

Honolulu Community College  
Perkins III  
Achieving Standards Plan  
2006-2007

**Background:**

Honolulu Community College has 21 vocational and technical programs, 13 of which are the only such programs in the state. The college has as a core mission the goal to provide for the secondary educational needs of individuals, businesses, and the community. The college offers programs that provide technical and vocational education and training that prepares students for immediate employment and supplies the paraprofessionals, technicians and craftspeople needed by Hawaii's business and industry. The college is committed to offering technical and vocational education through programs leading to degrees and certificates, as well as general and customized employment training, (including non-credit instruction) which emphasizes occupational advancement, career mobility, and personal enrichment. Honolulu Community College serves the local community, the state and the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction and public and personal services.

Honolulu Community College Programs

Administration of Justice (AJ)  
Aeronautics Maintenance Technology (AERO)  
Architectural, Engineering and CAD Technologies (AEC)  
Auto Body Repair and Painting (ABRP)  
Automotive Mechanics Technology (AMT)  
Boat Maintenance and Repair (MARR)  
Carpentry Technology (CARP)  
Commercial Aviation (AVIT)  
Communication Arts (CA)  
Computing, Electronics, and Networking Technology (CENT)  
Cosmetology (COSM)  
Diesel Mechanics Technology (DISL)  
Electrical Installation and Maintenance Technology (EIMT)  
Fashion Technology (FT)  
Fire and Environmental Emergency Response (FIRE)  
Human Services (HSER), Community Service Option  
Human Services (HSER), Early Childhood Education Option  
Occupational and Environmental Safety Management (OESM)  
Refrigeration and Air Conditioning Technology (RAC)  
Sheet Metal and Plastics Technology (SMP)  
Welding Technology (WELD)

## **Trend Data**

*See appendix 1-3*

### **1P1 and 1P2**

The college's performance for academic achievement for 2004-05 (79.82%) fell below the standard (81.81%) for the first time in five years. The overall performance for vocational skill attainment has consistently been over 90% for the last five years. However, the majority of the programs (ABRP, AMT, AEC, AERO, CARP, CENT, COSME, DIESEL, FIRE, FT, MARR, OESM, RAC, SMP, WELD) have not regularly met one or both core standards.

Strategies 1 and 4 of the proposal address these indicators.

### **2P1**

Although the College's overall performance for 2P1 has consistently exceeded the core standard, 10 programs have not: ABRP, AJ, AERO, AVIT, CA, CENT, FIRE, HSER, MARR, and OESM.

Strategies 2 and 4 of the proposal address this indicator.

### **3P1 and 3P2**

The college has demonstrated consistent retention in employment - no less than 90% in the last five years. Placement in employment has fluctuated, but the number of programs meeting the standard has increased from 5 to 12 in the last two years. The college is unable to single out the factors that may have contributed to the sharp decline in placement in 03-04 (46.32%) from the prior year high of 71.13%. The most recent figures show that the upward trend is back.

Strategy 3 of the proposal addresses this indicator.

### **4P1 and 4P2**

The college has not met either of these standards in the last five years despite implementing several focused initiatives. Though there are a significant number of non-traditional students overall on the campus, they are dispersed throughout the various CTE programs making it difficult to meet the percentages required in the PHIs. The college will continue to address this standard using existing programs on the campus.

## **Special Population Data**

*See Appendix 3 & 4*

The last two years the data show that for the majority of the special population groups, there is a continued need to address 1P1 academic achievement, 2P1 program credentials, and 3P1 & 3P2 job placement/retention

Strategies 1, 2, and 3 directly address these areas.

## **2005-2006 Achieving Standards Plan Outcomes**

In 2005-06 the college continued the major strategies that it had instituted to address deficiencies in meeting the standards. Following are the activities and the outcomes of those strategies.

### **Strategies 1. Access and Academic Vocational and Technical Skills Attainment and 4. Retention and Completion in Programs (These are treated as one)**

#### **Activities:**

Provide disability accommodation services that include note-takers, in-class/lab assistants, interpreters, mobility assistants, office manager for disability services, specialized equipment, and other disability support materials.

Provide assistance to faculty in the measurement and compilation of data regarding student learning in their classes, program outcomes, employer surveys, and in the analysis of that data.

Provide on-site academic support services by a retention specialist based at the College Skills Center (CSC) for CTE students enrolled in remedial math and English.

Continue to implement both a peer and faculty-tutoring program for the under-performing CTE programs that will be coordinated by the College Skills Center.

#### **Outcomes:**

The office received requests for note takers from 40 classes per semester. In fall 05, 91 students received services; in spring 06, 105 students received services (as of April 14<sup>th</sup>).

The assessment specialist was hired in spring 06 and completed the first annual assessment of all 23 programs using the system-wide guidelines, and produced the PHI report for the college by the system deadline.

The college organized and implemented a pilot faculty/staff tutor program that is coordinated by CSC. Eighteen faculty and staff have served as content expert tutors in a variety of general education courses.

The annual completion rates for CTE majors enrolled in remedial Math 20 was 48.63% in 2004-2005, an increase of 2.88% from the prior year and 7.27% since 2002-2003. The annual completion rates for CTE majors for English 20 was 63.34% in 2004-2005, an increase of 7.62% from the prior year and 10.77% since 2002-2003.

## **Strategy 2. Student Placement into Employment**

### **Activities:**

Work with program faculty to increase the number of programs participating in career readiness activities in 2005-06.

Maintain and further develop databases to document effectiveness of the activities and services provided by the career readiness and job placement center.

Maintain and refine the Career Readiness and Job Placement Center (CRJPC) website.

Create a website for the Cooperative Education and Internship Program.

Create a database to track students with disabilities and create reports for the health office.

Assist with the college's initiative to develop student-advising documents using the Student Tracking and Advising Report (STAR) for CTE programs.

### **Outcomes:**

The number of faculty and programs receiving services has expanded. The database and the website have been refined. The Coop/Internship website is up. There is a tracking system set up that focuses on students with disabilities. The STAR documents have been completed.

## **Strategy 3. Recruitment and Retention of Minority Gender**

### **Activities:**

Complete remaining CTE program brochures.

Create virtual tour of the campus and programs with a non-traditional emphasis.

Use AMT facility tour display as a model for other programs.

Create marketing materials for dissemination such as brochures, posters, postcards, banners, and displays, with emphasis on recruiting non-traditional students.

### **Outcomes:**

The college created marketing materials and program brochures, including displays for the AMT facility. The campus determined after working on a pilot virtual tour of AMT that the platform was not acceptable and decided against further development or expansion of the proposal.

## **2006-07 Achieving Standards Plan Overview**

Honolulu Community College's Achieving Standards Plan 2006-07 was developed with participation by a cross section of personnel from the CTE programs, academic and student support programs, the Vice Chancellor of Academic Affairs, and the Dean of Transportation and Trades. The college used data collected through program reviews and the annual assessment of PHIs to formulate and justify its proposals.

The plan focuses on the improvement of student performance in the established categories and is presented in the following sections: 1P1 & 1P2– Access and Academic and Vocational and Technical Skills Attainment; 2P1 – Retention and Completion in Programs; and 3P1 - Students' Placement into Employment. They are a continuation of the three-year strategies already in place. In addition, the college is expanding its retention efforts with a new strategy it will pilot in the AMT program, and it proposes to acquire new technologies for the assessment office.

Under performing programs and special populations will be addressed by providing an array of instructional support services, particularly to students with disabilities. The college will provide disability accommodation services that include note-takers, in-class/lab assistants, interpreters, mobility assistants, an office manager for disability services, specialized equipment, and other disability support materials. We will provide a retention specialist based at the College Skills Center for CTE students enrolled in remedial math and English and we will continue to implement both a peer and faculty-tutoring program for the under-performing CTE programs. We will continue the development and refinement of the work of the job placement office. We propose to pilot a five-year retention strategy with the AMT program that we are designing with the goal of expanding the model to other programs and campuses.

The College is targeting the following performance indicators for the 2006-07 academic year:

Accountability Core Indicators of Performance	06-07 goals
1P1 student attainment of challenging State established academic skill proficiencies	81.87
1P2 student attainment of challenging State established vocational and technical skill proficiencies	90.42
2P1 student attainment of a post-secondary degree or credential	38.17
3P1 student placement into further education, employment, or the military	71.07
3P2 student retention in employment	92.00
4P1 student participation in vocational and technical education programs that lead to nontraditional training and employment	14.60
4P2 student completion of vocational and technical education programs that lead to nontraditional training and employment	12.19

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

---

**ACHIEVING STANDARDS  
Intervention Strategy Worksheet  
Strategy #   1    
Fiscal Year 2006-2007**

Campus: Honolulu Community College

Targeted Indicator(s): 1P1 & 1P2– Access and Academic and Vocational and Technical Skills Attainment

Amount Requested for fiscal year: \$105,819.00

Year   2   of 3 (for 2005-06 continuing strategies)

Year        of 5 (for new 2006-07 strategies)

**Priority Areas:** This strategy addresses:

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
<b>X</b>	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

**Identified Problem For Underperformance:**

The 2004-05 overall performance of 79.82% for academic skill attainment fell short of the core standard: 81.81%. The overall performance for vocational skill attainment, 91.06%, exceeded the core standard of 90.00%. The following programs: ABRP, AERO, AJ, AMT, AEC, CA, CARP, CENT, DIESEL, EIMT, FT, HSER, RAC, SMP, and WELD did not meet one or both core standards.

**Brief Strategy Description:**

Improve access, academic skill, and vocational and technical skill attainment by providing an array of instructional support services, particularly to students with disabilities to include note-takers, in-class/lab assistants, interpreters, mobility assistants, office manager for disability services, specialized equipment, and other disability support materials.

Improve faculty's ability to measure student-learning outcomes and better analyze assessment data that will assist the college in improving instruction in CTE programs.

The Assessment Specialist for CTE programs will utilize a software application called SmartQ, an automated telephone survey solution. It is able to automatically call a programmed list of students and deliver the survey via telephone. The student is then able to respond using their telephone keypad and the responses are stored on the SmartQ server. The responses can then be tabulated and distributed to the various programs in both print and electronic form for use in their annual and comprehensive program assessments.

Since this is an automated surveying system, minimal time is required by the CTE program coordinators to implement this plan. The assessment specialist will develop the surveys with the program coordinators and their specific requirements. The program coordinators will only need to gather their students' contact data, either annually or per semester (which many of the programs already do). The CTE programs will provide the list of student contact phone numbers to the Assessment Specialist and it will be programmed into the SmartQ software. SmartQ will then call each student on the list and administer the specific survey. After a specified period of time, the survey stops, the results tabulated and distributed to the programs.

Because the college intends to institutionalize this position beginning Jan. 07, the request is for 6 months of funding.

**Effectiveness Measures:**

1. Increase in the academic and the vocational/technical skills attainment of students identified as eligible for services.
2. Increase the faculty's ability to efficiently and effectively assess CTE programs and improve instruction.

**Rationale:**

1. Strategies to improve access and academic skill and vocational and technical skills attainment, particularly to students with disabilities have been effective. The implementation of mandatory peer tutoring for remedial math and English has helped to improve performance in this area: from 83.66% to 86.91%. There was also an increase in the vocational skills attainment: from 91.40% to 94.20%.

2. Faculty need assistance in the measurement of student learning and the analysis of the data. A specialist in that field has been hired to assist faculty in all CTE programs to better assess their classes, programs, and employer feedback, analyze their findings, and prepare reports. This initiative can have an immediate impact on program assessment. The following are just a sample of the information that would be invaluable to the programs:

- The number of students who have gained employment as a result of their CTE education
- The number of students who have achieved their educational objective in their CTE program, regardless of whether they gained a degree or certificate
- The number of students who have attempted a state/nationally certified exam
- The number of students who passed a state/nationally certified exam

With the current processes utilized by HCC for annual program assessment, many of the CTE programs do not have this type of data. Also, due to the complexities of the analyses used on student data available from our system-wide database called Banner, many of the standardized program measurements do not accurately reflect the strengths and weaknesses of a given program.

Honolulu Community College (HCC) requests \$7,000 in additional Perkins Funds to initiate an automated telephone response surveying system. This will assist our 23 Career Technical Education (CTE) programs with gathering student information that is becoming increasingly critical for accurate program assessment.

Costs

The \$7000 requested will be used to purchase the necessary hardware and software components to run the SmartQ software. These costs have been itemized below:

<b>Qty</b>	<b>Item</b>	<b>Cost</b>
2	Telephone Lines	\$0.00
1	Windows-based PC w/ suggested hardware specs	\$1178.00
1	Intel Dialogic Voice Board for PC computer	\$572.00
1	SmartQ Software (with DialQ Dialer)	\$5250.00
	<b>Total Cost</b>	<b>\$7000.00</b>

While this product is expensive, there are no annual subscription fees to consider. Once the product has been purchased and is working as expected, the only other future costs would be the maintenance of the hardware (which can be absorbed by the institution). Even though this product is expensive, it has been tested and endorsed by CT Labs, an independent product analysis lab serving the IP Telephony and Computer Telephony industries. There are also a number of major corporations utilizing this software including Daimlyer Chrysler, ESPN, the RAND Corporation, Aetna Inc., and the National Institute of Mental Health. Information about this product can be found at this URL - <http://www.telesage.com/SmartQ.html>

However, if we do want to consider paying for the annual cost of software upgrades/technical support, it would be \$1050.00 annually (20% of SmartQ cost).

Additional Requests (for training and support when visiting the programs)

- TDP-S8U Mobile Projector, SVGA, 2000 Lumens, DLP - \$850
- Dell Latitude D-620 - \$1150
- TOTAL = \$2000

Budget Summary  
Indicator 1P1 & 1P2  
Access & Academic & Vocational Skills Attainment

A. Personnel	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
<u>A-1 Regular</u>					
Assessment Coordinator	12,319.00	12,318.00			\$24,637
Fringe	\$ 4,764.00	\$ 4,764.00			\$9,528
 <u>A-O Other Personnel</u>					
Note-takers, in-class/lab assts	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
Fringe	\$ 58.00	\$ 58.00	\$ 57.00	\$ 57.00	\$ 230.00
Office Manager & Mobility Asst	\$ 5,157.00	\$ 5,156.00	\$ 5,156.00	\$ 5,156.00	\$ 20,625.00
Fringe	\$ 60.00	\$ 59.00	\$ 59.00	\$ 59.00	\$ 237.00
Subtotal	\$ 27,358.00	\$27,355.00	\$10,272.00	\$10,272.00	\$75,257.00
 B. Supplies					
Smart Q	\$ 7,000.00				\$7,000.00
Laptop and projector	\$ 2,000.00				\$ 2,000.00
Interpreters	\$ 5000.00	\$ 5,000.00	\$ 5,000.00	\$ 4,494.00	\$ 19,494.00
Supplies	\$ 1,068.00		\$ 1,000.00		\$ 2,068.00
Subtotals	\$ 15,068.00	\$ 5,000.00	\$ 6,000.00	\$ 4,494.00	\$ 31,068.00
Total	\$ 42,426.00	\$32,355.00	\$16,272.00	\$14,766.00	\$ 105,819.00

\* 2005-06 Fringe Benefits Rates

Faculty	38.67%
Staff	36.42%
Casual Hire	2.60%
Student	1.15%
Overload	2.60%

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

---

**ACHIEVING STANDARDS  
Intervention Strategy Worksheet  
Strategy #   2    
Fiscal Year 2006-2007**

Campus: Honolulu Community College

Targeted Indicator(s): 2P1 – Retention and Completion in Programs

Amount Requested for fiscal year: \$78,819

Year   2   of 3 (for 2005-06 continuing strategies)

Year      of 5 (for new 2006-07 strategies)

**Priority Areas:** This strategy addresses:

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
<b>X</b>	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

**Identified Problem For Underperformance:** Although the College's overall actual performance for 2P1 (42.76%) exceeded the core standard (36.00%) in 2004-05, thirteen programs did not meet the core standard (ABRP, AJ, AERO, AVIT, CA, CENT, FT, FIRE, HSER, MARR, OESM, SMP, and WELD).

**Brief Strategy Description:** Identify at-risk students, and implement and evaluate intervention strategies. Provide on-site academic support services by a retention specialist based at the College Skills Center (CSC) for CTE students enrolled in remedial math and English. Continue to implement both a peer and faculty-tutoring program for the under-performing CTE programs that will be coordinated by the College Skills Center.

**Effectiveness Measures:**

1. Increase in the successful completion rate of students in remedial math and English courses taught by CSC.

2. Increase in persistence rate of students identified as at-risk who receive services in the CSC.

**Rationale:**

The retention specialist is accessible to CTE students enrolled in remedial math and English courses. Academic support services include individual counseling and/or advising and weekly phone calls to non-attending students. All students are required to meet with peer tutors.

In addition, the college has organized and implemented a pilot faculty/staff tutor program that is coordinated by CSC. Eighteen faculty and staff have served as content expert tutors in a variety of general education courses.

In order to increase student retention in remedial math and English courses, the retention specialist, faculty and peer tutors need to continue to work collaboratively to provide the services needed to help these students succeed. The annual completion rates for CTE majors enrolled in remedial Math 20 was 48.63% in 2004-2005, an increase of 2.88% from the prior year and 7.27% since 2002-2003. The annual completion rates for CTE majors for English 20 was 63.34% in 2004-2005, an increase of 7.62% from the prior year and 10.77% since 2002-2003. The retention specialist will continue to provide strategies to increase student retention in remedial English and math. Retention strategies include class participation in a selected English and math course, providing program tours, time management and other study skills to be a successful student in college. The retention specialist will also continue to make weekly phone calls to students who are not attending class on a regular basis and provide counseling and/or academic advising. Since it is vital to continue to increase retention rates for English 20 and Math 20, it is important that the students are identified within the first two weeks of instruction and throughout the semester to address any academic challenges, behavioral and/or personal issues that may interfere with their academics.

Budget Summary

Indicator 2P1

Retention and Completion

A. Personnel	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
<u>A-1 Regular</u>					
Retention Specialist	\$11,750.00	\$11,750.00	\$11,750.00	\$11,750.00	\$ 47,000.00
Fringe	\$ 4,544.00	\$ 4,544.00	\$ 4,544.00	\$ 4,543.00	\$ 18,175.00
<u>A-O Other Personnel</u>					
Peer Tutors	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
Faculty Tutors	\$ 1,000.00	\$ 1,000.00	\$ 500.00	\$ 0	\$ 2,500.00
Fringe	\$ 40.00	\$ 40.00	\$ 35.00	\$ 29.00	\$ 144.00
Subtotal	\$ 19,834.00	\$19,834.00	\$19,329.00	\$18,822.00	\$ 77,819.00
B. Supplies & Serv.	\$ 1,000.00				\$ 1,000.00
Total	\$20,834.00	\$19,834.00	\$19,329.00	\$18,822.00	\$ 78,819.00

\* 2005-06 Fringe Benefits Rates

Faculty	38.67%
Staff	36.42%
Casual Hire	2.60%
Student	1.15%
Overload	2.60%

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

---

**ACHIEVING STANDARDS  
Intervention Strategy Worksheet  
Strategy #   3    
Fiscal Year 2006-2007**

**Campus:** Honolulu Community College

**Targeted Indicator(s):** 3P1 - Students' Placement into Employment

**Amount Requested:** \$ 95,549

Year   2   of 3 (for 2005-06 continuing strategies)

Year        of 5 (for new 2006-07 strategies)

**Priority Areas:** This strategy addresses:

<b>X</b>	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
	Integrated Academics (1P1, 1P2 and 2P1)
<b>X</b>	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

**Identified Problem For Underperformance:** The college as a whole failed to meet the 71% standard for 3P1 in 2004-05, achieving only 57.99%. ABRP, AERO, AVIT, CA, CENT, FIRE, HSER, and MARR did not meet the standard.

**Brief Strategy Description:** Integrate career readiness into CTE programs and centralize and formalize the wide array job placement activities, and maintain the Career Readiness and Job Placement Center (CRJPC) in a centralized and accessible location. Maintain and further develop databases to document effectiveness of the activities and services provided by the career readiness and job placement center. Maintain and refine the CRJPC website. Institutionally integrate the job placement office with the coop ed program

**Effectiveness Measures:**

1. Increase the placement rate of graduates through the job placement office.
2. Increase satisfaction level of students using the job placement office as measured by an on-line survey and a phone survey.

**Rationale:**

The full-time job placement coordinator has provided career readiness activities CTE programs, engaged in outreach activities to employers and JPIC activities, managed the Career Readiness and Job Placement Center, and coordinated three Career Fairs on campus. Additionally, the job placement coordinator worked with the IT Specialist to design a job placement website, to create a database to track students and recent graduate usage of the job placement services, and to track the employment of students.

The website at [www.honolulu.hawaii.edu/jobplacement/](http://www.honolulu.hawaii.edu/jobplacement/) offers an array of services to the online visitor such as off-campus employment, interview and resume writing services, and on-going workshops and events, and services for employers. The website has been an extremely effective means of reaching out to students and alumni averaging 1400 hits a month. The IT specialist designed, created, and configured a database for the CRJPC website tracking system and is responsible for generating reports. She is also developing a system to track students who visit the Center. The system is expanding and changing as the needs arise.

Working with the cooperative education/internship faculty, the IT specialist created a website for their program. This year the job placement office will be institutionally integrated with the coop ed program to increase efficiency and effectiveness.

The continuance of the job placement coordinator and IT specialist positions are critical to the College's efforts to assist students and graduates to obtain employment and to track job placement and retention.

Because the college intends to institutionalize this job placement coordinator position beginning Jan 07, this request is for 6 months of funding.

Budget Summary  
Indicator 3P1  
Placement Into Employment

A. Personnel	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
<u>A-1 Regular</u>					
JP Coordinator	\$ 12,311	\$12,311			\$ 24,622 .00
Fringe	\$ 4,761	\$ 4,761			\$ 9,522.00
IT Spec Band A	\$ 9,774	\$ 9,774	\$ 9,774	\$ 9,773	\$ 39,098.00
Fringe	\$ 3,560	\$ 3,560	\$ 3,559	\$ 3,559	\$ 14,238.00
<u>A-0 Other Personnel</u>					
Student Assistant	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00
Fringe	\$ 18.00	\$ 17.00	\$ 17.00	\$ 17.00	\$ 69.00
Subtotal	\$ 31,924.00	\$ 31,923.00	\$31,922.00	\$31,920.00	\$ 93,549.00
B. Supplies & Serv.	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 2,000.00
Total	\$ 32,424.00	\$ 32,423.00	\$ 32,422.00	\$32,420.00	\$ 95,549.00

\* 2005-06 Fringe Benefits Rates

Faculty	38.67%
Staff	36.42%
Casual Hire	2.60%
Student	1.15%
Overload	2.60%

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

---

**ACHIEVING STANDARDS  
Intervention Strategy Worksheet**

**Strategy #   4    
Fiscal Year 2006-2007**

**Campus:** Honolulu Community College

**Targeted Indicator(s):** 1P2 and 2P1 AMT Retention Plan

**Amount Requested 06-07 Year:** \$39,598

Year \_\_\_\_ of 3 (for 2005-06 continuing strategies)

Year   1   of 5 (for new 2006-07 strategies)

**Priority Areas:** This strategy addresses:

	The State's workforce development needs in Education, Health Care, Building Construction, or Transportation (3P1 and 3P2)
<b>X</b>	Integrated Academics (1P1, 1P2 and 2P1)
	Improving Job Placement (3P1)
	Non-Traditional Student Recruitment and/or Retention (4P1 and 4P2)

**Identified Problem For Underperformance:**

1. The AMT program is, by Perkins measures, a healthy program. However, the faculty have identified a problem in that there are consistently a number students who are unable to pass the practical exam at the end of the first semester course, even though they have progressed satisfactorily during the semester. They are then not able to continue in the sequence, must wait until the following year, and often do not return at all. This creates a ripple effect that affects all the rest of the courses in the sequence, reduces the efficiency of the program, and most importantly, creates fewer graduates for a market clamoring for trained technicians.

2. The annual assessment and the program review completed last spring also identified the need for updating technology and computer support in order for the program to maintain NATEF certification.

**Brief Strategy Description:**

1. Students who have not reached the level of accomplishment required by NATEF standards at the end of the first semester will – at the discretion of the instructor -

be eligible to take a non-credit, 1 week, 4 hr/day, class taught by a qualified instructor other than the one who conducted the original class. The original instructor will designate the specific topics that each student needs to address. At the end of the session, a new final exam will be administered. Students who successfully complete the final will be allowed to register for the next courses in the sequence and stay with the cohort.

The college wants to pilot this the first year with just the beginning AMT class with the goal of expanding to all AMT courses as well as other programs in the system should the model prove successful and cost efficient. The proposal is for the cost of the instructor:  $\$31/\text{hr} \times 20\text{hrs} = \$620 \times 2 \text{ semesters} = \$1,240$ . The students will be required to pay for consumable supplies:  $\$90/\text{student}$ .

2. Workstations in today's auto repair shops have a wireless laptop where technicians can diagnose problems. A review by the college's IT Center staff identified the equipment and tech support that AMT needs in order to maintain NATEF standards for this element of training. A 5-year Program Review conducted by AMT also identified the need for computer upgrades so that students have access to online catalogues and manuals. The college proposes to purchase workstations with wireless access that reflects the workstations now used in the State's automotive repair shops and to equip the program with a lab with web access to industry manuals.

The quote prepared by the IT Center:  $\$38,358$

### **Effectiveness Measures:**

1. Increase in persistence and completion rate of AMT students.
2. Increase in vocational achievement of AMT students. Maintenance of NATEF certification.

### **Rationale:**

The need for qualified automotive technicians is constant. The degree of difficulty for maintaining quality grows with the advances in technology. NATEF standards are the bar to which all technicians aspire and dealers desire. The college is meeting the needs of the community when it maintains NATEF certification for its faculty, curriculum, and facilities.

Budget Summary  
Indicator 1P1 and 2P1  
AMT Retention

A. Personnel	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total
Instructor, non-credit		\$620		\$620	\$1240
 B. Equipment.					
3 Cisco Wireless Access points	1,500				
6 laptop computers	13,110				
6 MS Office	348				
18 student workstations	22,356				
18 MS Office	1,044				
 Total	 \$38,358	 \$ 620	 0	 \$620	 \$39,598

BUDGET SUMMARY

Strategy 1 Access & Academic/VT Skills Attainment	\$105,819
Strategy 2 Retention and Completion in Programs	\$78,819
Strategy 3 Student Placement into Employment	\$ 95,549
Strategy 4 AMT Retention Plan	<u>\$39,598</u>
TOTAL	<u>\$319,785</u>

- Appendix 1 Five Year Trend Data, System
- Appendix 2 Five Year Trend Data, by Program, HonCC
- Appendix 3 Special Pops Totals by Category
- Appendix 4 Special Pops PHIs