

2024 COMPREHENSIVE Report of Program Data Automotive Technology



1. Program or Unit Mission

Program or Unit Mission or Purpose Statement. (This statement will likely not change each year. You may copy/paste from last year unless there was a significant change.)

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.

2. Program Student Learning Outcomes or Unit/Service Outcomes

For the period of this Comprehensive Review (up to the past five years), please indicate which program student learning or unit/service outcomes were assessed, assessment results, and what changes will be made to address the results.

Upon successful completion, students are prepared to:

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

For the period of this Comprehensive Review, there were no assessments performed. The lack of assessments will be addressed in the action plan section.

3. Analysis of the Program/Unit

Relative to the period of this Comprehensive Review, use this section to discuss the annual reports of program data (ARPD data) and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals of most recent (last) Comprehensive Program/Unit Review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.). Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional

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units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

**CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.*

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Demand Indicators: According to data on the ARPD [Automotive Technology \(AMT\)](#) page, since AY 2019-2020 new and replacement positions in both the State and County have declined overall, but local demand remains strong. There are still significantly more positions available in the County, e.g., 168 for AY23-24, than there are majors in the program, even with our number of majors returning to and even increasing from pre-pandemic levels, i.e., 41 majors in AY23-24. Clearly, there is a high demand for automotive technicians locally and our strong student enrollment demonstrates that students continue to be interested in the field.

The outlook for the industry also is forecast to see continuous growth through at least 2028. According to data provided on the [AMT Workforce Analytics](#) page of the ARPD site, the projected State-wide employment outlook is more robust than the national average. Additionally, the data shows a positive projection for new & replacement jobs for at least the next five years. Importantly, the earnings and entry level wage charts indicate that employees with a certificate met the ALICE survival budget for a single adult by the third year after graduation, while employees who had earned the Associate Degree decisively exceeded the ALICE budget standard by the third year after graduation.

Further, according to the [US Bureau of Labor Statistics Occupational Employment and Wages as of May 2023 for Automotive Service Technicians and Mechanics](#), both hourly and annual salaries and opportunities for employment and advancement continue to increase at positive rates.

Efficiency Indicators: The AMT program is popular. Most students want to work in the industry but there are also hobbyists who may not necessarily want to enter the workforce. Thus, while the average class size and fill rates dropped somewhat during the pandemic, both have been steadily increasing since and are now near pre-pandemic levels. There are now 21 majors per each of the 2 FTE Appointed Faculty, one of whom is on full release as the ATE Division Chair. This person's position is supported by the program being able to hire a full-time lecturer.

Effectiveness Indicators: Over the past five years, almost all of the Program's students have successfully completed their degree, with nearly all persisting from Fall to Spring. The cohort model is helping students complete their journey to their intended degree or certificate. Persistence Fall to Spring: Excellent at 95 percent.

All Perkins Indicators have been met.

In late 2020, the APT-A position that had been shared between the Automotive Technology and Auto Body Programs was swept due to the pandemic and the hiring freeze. Since that time, faculty have been overwhelmed with duties beyond teaching, such as lab maintenance, equipment and

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materials purchasing, assessment, evaluation and program analysis, and curriculum upgrades to meet industry standards.

This data and information discussed in this part of the Review, in combination with feedback from the Program's Advisory Council and the local automotive community, should be addressed as the Program looks for ways to meet the workforce needs of the Big Island.

2024 ARPD Link: <https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=HAW&t=CTE&p=2995>

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your most recent (last) Comprehensive Program/Unit Review's action plan(s)?

For the next Comprehensive Review cycle, up to the next five years, what changes are you making to your action plan(s)? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit through the next five years until your next Comprehensive Review. Specify how the action plan(s) aligns with the College's [Mission](#) and the [Ka'ao Ka'ika'i Strategic Plan](#). Be sure to list resources that will be required, if any, in section 5 below.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

Since this program has not submitted Annual Program Reviews since 2019, there are no relevant previous goals to address in this analysis.

Moving forward, these are the goals to focus on over the next five years:

- Instructors will schedule, conduct and report a full cycle of student-learning-outcomes assessment for all courses.
 - Aligned to Ka'ao Ka'ika'i #2: Develop successful students for a better future.
- Instructors will annually continue to participate in professional development. Instructors will annually attend meetings/conferences regarding the electric vehicle (EV) and other alternative fuel industry contingent upon industry demand and feedback from the advisory council. (Examples: NATEF, NAPA, etc.)
 - Aligned to Ka'ao Ka'ika'i #: 3 Meet Hawai'i's workforce needs of today and tomorrow.
- Program will schedule annual Advisory Council meetings to keep the program up-to-date with current industry needs.
 - Aligned to Ka'ao Ka'ika'i #3: Meet Hawai'i's workforce needs of today and tomorrow.
 - Aligned to Ka'ao Ka'ika'i #2: Develop successful students for a better future; and Ka'ao
- Program will continue outreach efforts at various college/career fairs and K-12 school visitations, and invite interested high school students to shadow the Program to give them a chance to sample the Program with hands-on activities.
 - Aligned to Ka'ao Ka'ika'i #3: Meet Hawai'i's workforce needs of today and tomorrow.

5. Resource Implications

Special Resource Requests not included in your operating “B” budget

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

I am NOT requesting additional resources for my program/unit.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (4 items max.)

✓ Item Description:

Funding for training and professional development. (Will request through Perkins.)
 Approximately \$2500 annually per instructor.

✓ Justification:

To keep current with industry standards.

✓ Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY2023 - AY2029](#):

Each resource request must align with one or more of our Strategic Plan Core Commitments:

- Aligned to Ka'ao Ka'ika'i #3: Meet Hawai'i's workforce needs of today and tomorrow.

Ka'ika'i Kuleana	Fulfill kuleana to Native Hawaiians and Hawai'i Island.
Ka'ika'i Haumāna	Develop successful students for a better future.
Ka'ika'i Oihana	Meet Hawai'i Island's workforce needs of today and tomorrow.
Ka'ika'i Noi'i	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
Ka'ika'i Kauhale	Build and Maintain the Wellbeing of the College Kauhale.