

# Automotive Mechanics Technology



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## 1. Program Description

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### **Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).**

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.

1. Identify and demonstrate proper work readiness skills and respect for cultural differences.
2. Apply safety measures at all times.
3. Maintain proper use of shop tools and equipment.
4. Demonstrate access and use of online repair manuals.
5. Diagnose and repair typical problems encountered by owners of vehicles.
6. Perform routine maintenance functions on vehicles.

## 2. Analysis of the Program

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### **Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).**

#### Demand - Healthy

We have been lucky as there has always been a high demand for automotive technicians. The outlook for our industry looks great as it is forecasted for continuous growth over the next seven years.

We expect to continue a healthy demand call for years to come.

#### Efficiency - Healthy

The AMT Program has always been a very popular program, due to both our outreach efforts and alumni network. Most of our students want to work in the industry, but there is an increasing number of hobbyists who are interested in the field but are not looking to enter the workforce. The popularity of this program results in full incoming classes.

We expect to maintain a healthy efficiency call for years to come.

#### Effectiveness - Healthy

The AMT Program has a very high rate of persistence to graduation. This year 17 of the 20 students (85%) graduated from the program! We do, on average, lose 3-4 students during the first year due to varying circumstances (moving, health, no interest, etc.).

We do expect our effectiveness health call to fluctuate between “healthy” and “cautionary” due to the first indicator of the scoring rubric (“Increasing the Number of Degrees and CAs awarded by 5% per year”). We do expect to maintain an 80+% successful completion rate.

#### Perkins Core Indicators

We met all Perkins Indicators except 5P1 Nontraditional Participation and 5P2 Nontraditional Completion. During this data snapshot, we had one female student that graduated the program. That female student was also the only nontraditional participant in the program. Historically, we have had a hard time reaching this goal.

If we continue with the current Perkins indicators, we will not meet 5P1 and 5P2 again next year as we currently have no nontraditional participants or graduates.

### **3. Program Student Learning Outcomes**

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#### **a) List of the Program Student Learning Outcomes**

1. Identify and demonstrate proper work readiness skills and respect for cultural differences.
2. Apply safety measures at all times.
3. Maintain proper use of shop tools and equipment.
4. Demonstrate access and use of online repair manuals.
5. Diagnose and repair typical problems encountered by owners of vehicles.
6. Perform routine maintenance functions on vehicles.

#### **b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.**

No assessments done this year.

#### **c) Assessment Results**

No assessments done this year.

#### **d) Changes that have been made as a result of the assessments.**

None.

### **4. Action Plan**

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**Include how the actions within the plan support the college’s mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.**

#### Action Plans

2019 Hawai'i Community College ARPD  
Program: Automotive Mechanics Technology

1. Continue our outreach efforts at various college/career fairs and K-12 school visitations. Besides the "regular" employment opportunities, we will emphasize other positions that may interest nontraditional graduates such as service advisors and parts advisors.
2. Invite interested high school students to "shadow" our program. This will give students interested in the automotive program an opportunity to "sample" the program with hands-on activities.
3. Work with Kealahou High School to start up an Early College/Dual Credit Automotive Program.

Support

All three action plan items

1. Introduces our program to potential students. – Maintain our high enrollment numbers
2. Educate students about our program. – Maintain or increase persistence to graduation
  - a. We want our future students to be prepared and ready for the commitment it takes to complete this program successfully, rather than jumping in blindly
3. Increase the areas our program serves in our community. - HGI Action Strategy 1

Action Plans 1 & 2

1. Concentrate on showing different pathways in our industry that may interest nontraditional participation. – Increase Perkins Indicators 5P1 and 5P2

Action Plan 3

1. Give opportunities to students that would not normally attend college after high school
  - a. Lower cost
  - b. Introduce college courses to high school students
2. Aligning high school and college curriculum. - HGI Action Strategy 1
3. Addressing the needs of the West Hawaii automotive industry - HGI Action Strategy 4

## **5. Resource Implications**

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None.