

HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Automotive Mechanics Technology (AMT)

Date November 17th, 2017

Review Period
July 1, 2016 to June 30, 2017

Initiator: Harold Fujii
Writer(s): Kenneth Shimizu, 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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

<p>Provide the short description as listed in the current catalog.</p>	<p>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.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2016</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2016_amt_comprehensive_program_review.pdf</p>
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>CERC evaluations and recommendations not available at this time.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

**Please attach a copy of the program's data tables
and submit with this Annual Program Review (APR).**

a) If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	<p>We have received a Demand Health Call of "Healthy". We should have received a "Cautionary" health call according to the current scoring rubric (1.07).</p> <p>Although wrong, this has been the most accurate call we had in years! The scoring rubric has again been updated this year, it is not perfect, but is a big step in the right direction! The reason for the increased accuracy is due to the change in the denominator. It is now a rolling three year average of graduates, not declared majors!</p> <p>To perfect this indicator, we must be allowed more than one program CIP code, as we prepare students to work in more than one area. With this we will definitely score a "Healthy" call (1.5+ on the rubric)</p>
Efficiency	<p>We have been given an Efficiency Health Call of "Healthy". We have a mandated enrollment capacity so our scoring rubric is based off of Class Fill rate. Our capacity per cohort is 20 and our average class size is 19, making our fill rate at 95% of capacity. The minimum Fill Rate to get a Healthy call is 75%. We do average 2-3 students dropping out in the second year, but we do not see this number dropping below 75% anytime in the near future.</p>

Effectiveness	<p>We have been given an Effectiveness Health Call of “Healthy”. This year’s scoring rubric (updated 10/12/17) did not have an effectiveness scoring rubric, so we assumed and analyzed the data using last year’s scoring rubric (updated 02/03/17).</p> <p>The scoring rubric requires the program to increase the number of Unduplicated Degrees and CAs Awarded by 5% a year. Although we were given a Health Call of Healthy, it will be impossible to increase our Unduplicated Degrees/Certificates Awarded! We do not have the physical space to grow the program and increase the capacity 5% every year. We believe that if a program cannot grow by 5% every year, it should be rated on a set ratio of Unduplicated Degrees/Certificates Awarded to Average Class Size.</p>
Overall Health	<p>The Overall Health Call was “Healthy”. This is an accurate reflection of the Automotive Mechanics Technology Program, but does not mean that it is perfect and nothing must be done. We must maintain this high level of performance, especially by make sure our classes are full with students that are interested, passionate, and ready to learn.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	<p><u>1P1</u> - Technical Skills Attainment was not met. After analyzing the data, the reason for not meeting this indicator was due to two students dropping out. The two students dropped out of the class due to social issues and no interest in the AMT program.</p> <p>We see a minimum of two students that drop out every year due to social issues and/or no interest in the 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. As far as social issues go, there is very little we can do besides directing them to a counselor.</p> <p><u>2P1</u> – Completion was met. Historically the AMT is a very successful program, but that does not mean that we take meeting this indicator for granted. We continuously work hard at maintaining this level of performance.</p>

	<p>3P1 – Student Retention or Transfer was not met. After analyzing the data, the data seems to be flawed. We looked at our data and we found that 100% of our students that were in the AMT Program during the Fall 2015 semester continued in the program in the Spring 2016 semester. The only possible reason, if the data is correct, for not meeting this indicator was due to students, who were AMT majors with 12 CTE credits but not in the program, dropping out or changing majors. Our data shows that we meet this indicator.</p> <p>4P1 – Student Placement was not met. After analyzing the data, it is true, during the data sampling time only about 11 of the 19 graduates were employed. Current tracking of the 19 2015 AMT graduates show that 15 are currently employed, 1 is continuing schooling, 2 are unemployed, and one is unaccounted for. This data is only a small snapshot of the overall effectiveness of this program. Looking at the bigger picture shows this program is very successful!</p> <p>5P1 – Nontraditional Participation was not met. After analyzing the data, it is true, 5 out of our 40 students in the program were female. Historically, meeting and maintaining this indicator has been a challenge for this program. We have been, and continue to, attend every career/college fair to promote nontraditional participation.</p> <p>5P2 – Nontraditional Completion was met. Out of the 17 graduates, 4 were female. Although we met this indicator, it does not give a clear picture because it is a ratio. 5P2 has a direct relationship with 5P1. So, to analyze 5P2 data, you must look at 5P1 data from the previous year to get a “true” picture. The reason for this is that you cannot meet 5P2 if you don’t meet 5P1 in the previous year unless, like in this case, traditional (male) participation was lowered in turn increasing 5P2.</p>
<p>Performance Funding Indicators (if applicable)</p>	<p><u>Number of Degrees and Certificates</u> AMT contributed 4.9% or 28 out of the 576* Degrees and Certificates awarded at Hawaii Community College.</p> <p>This program’s effectiveness in contributing to this area is 140%. The program’s effectiveness measure was figured out by dividing Number of Degrees and Certificates by graduating class capacity.</p>

This program is doing its part contributing to this measure. We usually operate at 95% capacity, so any additional growth in this area will come from more students completing the AAS rather than the CA.

After analyzing our data, roughly 74% of these graduates received both their AAS Degree and CA, which means 26% of the graduates only received their CA. We always push our students to go for the AAS Degree, and most of them want to, but cannot as they have obligations to work and/or family.

Unfortunately this is the life of an average community college student, so increasing this indicator will be difficult. We may already be at the upper limits of our contributions to this area.

Number of Degrees and Certificates Native Hawaiian

AMT contributed 3.9% or 9 out of 233* Degrees and Certificates awarded to Native Hawaiians at Hawaii Community College.

Since we do not control who enters the program, the best way to measure the effectiveness of this program's contributions is to compare the Number of Native Hawaiians that enter the program versus the Number of Degrees and Certificates Native Hawaiian. Currently we do not have the data for Number of Native Hawaiians that enter the program. We will look into a way to start tracking this number so we can properly analyze this measure.

Based on data that we do have, this program is doing its part contributing to this measure. The data shows that this program, overall, averages a very high student success rate. If a Native Hawaiian student enters the program, he/she will have a very good chance of completing the program.

Like we mentioned before, we do not control who enters the program but we visit, promote, and talk to potential students every year at Kamehameha High School's Career Day at the Keaau location.

Number of Degrees and Certificates STEM

AMT is not a STEM program.

Number of Pell Recipients

AMT contributed 5.6% or 20 out of 256* Pell Recipients that graduated at Hawaii Community College.

	<p>This analysis is very similar to the measure above because we do not control who enters the program. The best way to measure the effectiveness of this program's contributions is to compare the Number of Pell Recipients that enter the program versus the Number of Pell Recipients. Currently we do not have the Number of Pell Recipients that enter the program. We will look into a way to start tracking this number so we can properly analyze this measure.</p> <p>Based on data that we do have, this program is doing its part contributing to this measure. The data shows that this program averages a very high student success rate. If a Pell Recipient enters the program, he/she will have a very good chance of completing the program.</p> <p><u>Number of Transfers to UH 4-yr</u> AMT contributed 0.69% or 2 out of 289* Transfers to UH 4-yr at Hawaii Community College.</p> <p>AMT is not a transfer program so there is no effectiveness measure. Again, this is not a transfer program, but we assist in this area by talking to each of our students individually to see if anyone plans to or is event thinking about transferring to UH. If we do have students that are interested, we advise them to take electives that will transfer and/or be relevant to their major at UH.</p> <p>We are doing above average in this area because we contributed towards this indicator.</p> <p>*Data from John Morton's Hawaii CC Fall 2017 Campus Report</p>
<p>What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>N/A</p>

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

The biggest challenge we faced is the retirement of ATE Division Chair Joel Tanabe and AMT Associate Professor Harold Fujii becoming the new ATE Division Chair. The challenge was covering Harold's AMT teaching position, because the ATE Division Chair is a full-time position. We now have two lecturers to take over his cohort, Jared Yogi and Jeff Fujii (Educational Specialist ABRP/AMT). The lecturers took over the graduating class and, with the mentoring of Ken Shimizu, did a great job for their first year lecturing. The challenge for the lecturers will be the upcoming 2017-18 year, as they will have their first incoming class. To assist the lecturers, we will move the assessment schedule to follow their cohort. This will assist them by ensuring that they receive feedback and confirmation that their teaching methods are effective.

Our Educational Specialist wrote a Perkins Proposal and was awarded June 13th, 2017. The proposal titled "Automotive Movement Toward Sustainability" will be implemented in AY2017-18.

The implementation of this strategy includes the replacement of the four solvent tanks we are currently using with SmartWashers and to install two waste oil burners.

The new SmartWashers use solutions that are pH neutral, biodegradable, non-hazardous, nonflammable and non-caustic, aqueous based degreasers. These will replace the current solvent wash tanks that use a solution that is combustible, has harmful vapor, and which skin contact should be avoided.

The waste oil heaters are EPA approved to burn waste oil. Currently we have to store waste oil until we call in an outside company to pick up and dispose of it. With the burners, we no longer have to store waste oil or wait for pick up. We can free up space in and around the shop for student's lab projects.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program’s website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

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>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program’s overall action plan for AY17-18, based on analysis of the Program’s AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program’s specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

The Action Plan for AY17-18 is to implement the awarded Perkins strategy (see above “Program Activities”). This is the planned timeline of events:

Activity	Month(s) the Activity will take place
Order all items in the strategy	July-August 2017
Arrival of items	September 2017

Assemble and install equipment. Test run to confirm operation and implement all items in AMT 101, AMT 120, and AMT 200	September 2017
Include instruction in AMT 101, AMT 120, and AMT 200 regarding usage and maintenance of the heater and smart washers	Sept. 2017 – May 2018
Monitor 3P1	Sept. 2017 – May 2018
Weekly maintenance on equipment as per manufacturer	Sept. 2017 – May 2018

Once everything is setup, we must verify that everything operates at our expected standards. If it does, operate as expected, we can start to promote our use of “green” and “sustainable” equipment and practices in the automotive shop.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).

Action Item 1:

The hardest part of the Action Plan has been completed already – Funding. Besides the main goal of the Perkins Proposal, which is increasing Perkins IV Core Indicator 3P1, there may be some beneficial side effects that we must also take advantage of. We will report on any beneficial side effects found next year.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

The number one challenge the program faces is that our operating budget has not kept up with inflation. Every year we lose purchasing power, we cannot purchase the same amount of supplies as we once could. On top of that, in Fall 2016 Associate Vice President for Administrative Affairs, 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.

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 increased 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!

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	<ol style="list-style-type: none"> 1. Air Compressor We need a twin 7.5HP 3phase 460V 120gal Horizontal tank compressor. This will replace our main air compressor, which just went out during the Spring 2017 semester. We are currently running on our back up compressor. If our back up compressor goes out our lab activities will take twice the time we have set. 2. Vehicle Lift/Hoist

	<p>We need an asymmetrical two-post 10,000lb minimum lifting capacity vehicle hoist. This will replace the lift that broke in the Fall 2016 semester.</p> <p>The engine hoists/lifts are used in daily lab activities. The ideal ratio of students to vehicle lifts is 4:1. With the one vehicle lift broken we are averaging 7.7 students to each lift, which is too high! Students cannot work in groups larger than 5, as there is not enough room for each of them to see and/or work.</p>									
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<table border="1"> <thead> <tr> <th data-bbox="659 695 846 741">Item</th> <th data-bbox="846 695 1003 741">Est. Cost</th> <th data-bbox="1003 695 1427 741">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="659 741 846 1121">1. Air Compressor</td> <td data-bbox="846 741 1003 1121">\$9,000</td> <td data-bbox="1003 741 1427 1121"> ASAP once purchase is approved: <ol style="list-style-type: none"> 1. Approval (TBA) 2. SuperQuote process 3. Order (4 week shipping) 4. Installation 2 weeks (varies on installers schedule) </td> </tr> <tr> <td data-bbox="659 1121 846 1501">2. Vehicle Lift</td> <td data-bbox="846 1121 1003 1501">\$15,000</td> <td data-bbox="1003 1121 1427 1501"> ASAP once purchase is approved: <ol style="list-style-type: none"> 1. Approval (TBA) 2. SuperQuote process 3. Order (4 week shipping) 4. Installation 2 weeks (varies on installers schedule) </td> </tr> </tbody> </table>	Item	Est. Cost	Timeline	1. Air Compressor	\$9,000	ASAP once purchase is approved: <ol style="list-style-type: none"> 1. Approval (TBA) 2. SuperQuote process 3. Order (4 week shipping) 4. Installation 2 weeks (varies on installers schedule) 	2. Vehicle Lift	\$15,000	ASAP once purchase is approved: <ol style="list-style-type: none"> 1. Approval (TBA) 2. SuperQuote process 3. Order (4 week shipping) 4. Installation 2 weeks (varies on installers schedule)
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<p>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-</p>	<p>Both items, air compressor and vehicle lift, aligns to HGI Action Strategy 1, 2 and 3.</p> <p>They align with <u>HGI Action Strategy 1</u> by engaging Hawai'i Island K-12 students, parents, and public and private schools early and often to promote and prepare for</p>									

[plan/hawcc-strategic-directions-2015-2021.pdf](#)

college readiness. This alignment is met when we take guests (students, parents, public and private schools) for shop tours and display what we do in class and what you would do when working in the industry.

They align with HGI Action Strategy 2 by reducing gaps in college completion for Native Hawaiians and low-income and under-represented groups. This alignment is met because both items are used in daily shop activities to speed up setup time. The increased efficiency increases learning opportunities for all students, including Native Hawaiians and low-income and under-represented groups.

Aligns with HGI Action Strategy 3 by engaging systematically with community-based groups to inform program offerings and curricula. This alignment is met when display our shop during tours for community-based groups, such as industry leaders and advisory council members.

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

No assessments have been performed in AY16-17. We are scheduled to assess every AMT course starting in Fall 2017. See our course assessment schedule:
https://docs.google.com/spreadsheets/d/1M6FZ7085VoZiW6OA0kZyVPZkLTE-o3y_A4atlOXxp1g/edit#gid=1024383649

All assessment strategies for every AMT course written and was approved by our Advisory Council.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
N/A	N/A	N/A	N/A
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
N/A	N/A	N/A	N/A

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#:

N/A

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
N/A	N/A	N/A	N/A

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#:

N/A

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

N/A

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

AY17-18 will be the first round of assessing the “new” AMT courses since we blocked all of our courses. Only after the first round of assessments are completed will we look into changing anything.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

***This section applies to NURS only.**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	97%	93%	89%	Healthy
18	Withdrawals (Grade = W)	2	4	8	
19	*Persistence Fall to Spring	75.7%	73.3%	75%	
19a	Persistence Fall to Fall	48.3%	52%	38.4%	
20	*Unduplicated Degrees/Certificates Awarded	19	17	19	
20a	Degrees Awarded	10	9	10	
20b	Certificates of Achievement Awarded	13	17	18	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	0	1	2	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	1	2	

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	90.91	Not Met
30	2P1 Completion	51.00	63.64	Met
31	3P1 Student Retention or Transfer	81.00	56.82	Not Met
32	4P1 Student Placement	63.87	61.90	Not Met
33	5P1 Nontraditional Participation	22.00	12.50	Not Met
34	5P2 Nontraditional Completion	22.00	23.53	Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	23	26	28
36	Number of Degrees and Certificates Native Hawaiian	12	10	9
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	47	33	20
39	Number of Transfers to UH 4-yr	0	1	2

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors

Automotive Mechanics and Technology

Advisory Council Meeting

February 16, 2017, 4:00 p.m.

Minutes

Present: Wesley Ferreira, Thomas Haraguchi, Joseph Hawk, Kent Inouye, Louis Perreira, Ken Shimizu, Jeff Fujii (Note Taker)

Excused: Mark Nishioka, Jeffrey Quebral

Call to Order – Ken Shimizu called the meeting to order at 3:50 p.m.

1) Introduction

- a. Welcome Joseph Hawk
 - First official Advisory Council Meeting taking the place of Stacy Akao (moved of the Island)
 - HawCC AMT Alumni
 - First AMT alumni to become a General Manager (Kamaaina Dodge)
 - Although new to the Advisory Council, he has constantly give us feedback as a Service Manager at Kamaaina Nissan
- b. Reviewed Minutes from last year's meeting

2) Assessment

- a. Program and course assessments
 - Reviewed assessment performed
AMT 101 and AMT 120 were assessed- sorry data was not available during meeting
 - Reviewed assessment strategies and rubrics for all courses:
See attached
AMT 101
AMT 120
AMT 150
AMT 200
AMT 220
 - Overall assessment looks good, it will be up to the faculty and staff to adjust and fine tune the strategies to implement the assessment process seamlessly into the curriculum

b. Program and course learning outcomes

See attached:

AMT 2016 PLO CLO

- Program learning outcomes and current course learning outcomes have not been changed.
- We will be updating AMT 101 – CLOs will not change
- PLOs meets the industry needs for entry-level employment.
- CLOs meets the industry needs for entry-level employment.
- We will be updating alignments to new/updated ILOs

c. Feedback

- Students need to be assessed using equipment currently in the industry

3) Review of program, courses and curriculum

a. Annual/Comprehensive Program Review

- Annual Review was just turned in today
- We will be finishing up the Comprehensive Review in 2 weeks
- ARPD data was released late

b. Recent and planned curriculum changes

- AMT 101
 - This is being done because we do not align with any other Community College AMT program
 - Title change to “Safety and Measurement”
 - Everything will be updated
 - We will review with Advisory Council once update is complete
- ENG 102 will be the recommended English for the AAS
- HIST 152 will be the recommended for Cultural Environment Elective – Sam G will make arrangements for ATE division
- Science – need curriculum that is related to trades (electricity, alternative fuels?)

c. Feedback

- Electives should support the trades and tailored to them
- Hands on and electrical, maybe have electronics instructor teach a class
- Alternative fuels would be good, trade related with science
- High school graduate should meet the minimum requirements
- Mechanical Aptitude is necessary for knowledge and safety before entry of program
- Many “hands on people” are not good taking written test (cannot assess the skill level or “worth” of an individual only by a written test)

- Drug screening for safety (students, faculty, and staff)

4) Industry Outlook (Advisory Council)

a. Industry changes and trends

1. Short term

- School needs the equipment being used in industry – we will be getting new scanners and A/C machine next month.
- Technology is always moving forward at a very fast pace
- “Green” technology should be looked into and applied in the program
- Jeff has put together a Perkins Proposal which, if awarded, will get the ball rolling into sustainability. We are trying to save money by eliminating waste oil and solvent storage and disposal.
- Continue to watch Hybrid/Electric vehicles, it is upcoming technology but it is not a big trend in our community
- Make sure the school keeps up with the times by keep up with the latest equipment and trends in the automotive field. (Jeff was unable to attend SEMA again – it is a tough/busy time (at school) to leave)

2. Long term

- School needs the equipment being used in industry
- Technology is always moving forward at a very fast pace
- “Green” technology should be looked into and applied in the program – if the Perkins Proposal is awarded
- Continue to watch Hybrid/Electric vehicles, it is upcoming technology but it is still not a big trend in our community
- Make sure the school keeps up with the times by keep up with the latest equipment and trends in the automotive field. (Jeff was unable to attend SEMA again – it is a tough/busy time (at school) to leave)

b. Employment needs

1. Short term

- Keep up the good work
- Demand for entry-level technicians is still high

2. Long term

- Generation is changing, may need to work on student’s soft-skills
- Demand for entry-level technicians will continue to grow

c. Experiences with program graduates

- Graduates are ready for work
- Graduate skills are at entry-level or maybe even a little higher!

Meeting adjourned at 5:48 p.m.