HAWAI'I COMMUNITY COLLEGE
PROGRAM COMPREHENSIVE 3-YEAR REVIEW REPORT

Automotive Mechanics Technology

March 2, 2017

Review Period
July 1, 2013 to June 30, 2016
AY 2013-14, AY2014-15, and AY2015-16

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 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 I: THE PROGRAM

Describe the Program	
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).	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). 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 It is slightly outdated.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.

Report and discuss all major/meaningful actions and activities that occurred in the program over the past three years, from July 1, 2013 through June 30, 2016. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	We have all of our proposed, blocked, courses approved – AMT 101, AMT 120, AMT 150, AMT 200, and AMT 220. The deletion of AMT 20, AMT 23, AMT 30, and AMT 40B also have been approved. The blocking of courses will give the instructors more flexibility to teach, and to spend less time assessing redundant CLOs. The new courses will be implemented in Fall 2016.
New certificates/degrees	N/A
Personnel and position additions and/or losses.	In January 2014 we hired an Educational Specialist that is split between AMT and ABRP program. The Educational Specialist will assist with

	paperwork, input to programs, and anything else dealing with the shop and safety. 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.	No previous CERC feedback.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* OR *the program successfully integrated new strategies/technologies*.)	
Discuss what the program has been doing well that needs to be maintained and strengthened. Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	We believe our attitude and commitment to the student's success is our biggest strength. The commitment to our students does not end in the classroom, but continues with our commitment to improving the program, committee work, and service to the community which in turn gives students more opportunities to better themselves.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	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 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 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!
Discuss changes and actions taken to address those challenges, and any results of those actions.	We have had to be frugal - cutting cost, taking in donations, repurposing anything we could. All of this takes time away from other projects. Taking in donated vehicles takes up space, and since the decrease price in scrap metal, it has been hard to dispose of donated vehicles that are not needed.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	We are not trying to get an unlimited budget, we just want the same buying power we had in the late 90's – a budget that increases with inflation. We are not wasteful, even if we had a larger budget, we still would stretch it as far as we could! We would still be frugal.

<u>**ARPD Data**</u>
<mark>**Please attach a copy of the ARPD data tables for the three years under review and submit with the Program Review document.**</mark>

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 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: <u>http://www.hawaii.edu/offices/cc/arpd/</u>

Analyze the program's ARPD data for the 3-year review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.	**<u>Demand</u>** – Our Demand Health Call went from Healthy in 2014 to Unhealthy in 2015 and 2016. The only difference from 2014 compared to the 2015 and 2016 data is that the Scoring Rubric changed. If we used the same Scoring Rubric from 2014 for the 2015 and 2016 data, we would have been given a Demand Health Call of Healthy for both of those years. The new Scoring Rubric is figured out by dividing New & Replacement Positions County Prorated (numerator) by Number of Majors (denominator). A Healthy call is a ratio of job openings to majors of 0.75 or more or job openings for 75% of the majors. There are two adjustments, one in the numerator and one in the denominator that would make the Demand Indicator accurate. The first adjustment, the numerator (New & Replacement Positions -County Prorated), must be based on more than one CIP code. We prepare students to work in more areas than High Performance and Custom Engine Technician/Mechanic (CIP: 47.0617). This would increase the numerator. The second adjustment, the denominator (Number of Majors), should be based on Graduating Majors. Currently, this number includes every student that declared AMT as their major. The only students entering to workforce are the graduates, therefore, only these should be counted. This will decrease the denominator. Increasing our numerator and decreasing our denominator will definitely give us a ratio around 1.0 or higher, which equates to a Demand Health Call of Healthy. This call is closer to what we see, and is confirmed when talking to industry leaders/employers.

Efficiency – We have been given an Efficiency Health Call of Healthy for the past three years. We have a mandated enrollment capacity so our scoring rubric is based off of Class Fill rate. In the past three years, our Fill Rate averaged 95.3%. The minimum Fill Rate to get a Healthy call is 75%. We do not see this number dropping anytime in the near future.

Effectiveness – We were given Effectiveness Health Calls of Cautionary, Healthy, and Healthy over the past three years. Although the Health Call went up and we maintained a Healthy Call, it is hard to compare and analyze these past three years because of two factors, a change in CIP code and a change in the scoring rubric.

The first factor is the change in CIP code in the 2015 ARPD data. This increase the New & Replacement Positions (County Prorated) by an average of seven in the 2015 and 2016 ARPD data. The New & Replacement Positions (County Prorated) is the denominator in the second part of the Effectiveness rubric and is the factor that increased our Health Call to Healthy in 2015.

The second factor is the change in the scoring rubric in the 2016 ARPD data. The 2016 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, following the scoring rubric, we should have had a Cautionary Health Call. Looking at the ARPD data and averaging the Unduplicated Degrees/Certificates Awarded for the past three years we come up with 19, our student capacity is 20. 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 ratio of Unduplicated Degrees/Certificates Awarded to Average Class Size.

Overall – Over the past three years we have been given the following Overall Program Health Calls: 2014 – Healthy, 2015 – Cautionary, 2016 – Cautionary. The only major changes has been the scoring rubrics.

Overall, the program has been a very consistent over the past three years. Our Average Class Size was 19.3 (with a capacity of 20) and had an average of 19 Unduplicated Degree/Certificates Awarded – that is a 98% success rate, this is a great accomplishment by the AMT

	Associate Professors! There was an average of 17.7 New & Replacement Positions (County Prorated) which equates to job openings for 93% of the graduating students. This is a Healthy program! Some interesting data analyzed (but not rated) that could have relevant information about the program is the Number of Majors (declared) minus the Average Class Size which equals Number of Majors not in the Program. The average Declared Majors not in the Program over the past three years was 24.4. Although there are other variables to consider, this count is enough for another AMT cohort! The most interesting part is when compare this Declared Majors not in the Program 2011-14 data to 2013-16 data, we had a decreased of 34.6 students! Does this indicate a decrease in students interested in the program? This data will be monitored, as it may forecast future enrollment in the program.
Describe, discuss, and provide context for data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as appropriate.	**Perkins Core Indicators** – (Note data is a year behind) **1P1** – We met this goal only in the 2013-14 year. It has been tough for us to meet this goal due to an average of 3 students dropping out of the program every year. We have found that the majority of students drop out due to social issues outside of the program and/or due to no interest in the program. We will be looking into ways to determine if students have enough interest in the program before they enroll. **2P1 and 3P1** – Over the past three years, we have had little trouble meeting these two goals. Historically, we have had very high completion and retention rates. We do not see these rates dropping anytime in the near future. **4P1** – We have not met this goal in the past three years. We would meet this goal if it took data just from the graduating class. On average 14 of the 19 students graduating go to work or 74% which would meet this goal. But factor in an average of 3 students dropping out from each cohort each year, this is why we do not meet this goal. **5P1 and 5P2** – First of all, we cannot meet 5P2 if we cannot meet 5P1 and we did not met 5P1 in the past three years. Non-traditional participation in this program has always been tough to meet. We average 2 non-traditional students a year. Although their success rate is high, even if it reached a 100% success rate, non-tradition completion is

	only at 10.5%. We have been attending career fairs and trying to recruit non-traditional participants for many years now. We will continue to do so with newer approaches.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	Like we said above, Over the past three years we have been given the following Overall Program Health Calls: 2014 – Healthy, 2015 – Cautionary, 2016 – Cautionary. The data more or less stayed the same (no drastic changes), the only major changes has been the scoring rubrics which affected our Health Calls.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	The program has been a very consistent over the past three years. Our Average Class Size was 19.3 (with a capacity of 20) and had an average of 19 Unduplicated Degree/Certificates Awarded – that is a 98% success rate, this is a great accomplishment by the AMT Associate Professors! There was an average of 17.7 New & Replacement Positions (County Prorated) which equates to job openings for 93% of the graduating students. This is a Healthy program! We have an average of 24.4 students, who declared AMT as their major, that are not in the program – this shows that there is a lot of interest in this program.

Analyze the program's IRO data for the 3-year review period:	
If applicable: 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

Contributions to the College: Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals.	
College Mission: *"Hawaiʻi Community College (Hawaiʻi CC) promotes student learning by embracing our unique Hawaiʻi Island culture and inspiring growth in the spirit of "E ʻImi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawaiʻi Island community."*	This program primarily services our local community with a multi-cultural graduating student population that understands, respects and blends extremely well with our local community.
Institutional Learning Outcomes (ILOs):	ILO 1: Our graduates will be able to communicate effectively in a variety of situations. Communication is the key for success in this program. Students must receive information and properly interpret/process that information from instructors on theory and repair applications. They must retrieve symptoms from customers on vehicle problems. They will utilize the internet for procedures or "hidden" information that is not presented in our on-line repair manual. They must converse with parts houses in preparing estimates and eventual ordering of parts required for the repair. This is done on a daily basis.
	ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Proper diagnosis encompasses that they utilize critical thinking in problem solving along with utilizing the proper application of techniques. They must select manuals and other sources of information for repairing specific problems along with the correct tools/equipment to pin point specific failures. Students will then finalize the course of action for repairs. Types of repairs encountered cover the entire vehicle (bumper to bumper). They will consistently encounter logistic problems as unrelated systems or sub-systems will need to be disabled/disassembled in order to access problem areas. This done on a daily basis.

| | ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Upon graduation students will seek employment in the field of study. Many find jobs locally at full service stations, general/specialty repair shops, franchised companies, body shops (mechanical repairs on crashed vehicles), and new car dealerships. A few have ventured to the mainland and are employed on the west coast, Texas, Michigan, and Georgia. The program also has graduates in Japan, Europe and mainland China. The local employers and customers are multi-cultured as are our graduates. Some of those with Hawaiian ancestry have enlisted financial aid from various agencies and have created successful businesses locally. Graduates enter our local economy island wide and become positive contributing citizens. |
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The Program's Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the review period, please see the following websites:

Assessment website: http://hawaii.hawaii.edu/files/assessment/

Assessment Reports/Resources: http://hawaii.hawaii.edu/files/assessment/reports/

☒ The program faculty/staff have reviewed the program record on Kuali KSCM and hereby affirm that all information, including the PLOs, is correct.

☐ The program faculty/staff have reviewed the program record on Kuali KSCM and have found that all information is not correct and hereby affirm that the program will be submitting proposals for revision.

Kuali KSCM: https://hawaii.kuali.co/cm/#/courses

If the Kuali KSCM program entry needs revision (for example, to the program description, entry or completion requirements, and/or PLOs) those revisions must be proposed through the Fast Track process or CRC "Proposal to Modify a Program" process, as appropriate.

PLOs

Please list the Program Learning Outcomes (PLOs) as recorded on Kuali KSCM.	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.

Discuss the program's challenges, if any, in helping students overall achieve its PLOs.	N/A
Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.	N/A

CLOs

Discuss and summarize the <u>overall</u> results of course learning outcomes (CLO) assessments during the 3-year review period.	The majority of assessments was performed in the 2014-15 year. We assessed a minimum of one CLO in 13 of the 14 courses offered. All of the assessments completed show that we are at or above the minimum goal of 70% Developing Proficiency, which was set and approved by our Advisory Council.
Describe how the program's faculty/staff regularly discussed and used overall assessment results to plan for improvement.	We have had many, weekly, informal discussions about assessment and the assessment data. The biggest problem we found was that we had a different Assessment Coordinator every year. Each coordinator had a different idea on how assessment should be done. Since the hire of the Institutional Assessment Coordinator at the end of the Fall 2015 semester, we were given the necessary support and direction to design and execute better assessments. We did not perform any assessments in the 2015-16 year. This was done so we could prepare and implement our new courses and design new, effective, assessment strategies. The new assessment strategies we have designed are not perfect, but it is a good starting point. We are committed to improvement and will revise our assessment strategies every cycle to integrate an effective assessment strategy seamlessly into each course.
Discuss the implementation of these improvement plans and consequences for overall program improvement.	So far we have designed the basic strategies to assess our five new blocked courses which will be assessed in the next year (Fall 2016). There are a few strategies that will carry over from the 2014-15 assessment plans.

PART II: PROGRAM ACTION PLAN

Describe and discuss the program's action plan to improve student learning for the next 3 years, from July 1, 2016 through June 30, 2019.	Benchmarks and Timelines
Action Goal 1: The first goal is to make all course assessment strategies user friendly and effective. By user friendly, we mean that the assessment strategies will be integrated into the course seamlessly. We will also continue to development all of our assessment strategies to make it as effective as possible. This will help us document where the students stand in terms of student learning. Once student learning is documented, we can create action plans that will be effective in improving student learning and attainment of the PLOs.	**Benchmarks/Timelines:** The timeline for tis goal is ongoing, but we expect to have a very strong assessment strategy within the next 3 years. Review and revise one course assessment strategy every year.
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? To improve student learning and attainment of the PLO's you will need a measuring tool. Assessment is that measuring tool. By refining our assessment strategy every year, we will have a way to precisely measure student learning and attainment of the PLOs.	
Action Goal 2: Is to increase non-traditional participation in the program by promoting the program. We will look at industry and find possible career pathways that may cater to non-traditional employment which are aligned to our curriculum. Once pathways are found and approved by our Advisory Council, we will promote them at career fairs in our community. We also want to look for ways to fund new promotional materials/projects to create excitement in the community about our program.	**Benchmarks/Timelines:** Within the next 3 years we want to do the following: Research career pathways non-trad AMT students can follow. Modify and/or adapt curriculum to meet the above needs. Find funding to promote non-trad career pathways.

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Promoting the program, in general, keeps the program Fill Rate high. Without students we cannot make improvements in student learning and attainment of the PLOs. Many of the performance indicators are based on student count, so more students in the program can equal to higher attainment of the PLOs.

Action Goal 3:	Benchmarks/Timelines:
We want look into the possibility of having one or more shop tool sets for students that may not be able to purchase the necessary tools because of economical disadvantages. We are being pro-active in this area because we did not encounter any major problems in this area, yet. If we encountered problem like this right now, a student enrolled in our program without funding to purchase necessary tools, we would not be able to react quickly enough and it would negatively affect the student's learning outcomes. We will need to look hard and think outside of the box to find funding for this.	Purchase a minimum of one shop tool set in the next 3 years. Find funding to reach this goal within 2 years.

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Without the required tools, students cannot learn or attain some of the PLOs.

Describe and discuss any specific strategies, tactics, activities, or plans for:
Program modifications: We have proposed and gotten approval for the new AMT courses – AMT 101, AMT 120, AMT 150, AMT 200, and AMT 220
Course-level instructional or curriculum changes: Although we have new courses, the curriculum did not change much. The curriculum has been collapsed into 5 blocked courses.

Changes to assessment practices, activities, or projects: We are working on new assessment strategies to use on the new courses. Once those are created it will be modified and update every assessment cycle as necessary.	
Increases or changes in student support activities and services: N/A	

Discuss how the program's action plan will help the Kauhale achieve the four Initiatives in the College's *Strategic Directions 2015-2021* plan: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	
Hawai'i Graduation Initiative	**Action Goal 1** aligns with <u>HGI Action Strategy 2</u> by strengthening and aligning assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning. **Action Goal 2** aligns 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 college readiness **Action Goal 2 and 3** aligns with <u>HGI Action Strategy 2</u> by reducing gaps in college completion for Native Hawaiians and low–income and under–represented groups **Action Goal 2** aligns with <u>HGI Action Strategy 3</u> by engaging systematically with community-based groups to inform program offerings and curricula.
Hawai'i Innovation Initiative	N/A
21st Century Facilities (21CF) – Modern Teaching and Learning Environments	N/A

High Performance Mission-Driven System	**Action Goal 1** aligns to HPMS Action Strategy 1 by increasing utilization of available software and database such as Destiny One, STAR, STARFISH, KFS, Curriculum Central, and Laulima.

Explain how the program's action plan contributes to the College's achievement of the performance-based measures below.	
Degrees & Certificates	**Action Goal 1** will help increase Degrees & Certificates by confirming student learning and attainment of the PLOs. **Action Goal 2** will help increase/maintain Degrees & Certificates by keeping the programs enrollment at it capacity. **Action Goal 3** will help increase Degrees & Certificates of economically disadvantaged students.
Native Hawaiian Degrees & Certificates	**Action Goal 1** will help increase Degrees & Certificates by confirming student learning and attainment of the PLOs. **Action Goal 2** will help increase/maintain Degrees & Certificates by keeping the programs enrollment at it capacity. **Action Goal 3** will help increase Degrees & Certificates of economically disadvantaged students.
STEM Degrees & Certificates (include 4-Year Degrees)	N/A
Pell Grant Recipients Degrees & Certificates	N/A
Transfers to UH 4 Year/Transfers to non-UH 4 Year	N/A
IPEDS Success Rate	N/A

Suggestions for Improvement:
If the program's faculty/staff have any suggestions they'd like to share with the College about raising the program's or the College's overall enrollment, improving overall student engagement and success, or any other matter that the faculty/staff think can help the College increase our overall institutional effectiveness, please discuss below.
Hawaii Community College should be a household name in K-12 schools as a premier place to receive an education on this island, the biggest bang for your buck! We must build value and promote Hawaii Community College. We also should have close bonds with every K-12 counselor and principle. If schools do not have or attend career fairs that we attend, we should create a career day at their school. Displays should be updated every year and they should be exciting and engaging. The most important thing is that we have all programs participate!

PART III: Resources

Note: "Budget asks" for all categories may be included in the Comprehensive Review.

Based on the program's overall AY 2014-16 assessment results, other relevant program information and data, and the program's overall action plan to improve student learning, describe and discuss below the program's current resources, resource needs, and cost-item "budget asks" for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	Good, no problems.
Adequate Student Support Services (academic advising, counseling, career guidance).	We have a great counselor that visits the students at the shop.

Safe workplace.	We have a safe workplace.
Adequate and up-to-date computers and software (for program needs).	In the classroom for lecture we currently have a chalkboard. We need to update our classroom. We do not have an ELMO, projector (ceiling mounted) or large TV. We will need another laptop next year for our lecture. The APT's laptop will need to be upgraded.
Adequate computer access to allow faculty to do their jobs.	See above.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Yes.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	We would like some training if we can get some audiovisual technology installed in our classroom!!!
Adequate training in distance learning course development and management (Laulima, etc.).	Yes.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel			
1) Positions (Functions)			
2) Professional Development			
B. Operating Resources			
1) Supplies			
2) Contracts			
3) Equipment	-Vehicle Hoist -Air Compressor -Alignment Machine -Compressed Air Lines and Drier System	-One Broken Hoist -One Broken Air Compressors -Alignment machine starting to break down -Lines are plugged	-The ideal ratio of students to hoist is 4:1. We have a total of 7 hoists and we are averaging 5.5 students per hoist. Currently with one hoist broken, our ratio is 7.7:1 -We have 3 compressors, two running the shop and one backup. Currently we have no backup. If another compressor goes out, a lot of shop equipment will not be functional. -Alignment machine is outdated. -The shop air lines are not serviceable and were designed in the 70's. The standard shop compressed air lines are serviceable and free of restrictions.
4) Space and Facilities			
C. Technology			
1) Hardware	-Ceiling mounted projector, ELMO, large screen TV	-Chalkboard	-We have no current technology for lecture in the classroom. Definitely behind in technology!
2) Apps or Software			
3) Tech Support			
4) Tech-related Professional Development			
5) Tech labs / facilities			

RESOURCE REQUESTS:	
For <u>each</u> "budget-ask" item, provide the following information:	
Describe the needed item in detail.	1. Ceiling mounted projector 2. ELMO 3. 60" HD Flat screen TV w/rolling stand 4. Vehicle Lift w/min. 10,000lb lifting capacity 5. Air Compressor 6. Alignment Machine 7. Shop Compressed Air Lines and Drier System 8. Tool Sets
Provide complete information about known or estimated cost(s).	1. $600.00 2. $700.00 3. $1200.00 4. $7,000.00 5. $3,000.00 6. $50,000.00 7. $90,000.00 8. $3,000.00
Provide details about timeline(s) for procurement and activation/implementation.	1. ASAP 2. ASAP 3. ASAP 4. Need to go through SuperQuote. 5. We may need to redesign the compressor layout before installing replacement compressor. If redesign is needed, the cost will increase. Need to go through SuperQuote. 6. The current alignment machine works, but has been breaking down at an increasing frequency over the past two years. The problem is this machine is outdated. If any major part goes out, we cannot repair it – the whole thing must be replaced. Need to go through SuperQuote. 7. The compressed air lines in the shop are either restricted or completely plugged. The lines are built into the shop (in concrete) and are not accessible. We want to install new compressed air that are ceiling mounted – out of the way and serviceable. Need to go through SuperQuote. 8. ASAP Timelines will be ASAP if purchases are approved!!

How does this align with the program's Action Plan above?	**Action Goal 1** aligns to Ask Items 1, 2, 3. We will be able to hold assessment meeting in our classroom. Currently we cannot display any data while presenting information because we only have a chalkboard. **Action Goal 2** aligns to Ask Items 1,2,3,4,5,6,7, and 8. We can hold meetings with potential students, industry leaders, and any other type promotional meeting that requires demonstrations and/or displays. **Action Goal 3** aligns to Ask Items 4,5,6,7, and 8. These items will help economically disadvantaged students.
Identify how the item aligns with one or more of the *2015-2021 Strategic Directions'* four Initiatives.	**Ask Items 1, 2, 3** aligns with HGI Action Strategy 2 by strengthening and aligning assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning. **Ask Items 1, 2, 3, 4, 5, 6, 7, 8** aligns with HGI Action Strategy 1 by engaging Hawai'i Island K–12 students, parents, and public and private schools early and often to promote and prepare for college readiness. Aligns with HGI Action Strategy 2 by reducing gaps in college completion for 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. **Ask Items 4, 5, 6, 7, 8** with HGI Action Strategy 2 by reducing gaps in college completion for Native Hawaiians and low–income and under–represented groups.
Discuss how the item will help the program support improvements in student learning and attainment of the program's and College's learning outcomes.	**Ask Items 1, 2, and 3** will help the program support improvements in student learning and attainment of the PLOs and CLOs by providing another delivery method to teach students. Many students, especially the younger generations, need an audio/visual information delivery method to understand complex component operation and theories. **Ask Items 4, 5, 6, 7, and 8** will help the program support improvements in student learning and attainment of the PLOs and CLOs by providing students with the necessary tools and

equipment needed to operate in the AMT shop. These tools and equipment is what our graduates will see and use when they work in industry.

RESOURCE REQUESTS: For **each** "budget-ask" item, answer the following questions:	
What are the implications or consequences for the program if this request is not funded?	**Ask Items 1, 2, and 3** – Student learning and attainment of PLOs and CLOs may decrease. Younger generations need technology to assist in their learning and we must keep up with times or risk falling behind.
How can the program build, create, or develop the needed resources within its existing capacity?	**Ask Items 1, 2, 3, 4, 5, 6, 7, 8** – We had to make do for the past 15+ years with no budget increase. We have tried getting a Perkins grants, we did not receive it (but we will keep trying). We tried the possibility of generating "profit" with repairs in the shop by using our "R" account, but we are "tax" 10% on the gross income, the "profit" we make goes right back to the shop for mistakes and small shop maintenance items, and our "R" account is not safe to build up enough funds to purchase high cost items. "Profit" is not the programs goal or priority! Our priority is the students! To try and offset cost, we started a UH Foundation account so that we can take in monetary donations. We also take in donated vehicles so students can work on vehicles without worry of making costly errors.
Can other resources be re-purposed to accommodate this need?	**Ask Items 1, 2, 3, and 8** – As long as they are in working order, we would be glad to get used/outdate items from other programs or units! We would even take in donated items! **Ask Items 4, 5, 6, and 7** – These are bigger and custom items. We need the warranty and items that are up to code. Under certain circumstances we may be able to use donated items, but there are defiantly no resources that we have that can be re-purposed.
Are there other sources to fund this need, such as grants, community partnerships, etc.?	We currently will be trying for Perkins Grant every year. We are also looking to industry and the community to make monetary donations to our UH foundation account. We would be interested in any grant opportunities, especially if there was a grant specialist that could at least show us grant opportunities in our industry.

Can this need be deferred? If so, for how long? What are the consequences if deferred?	**Ask Items 1, 2, 3, and 8** – the lowest costing items are the items we should be getting first. The longer this is deferred, the more chances student learning and attainment of PLOs and CLOs will decrease. **Ask Items 4 and 5** – are to replace broken equipment. Item 4 is a vehicle lift. The ideal ratio of students to hoist is 4:1. We have a total of 7 hoists and we are averaging 5.5 students per hoist which is under the ideal ratio. Currently, with one hoist broken, our ratio is well below the ideal ratio at 7.7:1. The ideal ratio was determine by the average group number students are put in, 4. Any more than four in a group, someone gets left out and is not able to work on or even see what is going on during a repair. . Item 5 is an air compressor. We have a total of three air compressor. We are currently running on two. We need to always run two compressors and have one for backup. If all compressors stop working, we will function at about 40% efficiency. Many of our tools and equipment run off of compressed air, so without it we have to perform many procedures manually. If we did not run this program at 96% of its student capacity, we could defer these items longer. But because we are always right at the maximum capacity, we need to have the equipment running at peak performance! Working at a lower efficiency rate will decrease student learning and the attainment of the PLOs and CLOs. **Ask Items 6 and 7** – are to replace equipment. Ask Item 6 is the alignment machine. The current machine is around 9 years old and is starting to show its age. It had to be repaired multiple time and the break down frequency has been increasing over the last year. The biggest concern is that it is outdated. If any manufacturer specific part goes out, we cannot get it repaired. Ask Item 7 is for new shop compressed air lines a compressed air drying system. Currently, over 90% of the air outlets in the shop is restricted anywhere from 5% to 100%. There is no way of servicing these lines because they are integrated into the building – in the concrete! The restrictions are mainly caused by rust. The fix for this is installing all new air lines with a drying system. The new lines will hang from the ceiling so it is out of the way and serviceable. These items are currently working, but not at an efficient rate. These items may be deferred the longest of the 8 ask items. But, it would be a disaster if these items went down. Even if we have

	the money on hand to replace these items it may take upwards of 3 months get (from RFQ to installation). We may need to start the design and specification portion now to help expedite the purchase and replacement when time comes.

Hawaii Community College
2014 Instructional Annual Report of Program Data
Automotive Mechanics Technology

Part I: Program Quantitative Indicators

Overall Program Health: Healthy

Majors Included: AMT   Program CIP: 47.0604

	Demand Indicators	Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	65	92	98	
2	*New & Replacement Positions (County Prorated)	10	13	13	
3	*Number of Majors	87.5	80.5	68	
3a	Number of Majors Native Hawaiian	38	37	31	
3b	Fall Full-Time	79%	64%	74%	
3c	Fall Part-Time	21%	36%	26%	Healthy
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	69%	54%	65%	
3f	Spring Part-Time	31%	46%	35%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	1,008	912	912	
5	SSH Non-Majors in Program Classes	0	0	0	
6	SSH in All Program Classes	1,008	912	912	
7	FTE Enrollment in Program Classes	34	30	30	
8	Total Number of Classes Taught	14	14	14	

	Efficiency Indicators	Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	21	19.1	19.1	
10	*Fill Rate	100%	95.3%	95.3%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	43.7	40.2	34	
13	Majors to Analytic FTE Faculty	49.2	45.3	38.3	
13a	Analytic FTE Faculty	1.8	1.8	1.8	Healthy
14	Overall Program Budget Allocation	$246,751	$256,356	$256,629	
14a	General Funded Budget Allocation	$161,460	$168,828	$183,925	
14b	Special/Federal Budget Allocation	$0	$0	$11,081	
14c	Tuition and Fees	$85,291	$77,592	$50,727	
15	Cost per SSH	$245	$281	$281	
16	Number of Low-Enrolled (<10) Classes	0	0	0	

*Data element used in health call calculation

Last Updated: January 25, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	97%	98%	99%	
18	Withdrawals (Grade = W)	0	0	0	
19	*Persistence Fall to Spring	71.5%	80.2%	74.6%	
19a	Persistence Fall to Fall		46.8%	60%	
20	*Unduplicated Degrees/Certificates Awarded	16	16	21	
20a	Degrees Awarded	16	16	19	
20b	Certificates of Achievement Awarded	0	8	9	Cautionary
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	4	1	0	
22a	Transfers with credential from program	1	0	0	
22b	Transfers without credential from program	3	1	0	

Distance Education: Completely On-line Classes		Program Year			
		11-12	12-13	13-14	
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 2012-2013		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	90.00	85.00	Not Met	
30	2P1 Completion	55.00	70.00	Met	
31	3P1 Student Retention or Transfer	74.50	81.82	Met	
32	4P1 Student Placement	65.00	61.90	Not Met	
33	5P1 Nontraditional Participation	17.25	7.27	Not Met	
34	5P2 Nontraditional Completion	15.55	0.00	Not Met	

Performance Funding		Program Year			
		11-12	12-13	13-14	
35	Number of Degrees and Certificates		24	28	
36	Number of Degrees and Certificates Native Hawaiian		6	10	
37	Number of Degrees and Certificates STEM		Not STEM	Not STEM	
38	Number of Pell Recipients		62	53	
39	Number of Transfers to UH 4-yr		1	0	

*Data element used in health call calculation

Last Updated: January 25, 2015

Hawaii Community College
2015 Instructional Annual Report of Program Data
Automotive Mechanics Technology

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: AMT   Program CIP: 47.0617

	Demand Indicators	Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	92	98	197	
2	*New & Replacement Positions (County Prorated)	13	13	23	
3	*Number of Majors	81	68	66	
3a	Number of Majors Native Hawaiian	37	31	29	
3b	Fall Full-Time	64%	74%	66%	
3c	Fall Part-Time	36%	26%	34%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	54%	65%	77%	Unhealthy
3f	Spring Part-Time	46%	35%	23%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	912	912	957	
5	SSH Non-Majors in Program Classes	0	0	63	
6	SSH in All Program Classes	912	912	1,020	
7	FTE Enrollment in Program Classes	30	30	34	
8	Total Number of Classes Taught	14	14	16	

	Efficiency Indicators	Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	19.1	19.1	18.9	
10	*Fill Rate	95.3%	95.3%	92.9%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	40.2	34	32.7	
13	Majors to Analytic FTE Faculty	45.3	38.3	32.8	
13a	Analytic FTE Faculty	1.8	1.8	2	Healthy
14	Overall Program Budget Allocation	$256,356	$256,629	$245,733	
14a	General Funded Budget Allocation	$168,828	$183,925	$183,925	
14b	Special/Federal Budget Allocation	$0	$11,081	$11,081	
14c	Tuition and Fees	$77,592	$50,727	$50,727	
15	Cost per SSH	$281	$281	$241	
16	Number of Low-Enrolled (<10) Classes	0	0	1	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	98%	99%	97%	
18	Withdrawals (Grade = W)	0	0	2	
19	*Persistence Fall to Spring	80.2%	74.6%	75.7%	
19a	Persistence Fall to Fall	46.8%	60%	48.3%	
20	*Unduplicated Degrees/Certificates Awarded	16	21	19	
20a	Degrees Awarded	16	19	10	**Healthy**
20b	Certificates of Achievement Awarded	8	9	13	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	1	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	1	0	0	

Distance Education: Completely On-line Classes		Program Year			
		12-13	13-14	14-15	
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 2013-2014		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	94.74	Met	
30	2P1 Completion	47.00	73.68	Met	
31	3P1 Student Retention or Transfer	75.21	83.87	Met	
32	4P1 Student Placement	68.92	60.00	Not Met	
33	5P1 Nontraditional Participation	17.50	8.00	Not Met	
34	5P2 Nontraditional Completion	16.00	5.00	Not Met	

Performance Funding		Program Year			
		12-13	13-14	14-15	
35	Number of Degrees and Certificates	24	28	23	
36	Number of Degrees and Certificates Native Hawaiian	6	10	12	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	62	53	47	
39	Number of Transfers to UH 4-yr	1	0	0	

*Data element used in health call calculation

Last Updated: October 7, 2015

Hawaii Community College
2016 Instructional Annual Report of Program Data
Automotive Mechanics Technology

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: AMT   Program CIP: 47.0617

	Demand Indicators	Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	98	197	167	
2	*New & Replacement Positions (County Prorated)	13	23	17	
3	*Number of Majors	68	66	55	
3a	Number of Majors Native Hawaiian	31	29	23	
3b	Fall Full-Time	74%	66%	77%	
3c	Fall Part-Time	26%	34%	23%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	65%	77%	84%	Unhealthy
3f	Spring Part-Time	35%	23%	16%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	912	957	1,005	
5	SSH Non-Majors in Program Classes	0	63	129	
6	SSH in All Program Classes	912	1,020	1,134	
7	FTE Enrollment in Program Classes	30	34	38	
8	Total Number of Classes Taught	14	16	17	

	Efficiency Indicators	Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	19.1	18.9	19.8	
10	*Fill Rate	95.3%	92.9%	97.6%	
11	FTE BOR Appointed Faculty	2	2	2	
12	*Majors to FTE BOR Appointed Faculty	34	32.7	27.5	
13	Majors to Analytic FTE Faculty	38.3	32.8	26.1	
13a	Analytic FTE Faculty	1.8	2	2.1	
14	Overall Program Budget Allocation	$256,629	$245,733	Not Yet Reported	Healthy
14a	General Funded Budget Allocation	$183,925	$183,925	Not Yet Reported	
14b	Special/Federal Budget Allocation	$11,081	$11,081	Not Yet Reported	
14c	Tuition and Fees	$50,727	$50,727	Not Yet Reported	
15	Cost per SSH	$281	$241	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	0	1	0	

*Data element used in health call calculation

Last Updated: January 18, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	99%	97%	93%	
18	Withdrawals (Grade = W)	0	2	4	
19	*Persistence Fall to Spring	74.6%	75.7%	73.3%	
19a	Persistence Fall to Fall	60%	48.3%	52%	
20	*Unduplicated Degrees/Certificates Awarded	21	19	17	
20a	Degrees Awarded	19	10	9	
20b	Certificates of Achievement Awarded	9	13	17	**Healthy**
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	0	1	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	0	0	1	

Distance Education: Completely On-line Classes		Program Year			
		13-14	14-15	15-16	
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 2014-2015		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	90.48	Not Met	
30	2P1 Completion	50.30	71.43	Met	
31	3P1 Student Retention or Transfer	76.72	81.48	Met	
32	4P1 Student Placement	69.00	57.89	Not Met	
33	5P1 Nontraditional Participation	19.69	16.98	Not Met	
34	5P2 Nontraditional Completion	19.36	10.53	Not Met	

Performance Measures		Program Year			
		13-14	14-15	15-16	
35	Number of Degrees and Certificates	28	23	26	
36	Number of Degrees and Certificates Native Hawaiian	10	12	10	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	53	47	33	
39	Number of Transfers to UH 4-yr	0	0	1	

*Data element used in health call calculation

Last Updated: January 18, 2017