



OAKLAND
COMMUNITY
COLLEGE

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AUTOMOBILE SERVICING ADVISORY COMMITTEE MEETING

November 21, 1996

Present: Charles R. Barrett, Saturn Corp.
Jim Bastin, Samhat Tire Center
John Bonham, General Motors Proving Grounds
Lawrence Carter, General Motors Proving Grounds
Susan Dean Christophersen, General Motors Service Parts Operations
Alice DeGrandchamp, Paraprofessional, OCC
Barbara Dursum, Oakland Schools
Michael Goldman, Wide Track Automotive
Marion Grzanowski, Ford Motor Company
Tony Hildebrandt, Faculty, OCC
Warren Hildebrandt, Rochester High School
Sally Kalson, Coordinator of Cooperative Education, OCC
Tahir Khan, Faculty, Chair, Technology Department, OCC
Ronald A. Meyer, Automotive Service Association of Michigan
Mark B. Murphy, Snap-On Tools, Inc.
Dr. Carlos Olivarez, Dean, Academic and Student Services, OCC
Anthony D. Rainero, Chrysler Corporation
Doug Riddering, Counselor, OCC
Ruth Springer, Secretary, OCC
David G. Verbeke, North Farmington High School
Chadd M. Yagiela, Rochester Hills Chrysler Plymouth

1. Welcome and Introductions

Dr. Carlos Olivarez welcomed the group and thanked them for their participation as members of the advisory committee. He asked those present to introduce themselves.

2. Program Overview

Mr. Tony Hildebrandt provided each person in attendance with a packet of information about the program, including course descriptions and performance objectives for each course. He explained that all Automobile Servicing classes are competency based and designed to prepare students to qualify for entry level positions in the field, as well as preparing them to pass the Michigan State licensing test in the specialty covered by the course. Students who pass the class with a grade of B or better should also be able to pass the test for Auto Service Excellence (ASE) certification. All eight Automobile Servicing classes are graded in the same way: 70 percent of the grade is based on hands-on performance objectives; 30 percent is based on mid-term and final exams. Questions on the final are similar in structure to the questions on the State of Michigan and ASE tests, so students are able to practice with that type of question before going to take their certification test.

Mr. Hildebrandt provided each person in attendance with a written update of what has been happening in the program since the last advisory committee meeting (see attachment).

3. Review of Needs Assessment

Dr. Olivarez reviewed with the group the Automotive Servicing Needs Assessment which was prepared by OCC's Office of Institutional Planning & Analysis in January, 1994, and asked the group whether they agreed with its findings on various issues.

The Needs Assessment stated that nearly one third of employers surveyed were currently hiring entry level personnel. The group expressed the opinion that most people hiring in the field are looking for people with some background and expertise. However, they will take entry level people and train them themselves when no one else is available.

Mr. Hildebrandt explained that OCC's program is focused on training students in the types of skills they will need wherever they go in the future, rather than on familiarity with the products of one particular car company. For example, if students have learned to work on transmissions, they will be able to adjust to the specific characteristics of whatever model they are asked to repair on the job.

The Needs Assessment stated that most employers provide their own on-the-job training to employees. Those with strong mechanical skills and ASE certifications are expected to find greater employment opportunities than those without. The group agreed that Michigan State certification is required, and that many employers also require ASE certification. It was pointed out that, beginning in 1997, the State will be requiring recertification every five years, beginning in three areas. Auto technicians will be required to take a State test or ASE test, or take a certain number of classes in order to be recertified every five years.

It was suggested that the references in OCC's program to Michigan State certification should be changed to ASE certification. If students could show ASE certification on their resume, they would be much more likely to be hired in the field.

4. Recommendations Regarding Curriculum

The group agreed with the Needs Assessment findings that it is essential for students to become proficient in the use of computers. Students also need strong math and writing skills. Dr. Olivarez asked the group whether they thought courses in math, writing, and computer skills should be added to the curriculum.

Mr. Doug Riddering pointed out that at least two writing courses must be taken as part of the general education requirements for the associate degree. Speech is not required, but students can choose to take a speech course if they wish. Some degrees require ENG 135, Business Communications, and SPE 129, Interpersonal Communication, but that is not true of this degree. Both of those classes also meet general education requirements, so adding those classes to the program would not increase the total amount of credits a student needed to graduate. ENG 135 emphasizes business forms and how to present things properly in writing in a business context. SPE 129 includes such things as using the phone and talking to customers.

Ms. Susan Christophersen recommended that those two courses be added to the program, stating that they would be more beneficial to students than a typical composition class.

Ms. Barbara Dursum spoke of the benefits of an interdisciplinary approach, using math in all Automotive classes, as well as an oral communication project in each course.

It was pointed out that reading comprehension is also needed. To encourage this, perhaps students could be required to do a book report on an automotive service manual. Ways must be found to make reading a fundamental part of what is done in each class. Students must not be given the impression that they can learn to be an automotive technician without being able to read and write properly. In a dealership, they will be required to write reports. They must be prepared to do this, or they will not be able to obtain and keep a job. Classes in these skills need to be added to the program.

It was suggested that an applied physics class be added to the curriculum as a part of the needed math requirements.

It was suggested that Automotive staff meet with the ENG 135 instructors to make suggestions as to how that course could be taught with an application to the Automotive area.

Mr. Riddering suggested that perhaps IND 100, Introductory Seminar in Industrial Sciences, could include sessions with math and science people to show students how skills learned in math and English classes are essential for work in technical fields.

Mr. Marion Grzanowski suggested that math, science, and communication be integrated into each Automotive class. Each course should include a performance objective in math, science, and communication. The level of those three skills required in entry level classes should be lower than that required in more advanced classes, so that as students advance in their automotive skills, they will also be progressing in those three areas. This would be more effective than trying to encourage people to take a separate class because they will need the skill later.

Ms. Dursum suggested that modular learning units are available for computers. A couple of computer stations could be set up in the Automotive area, and writing projects could be developed that would be applicable to that area.

Mr. Grzanowski pointed out the need for instruction and experience in teams and team building. Without adding extra classes to the program, there is material about this skill available from the Society of Automotive Engineers (SAE), including demos that could be used in a classroom situation.

Mr. Hildebrandt mentioned that, when students have completed most of their program without taking IND 100, he allows them to substitute another course for it. Dr. Olivarez asked whether IND 100 could be dropped from the program. Mr. Riddering mentioned that students are frustrated with taking IND 100 because they already know what courses and program of study they want to take, so they do not need to do what is normally done in IND 100. The group suggested that IND 100 be listed as a recommended elective, rather than as a required course.

5. Proposed New Curriculum

Mr. Hildebrandt explained the proposed Motor Vehicle Technology degrees and certificates. The first degree would be in Motor Vehicle Servicing Technology for Michigan State certification. OCC must provide students with this training, because that is the certification which is currently required. Those who wish to continue their studies could earn the following additional degrees:

- Motor Vehicle Servicing Technology (NATEF)
- Motor Vehicle Servicing Technology (Driveability and Emissions)
- Motor Vehicle Servicing Technology (Service Management)
- Motor Vehicle Servicing Technology (Parts Management)

Certificates could be earned in the following areas:

Engine Repair Rebuilding Specialist

Transmission Repair Rebuilding Specialist

Driveability and Emissions Specialist

Air Conditioning, Refrigeration, Electrical Specialist

Auto Center Light Repair Specialist: Alignment, Brakes, Electrical, Driveability and A.C. Systems

Brakes and Alignment Specialist

Mr. Hildebrandt explained that Oakland Technical Center (OTC) graduates who have completed courses comparable to OCC's basic courses could arrange for articulation which would give them credit for the first six courses in OCC's program upon successful completion of the more advanced courses.

Mr. Hildebrandt mentioned that he would also like OCC to provide continuous updated training, using people from Ford, General Motors, and Chrysler as adjunct instructors. People would not need to take an entire regular course. They could sign up and pay for just one night of instruction on a particular topic. The group agreed that this type of training is very much needed.

6. Review of Lab Equipment

It was pointed out that equipment in the Automotive Lab needs to be completely updated. Many things are broken or missing. There is a need for scan tools for the various auto companies. The lab is running low on air tools.

It was suggested that e-mail capability needs to be a high priority in order to communicate with people outside the college. The ability to use e-mail would also provide another skill for students seeking work in the industry.

Mr. Hildebrandt commented that he would like to update the lab equipment. However, no capital equipment funds were allocated to the Automotive area last year.

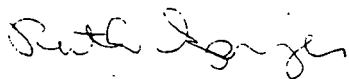
7. Conclusion

The next meeting of this advisory committee will take place during Winter or Spring 1997. The second 1997 meeting will be held during the Fall term. In the meantime, Mr. Hildebrandt would like to meet more often with those who might be willing to work with him on particular areas of interest.

Committee Recommendations

1. That ENG 135 and SPE 129 be added to the Automobile Servicing Program.
2. That Automotive staff meet with the ENG 135 instructors to make suggestions as to how that course could be taught with an application to the Automotive area.
3. That the importance of reading comprehension be stressed by finding ways to make reading a fundamental part of what is done in each class.
4. That an applied physics class be added to the curriculum.
5. That instruction in math, science, and written and oral communication be integrated into each Automotive class, so that each course would include a performance objective in math, science, and written and oral communication. Performance objectives in those areas would be written in such a way that, as students advanced from basic to more advanced Automotive courses, they would also advance in their math, science, and communication skills.
6. That two or more computer stations be set up in the Automotive area and that, using modular learning units, writing projects for students be developed that would be applicable to that area.
7. That the curriculum include instruction and experience in teams and team building, perhaps using material available from SAE.
8. That IND 100 be listed as a recommended elective, rather than as a required course, in the Automotive Program.
9. That the equipment in the Automotive Lab be updated.
10. That scan tools for the various auto companies be obtained for the lab.
11. That e-mail capability be made a high priority for the Automotive Program.

Respectfully submitted,



Ruth Springer

MOTOR VEHICLE TECHNOLOGY ADVISORY COMMITTEE
OAKLAND COMMUNITY COLLEGE

Informational Update

November 21, 1996

Submitted by: Prof. H. A. Hildebrandt

Since our last meeting, unfortunately, our equipment problems have not improved; but, now that we have a new administration and millage money, there may be some hope.

We have received new vehicles from Chrysler and G.M., transmissions and transfer cases from G.M., and one engine from Chrysler. I am currently working on donations from Ford and Chrysler for transmissions for the Winter semester.

Our enrollments are doing better than the other disciplines in our department, but all are low, especially days. We are currently running eight Automotive classes, five nights, three days. We have been dropping off brochures at local parts stores, repair facilities, dealerships, and schools--usually, about a month before classes are scheduled to begin, and this has been helpful.

I will be making a presentation to the counselors at a College-wide meeting on Monday, November 25, 1996, regarding the Motor Vehicle Technology Program.

The new N.A.T.E.F. Program will build on the existing Michigan Licensing Program (ATA). The course code will change: the eight ATA courses will be the foundation for the new program. This will allow any previous students and graduates to return and go into the higher-level courses.

We cover a span of about ten years of vehicles in our program. If any of you have any diagnostic equipment or special tools that you might consider obsolete, we could still make good use of them.

The N.A.T.E.F. Program will provide opportunities for students graduating from local high schools and vocational centers to articulate more of their courses to the community college and to Ferris State University.

Our partnership with Sun Snap-on has allowed us the use of about \$58,000 worth of equipment--this with no maintenance or software update charges. They will be dropping off their new 4-wheel laser alignment system for us to use in the Winter semester. Our half of the partnership is a classroom with lab space for three vehicles, and office space.

All of us, at this meeting, are aware of the demand for high-qualified technicians and their potential earning power. I have included an ad from Flannery Ford looking for a transmission technician - \$90,000 potential, per year.



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