per SSH (Calculated field)</td>
<td>$603</td>
</tr>
<tr>
<td>Number of classes that Enroll less than 10 students</td>
<td>0</td>
</tr>
<tr>
<td>Persistence Fall to Spring</td>
<td>64.29</td>
</tr>
<tr>
<td>Number of Degrees Earned (Prior Yr Data)</td>
<td>24</td>
</tr>
<tr>
<td>Number Certificates Earned (Prior Yr Data)</td>
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<tr>
<td>Number of Students Transferred</td>
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<tr>
<td>Perkins Core Indicator - 1P1</td>
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<tr>
<td>Perkins Core Indicator - 1P2</td>
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<tr>
<td>Perkins Core Indicator - 2P1</td>
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<tr>
<td>Perkins Core Indicator - 3P1</td>
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<tr>
<td>Perkins Core Indicator - 3P2</td>
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<tr>
<td>Perkins Core Indicator - 4P1</td>
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</tr>
<tr>
<td>Perkins Core Indicator - 4P2</td>
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</table>
Part II: Analysis of the Program

1. What are the strengths of this program?
   - Certified by the National Automotive Technician Education Foundation (NATEF).
   - High standards that are followed according to NATEF guidelines are recognized by the automotive industry, which allows the program to sustain strong industry support by providing donations, scholarships and job placement for our students.
   - Partnership with manufacturer and aftermarket training provides valuable resource of new technology, training material and donations.
   - An active advisory committee provides valuable recommendations to strengthen the program.

2. What are the weaknesses of this program?
   - Insufficient funding to update equipment to industry standards.
   - The program is training students with inadequate, outdated and broken equipment that will jeopardize the NATEF standards that we follow.
   - Inadequate support of substitute instructor to relieve primary instructor while on leave to obtain technical training, sick leave or personal leave.

3. What opportunities exist for the program?
   - Increased budget allocation for equipment replacement.
   - Perkins grants.
   - Manufacturer and industry donations.

4. What challenges (threats) exist for the program?
   - The program is due for re-certification in fall 2008.
   - Inadequate equipment to train students in order to meet industry standards will jeopardize NATEF re-certification.
   - Our Advisory Committee evaluated the program of having less than adequate equipment to train students and recommends updating equipment.
   - Training students with inadequate equipment to meet industry standards will jeopardize industry support that provides donations, scholarships, and hire our students.
   - Manufacturer and Aftermarket training may pull out and go elsewhere to train if the facility is not properly equipped with up to date equipment. Jeopardizing this partnership will have serious consequence of falling behind in technology.
   - NATEF standard 9.3 – Technical Updating. In order to meet this NATEF standard, our instructors are required to maintain a minimum of 20 hours of technical training each year. Most of the automobile dealer in-service training is held at our facility during our class session, which makes it almost impossible to attend without adequate substitution to cover our classes.
   - NATEF standard 9.5 – Substitutes. Currently our program does not have a systematic method of obtaining a substitute instructor to assure instructional continuity while the primary instructor is on leave to obtain technical training, sick leave or personal leave. Presently, there is no way other than sabbaticals, for instructors to get trained and updated.
• The closest automobile manufacturer training center is on the mainland. In order to attend this training the faculty must travel to the mainland during their off duty time. Currently there is no system for compensation for transportation and lodging to attend the required NATEF training.

5. Are the measurement of your Program and Course SLOs providing adequate information to evaluate student learning or should new measures be developed?
   • Students successfully completing each course will satisfy the SLO’s set by the program in accordance to the National Automotive Technicians Educational Foundation. Students who complete the NATEF performance tasks will be able to work independently and inter-dependently in an automotive repair facility; function safely in an automotive environment; communicate effectively to gather and convey industry related information; and operate automotive equipment and specialty tools properly.
   • The theoretical portion is evaluated and measured through an ASE-type test for each course or module. Each instructor obtains ASE-type test questions from a question database.
   • The practical portion of evaluation is accomplished by assessing lab activities associated to each task outlined by NATEF. Our program measured each student’s competency by utilizing all 450 NATEF tasks and not just the minimum amount required.

6. How do you know that students are achieving your stated Program SLOs?
   • The automotive faculty has produced a checklist manual that we call the “Student Passport” and every student gets the appropriate passport at the beginning of each AMT course. This “passport” reflects the same information about the task (and the student’s ability to perform that task) that the instructor has on record and becomes the property of the student after completing the course. Students have found this passport to be a great tool (evidence of their abilities) when applying for an automotive position.
   • Data of student progress is kept on our program skills manager database.
   • The A.A.S. Degree requirements include a minimum of 1 credit of Cooperative Education. Employers of our students through the co-op program make progress reports.

7. What kinds of evidence can you provide? (You don’t have to include the evidence in this report. Just list some of the ways that you collect evidence on student learning. Examples include knowledge surveys, projects, writing samples, observations, portfolios, performance tests, capstone experiences, etc.)
   • NATEF passports, program skills manager, knowledge surveys, module exams, written and practical performance exams, and employer progress reports.

8. Does the program have sufficient resources to promote student learning? Are other resources needed such as personnel, facilities, or equipment? If additional resources are required, what evidence/rationale is there to support this?
   • The resources to promote student learning are insufficient. A lot of the equipment and training aids being used are becoming outdated and not
current to industry standards so the student will have inadequate training with modern technology.

- The automotive advisory committee evaluated the program of having inadequate equipment in several areas. This is a concern that needs to be addressed immediately as we are heading towards re-certification in fall 2008 and will jeopardize our NATEF certification if students continue to be trained with antiquated equipment and training aids.

- NATEF Standard 3.2 – Multimedia. Currently all classrooms need to be modernized. Multi-media, Internet functioning classrooms are the normal industry standards and a NATEF standard. Only two of the six classrooms are equipped with multi-media systems. The multi-media system will strengthen student-learning outcomes through interactive lesson plans, power point presentations, and live and video recorded presentations to better train students. Improving the use of technology by training AMT students with modern multi-media systems will enhance the integration of academics of high school students enrolled in the Auto Academy with career and technical skills, which include work-based learning experience at local auto dealerships. More high schools throughout the state are cutting back on vocational training and we need to ease the transition and integrate academics into technical training using modern training presentations through multi-media systems.

- There is a constant concern as to how instructors can find a way to leave their course during the semester (1 day –2 weeks) in order to obtain up-dated training when it becomes available. NATEF as well as other program affiliation (Chrysler, Toyota and AC-Delco to name a few) all require the school/program keep its instructors at the cutting edge of technology in the areas they teach in order to improve student learning outcomes. It is very difficult to find a substitute who has the knowledge (and is willing to teach) and can leave their full-time employment (short term) to assist in this area. Again, this is another area that could result in jeopardizing our NATEF standing. NATEF specifies the program have a substitute instructor and the additional instructor will be able to cover all areas of instruction while the primary instructor receives training (NATEF Standard 9.5 Substitute).

- The other training option requires out of state travel, which involves time and money. Currently this is a faculty burden. A system for support needs to be developed to assist the need for professional development that goes over and above the normal means.

9. Do all of your instructors (both faculty and lecturers) include the course (not program) SLOs into their syllabus? How do you ensure that everyone is doing so?

- Yes, all courses us a standardized form developed on the File Maker Pro program that include SLOs in each course syllabus that is provided at the beginning of the semester.
10. Where do the instructors get the course SLOs from? (Do they get them from the program coordinator? From the division secretary? From the HCC Website?)
   - The automotive department receives advice from our advisory committee on what industry expects out of our students and the department created SLOs to meet the industry needs and fulfilled the NATEF standards.

11. Are all safety issues addressed?
   - All safety issues are addressed, however the automotive program is also peppered with safety concerns. Often, our facility, its equipment and machinery need maintenance and repairs. Instructors must be kept up to date through training and is required to maintain program certification. Money for safety and re-certification issues, which directly impact our student, should be mandatory but is often negotiated.
   - Building condition is deteriorating with metal debris falling in the shop, leaks that cause ceiling panels to deteriorate and fall in classrooms and also have rat droppings falling with the panels are all concerns that have been reported but has not been corrected by maintenance.

Part III: Action Plan
1. What tasks/goals have you accomplished from your previous action plan items on last year's annual review report?
   - Some new equipment was received from end of the year funding but nothing has come directly from what was requested in the strategic plan.

2. What tasks/goals have you set for the upcoming year (Fall 2007/Spring 2008)?
   - Pursue support of administration to implement request made in strategic plan for yearly funding to replace aging and outdated equipment in order to maintain NATEF standards and remain current with industry. The negative ramification of not providing funding to update equipment may jeopardize the integrity of the program and its certification.

3. Who will be responsible for completing these tasks/goals?
   - All AMT personnel, Division chair, Dean of Tech 1, Planning council and the Chancellor of the college.

4. What is the timeline for achieving these tasks/goals?
   - On going

Part IV: Resource Implications (physical, human, financial)
1. Are there any budgetary impacts for carrying out your action plan?
   - Yes, an annual request of $40,000 for equipment replacement has been made in the strategic plan, but has not been set as a priority by the college and not yet funded which will jeopardize our NATEF certification.
   - A request for funding of $50,000 for another instructor has been made in the strategic plan but has not been set as a priority by the college and not yet funded which will also jeopardize our NATEF certification.
2. Do any of your action plan items require integration into the strategic plan? (If so, have you notified your division chair / Dean of this action?)
   - Yes, the need to update equipment is in our strategic plan and the Dean is fully aware of the concerns to have the strategic plan implemented for the success of the program and the impact it has on the student learning outcomes.
   - Another instructor is needed to provide adequate substitution, which is a NATEF requirement that the Dean is also aware of.

Part V: Strategic Planning Items

Does your program have any funding requests on the current strategic plan (equipment, positions, etc.)? If yes, please write an explanation on how your program review report supports the need to fund the program’s strategic plan request.
   - Yes, Justification for funding is explained throughout this entire report.