

**HAWAI'I COMMUNITY COLLEGE  
PROGRAM ANNUAL REVIEW REPORT**

**Automotive Mechanics Technology (AMT)**

**February 3, 2017**

**Review Period**  
**July 1, 2015 to June 30, 2016**  
(Fall 2105 – Spring 2016)

Initiator: Harold Fujii  
Writer(s): Kenneth Shimizu and Jeff Fujii

*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

**PROGRAM DESCRIPTION**

<b>Describe the Program</b>	
Provide the short description as listed in the current catalog.	This program prepares the student for employment as a general mechanic in a service station or auto dealer’s shop, or as a specialty mechanic or a specialist on engine tune-ups or electrical systems.
Provide and discuss the program’s mission (or goals and objectives if no program mission statement is available).	<p>The mission of the Automotive Technology (AMT) Program is to prepare students for successful employment as an automotive mechanic. The AMT program offers a 48 credit Certificate of Achievement and a 63 credit Associates in Applied Science (AAS) degree. Students completing the AAS degree are ready for the Automotive Service Excellence (ASE).</p> <p>The program’s mission is not currently published. It was found in the last comprehensive review. It is slightly outdated. We will be working on updating it.</p>

**Comprehensive Review information: Required for ARPD Web Submission**

Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2013
URL	<a href="#">Automotive Mechanics Technology - AMT</a>
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	<p><b>Note:</b> The late release of the ARPD data and the tight deadline for this program review did not give us enough time to analyze and review everything in depth.</p> <p>The most significant changes since the last Comprehensive Review is the hire of an APT and the blocking of the courses.</p>

## QUANTITATIVE INDICATORS

### ARPD Data

**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**

a) If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

**OR**

b) If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

## ANALYSIS OF THE PROGRAM'S DATA

<b>Analyze the program's ARPD data for the review period.</b> Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	<p>We were scored as Unhealthy for our Demand Health Call. The demand indicator only looks at one number, which is based off of two pieces of data that does calculate the variables. New &amp; Replacement Positions (County Prorated) divided by Number of Majors is the formula which scores the Demand Indicator.</p> <p>New &amp; Replacement Positions (County Prorated) is 17. This data is based off of the CIP code 47.0617. The description/classification of this code is High Performance and Custom Engine Technician/Mechanic, which is one of the many specialized areas our graduates can work in. We are limited to this one CIP code, when in actuality, we could probably list, at minimum, another 5 CIP codes.</p> <p>Number of Majors is 55. This number includes all students that declared AMT as their major. In this reporting year, there was a total of 40 students registered in the AMT program. Of the 40 AMT students, 16 were in the graduating class. This should be based on the students that are going to enter the work field (graduating class).</p> <p>Using "true" data in New &amp; Replacement Positions (County Prorated) and Number of Majors, we would definitely be scored as Healthy for the Demand Indicator.</p>
Efficiency	<p>We were scored as Healthy for our Efficiency Health Call. The AMT program</p>

	has historically done well in enrollment. Although we usually have full classes year to year, we still attend/participate in every career fair we know about.
Effectiveness	<p>We were scored as Healthy for our Effectiveness Health Call. Using the new rubric we should have been given a Cautionary Health Call. The reason for this is because we had four withdrawals. Those withdrawals caused our Persistence Fall to Fall and Unduplicated Degrees/Certificates Awarded to drop.</p> <p>The students dropped out of the class due to social issues and/or no interest in the AMT program. This is a problem encountered in all programs. We are looking into a feasible way to make sure all students are interested in the field of their major before they enter a program.</p>
Overall Health	We were given an Overall Program Health Call of Cautionary. After analyzing the ARPD data and comparing it to what is actually happening in the AMT program, we feel that the program is actually very healthy. Although this data does not take in some variables, it does give us a general view of the program. We will use all data we can get our hands on to better the program.
Distance Education	N/A – Hands on program
Perkins Core Indicators (if applicable)	<p><b>1P1 Technical Skills Attainment</b> was not met. After analyzing 2014-15 data, the reason for not meeting this indicator was due to two students dropping out (one from first year and the other from second year). The two students dropped out of the class due to social issues and no interest in the AMT program.</p> <p>This is a problem encountered in all programs. We are looking into a feasible way to make sure all students are interested in the field of their major before they enter a program.</p> <p><b>4P1 Student Placement</b> was not met. After analyzing the 2013-14 data, we found that 14 of the 19 graduates went to work. With these numbers, we would have put us over our goal at 73.68. We believe that the combination of data being pulled before all 14 students were employed and counting the students that dropped out from the first year students (second cohort) gave us the 57.89 (Not Met)</p> <p><b>5P1 Nontraditional Participation &amp; 5P2 Nontraditional Completion</b> both were not met. Both of these indicators have be hard to meet. If you do not meet 5P1, you never will have a chance to meet 5P2. That is why we currently are concentrating on 5P1. We are trying to increase women in the program by recruiting and participating at career fairs. Whenever possible, we ask current women in the program to volunteer when we promote the program.</p>

Performance Funding Indicators (if applicable)	N/A
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	The main external factor is the late release of the ARPD data and the tight deadline for this program review. The timing just happened to be in a very busy month and the deadline was about two weeks from the training workshop! There was not enough time to analyze and review everything in depth.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	

<b>Analyze the program's IRO data for the year under review.</b> Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	N/A
Discuss changes made as a result of the IRO data.	N/A

<b>Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:</b>	
Changes to the program's curriculum	All of our proposals to block our courses have been approved. We are preparing to implement the new courses in Fall 2016. This will

due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	allow the instructors to have more flexibility teaching and shorten the time spent on assessment. We are expecting to tweak the courses in the upcoming years as needed.
New certificates/degrees	N/A
Personnel and position additions and/or losses.	ATE Division Chair Joel Tanabe will be retiring and AMT Associate Professor Harold Fujii will be moving up to take his place as ATE Division Chair. We will need to find a lecturer to fill Harold position.
Other major/meaningful activities, including responses to previous CERC feedback.	

<b>Describe, analyze, and celebrate the program's successes and accomplishments. (For example, <i>more students were retained/graduated OR the program successfully integrated new strategies/technologies.</i>)</b>	
Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?  Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	

<b>Describe, analyze, and discuss any challenges and/or obstacles the program has faced.</b>	
Identify and discuss the program's challenges/obstacles.	<p>In Fall 2016 Mike Unebasami implement a 10% surcharge on the gross revenue of the program's R account and also announced that the college can "sweep" the R account too. Since our G account has been decreasing, we have always used our R account to supplement it. This had a negative effect on the program. This is technically another budget cut. Currently we are working to move forward, but we do not want to save for larger purchases anymore, because the money could be "swept" at any time.</p> <p>We do generate revenue, but it is not our priority. Our priority is, and will always be, our students. We generate some revenue because our G account (instructional funds) have not increased since its inception in the late 90's, they actually decreased!!! The cost of supplies have increase with inflation over the years, but we still have to manage with the same budget. We will not attempt to be a big revenue generator, we are here to educate students and not take away jobs from the local industry!</p>
Discuss changes and actions taken to address those challenges, and any results of those actions.	<p>In Spring 2016 we opened a University of Hawaii Foundation Account for the AMT program. This will allow us to take in donations to help support the program.</p>
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	<p>Hopefully our operating budget will be increased! In the mean time we will look at different options to assist the program.</p>

## **PROGRAM ACTION PLAN**

**Discuss the program's prior year's (AY14-15) action plan and results.**

Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	1. Block Courses ..... .....
Discuss the results of the action plan and the program's success in achieving its goals.	1. New courses have been approved .....
Discuss any challenges the program had in implementing that action plan or achieving its goals. .....	1. N/A .....

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on \_\_\_\_\_(date)\_\_\_\_\_.

Reviewed website and will submit change request to webmaster.

*Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>*

<b>Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.</b>	<b>Benchmarks and Timelines for implementation and achievement of goals.</b>
<b>Action Goal 1:</b>  We did not assess any courses in the 2015-16 year. The reason is we just implemented the new courses, and will run out the old courses.	<b>Benchmarks/Timelines:</b>  Benchmark – Set by Advisory Committee, our current assessment

<p>We want to review how the courses are assessed. The goal is to evolve the assessment strategies so that it is integrated seamlessly into the courses and will effectively assess the students.</p>	<p>strategies are approved.</p> <p>Timeline - ongoing</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p> <p>You cannot make improvements in the student learning and attainment of the PLOs without knowing where the students currently are. So, having an effective assessment strategy is the most essential part to improve student learning and attainment of the PLOs.</p>	
<p><b>Action Goal 2:</b></p>	<p><b>Benchmarks/Timelines:</b></p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p>	
<p><b>Action Goal 3:</b></p>	<p><b>Benchmarks/Timelines:</b></p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?</p>	

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**RESOURCE IMPLICATIONS**

***NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.***

**Please provide a brief statement about any implications of or challenges with the program’s current operating resources.**

As mentioned above, our current operating budget has not increased since its calculations was developed and implemented in the late 90’s. The cost of supplies have increase with inflation over the years, but we still have to manage with the same budget.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

**LEARNING OUTCOMES ASSESSMENT**

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program’s faculty/staff.

**Evidence of Industry Validation and Participation in Assessment (for CTE programs only)**

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

**Courses Assessed**

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

**\*No assessments were completed in the 2015-16 year. Assessments will be done in the 2016-17 year.**

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
.	N/A	N/A	N/A
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
.	N/A	N/A	N/A

### Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	N/A
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	N/A
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	N/A
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	N/A

### Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
  - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
	<a href="http://hawaii.hawaii.edu/files/assessment/reports/program_reports.php">http://hawaii.hawaii.edu/files/assessment/reports/program_reports.php</a> use data from above link
N/A	N/A

### Results of Course Assessments

<b>For each course assessed in AY 2015-16:</b>	
provide a <u>description of the summative assessment results</u> in terms of students’ attainment of the CLOs and aligned PLOs.	N/A

### Other Comments

<b>Include any additional information that will help clarify the program’s course assessment results.</b>	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	N/A
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are	N/A

not discussed elsewhere in this report.	
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**Next Steps – Assessment Action Plan**

<b>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results.</b> Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	N/A
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	N/A
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	N/A
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

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**Part VI. Cost Per SSH**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

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General Funds	= \$	<u>No Data</u>
Federal Funds	= \$	<u>No Data</u>
Other Funds	= \$	<u>No Data</u>
Tuition and Fees	= \$	<u>No Data</u>

**Part VII. External Data**

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If your program utilizes external licensures, enter:

Number sitting for an exam   N/A    
Number passed   N/A