

Diesel Mechanics
DIMC



2020
ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

This program prepares the student for employment as a skilled tradesperson who troubleshoots, maintains, and repairs various types of diesel engines, trucks, tractors, boats, and other heavy equipment.

There is no specific target population, but over the past years we have been reaching out to K-12 students and building our relations with high school programs.

2. Analysis of the Program/Unit

Demand: Healthy

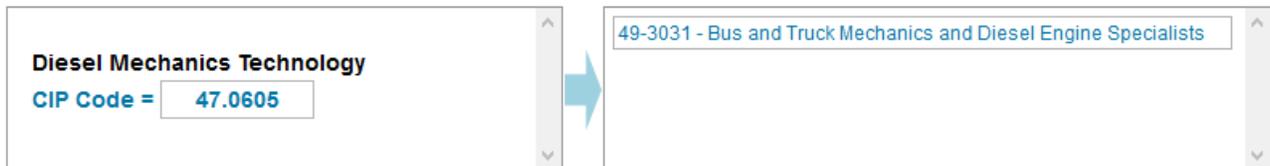
#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20	Demand Health
1.	New & Replacement Positions (State)	122	123	124	Healthy
2.*	New & Replacement Positions (County Prorated)	8	9	9	
3.	Number of Majors	25	20	21	
3a.	Number of Majors Native Hawaiian	15	14	15	
3b.	Fall Full-Time	85%	95%	86%	
3c.	Fall Part-Time	15%	5%	14%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	5%	
3e.	Spring Full-Time	83%	100%	90%	
3f.	Spring Part-Time	17%	0%	10%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	456	456	408	
5.	SSH Non-Majors in Program Classes	0	0	0	
6.	SSH in All Program Classes	456	456	408	
7.	FTE Enrollment in Program Classes	15	15	14	
8.	Total Number of Classes Taught	3	2	2	

The outlook for this industry looks great as the demand for new and replacement positions are forecasted to increase over the next 8 years (see below). Although the numbers reported on our ARPD (above) shows only 9 new and replacement positions, the demand is actually greater than this. As you can see below, the SOC's listed are limited to one Bus and Truck Mechanics and Diesel Engine Specialists occupation. If you add Mobile Heavy Equipment Mechanics occupation to the cluster the demand will increase.

2020 Hawai'i Community College ARPD
 Program: Diesel Mechanics



Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)



Efficiency: Healthy

#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20	Efficiency Health
9.	Average Class Size	19	19	17	Healthy
10.*	Fill Rate	96.6%	97.4%	87.2%	
11.	FTE BOR Appointed Faculty	1	1	1	
12.*	Majors to FTE BOR Appointed Faculty	25	20	21	
13.	Majors to Analytic FTE Faculty	25	20	21	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Expenditures	\$177,310	\$188,431	\$102,228	
14a.	General Funded Budget Allocation	\$92,960	\$83,364	\$86,791	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	\$84,350	\$105,067	\$15,437	
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	0	0	0	

Continuous outreach efforts combined with a popular program allows us to consistently run at near capacity levels. There is no doubt that the years of outreach our former APT assisted in contributed to our high enrollment numbers. We are worried that the long term effect of not being able to fill our APT position (due to the hiring freeze) could negatively affect our enrollment numbers because outreach in the DOE needs to be continuous. Currently another APT in our division is assisting with our outreach efforts, but the hiring freeze may put that position in jeopardy too.

Effectiveness: Healthy

#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	100%	97%	100%	Healthy
18.	Withdrawals (Grade = W)	0	0	0	
19.*	Persistence Fall to Spring	88%	90%	90%	
19a.	Persistence Fall to Fall	18%	85%	23%	
20.*	Unduplicated Degrees/Certificates Awarded	19	2	17	
20a.	Degrees Awarded	9	2	8	
20b.	Certificates of Achievement Awarded	19	0	17	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	0	0	0	
22a.	Transfers with credential from program	0	0	0	
22b.	Transfers without credential from program	0	0	0	

Our Persistence from Fall to Spring has been maintained at 90%! We believe that the two biggest things that contribute to this is students are prepared for the program (either through outreach or while taking related courses before entering the program) and having an engaging program that can lead to a great career! Our high level of persistence leads to a high level of graduates. As long as we can maintain our high enrollment numbers we expect to maintain a Healthy Effectiveness Call.

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Technical Skills Attainment	94.75	25	Not Met
30.	2P1 Completion	61	25	Not Met
31.	3P1 Student Retention or Transfer	86	85	Not Met
32.	4P1 Student Placement	66.75	93.75	Met
33.	5P1 Nontraditional Participation	23.75	14.29	Not Met
34.	5P2 Nontraditional Completion	23.25	0	Not Met

Perkins Indicators

Since this a two year program and runs only one cohort, our Perkins Indicators get thrown off every other year. The Perkins Indicators that are correct this year is 4P1 (data is two years behind) and 5P1.

4P1 was met at 93.75 which shows how effective our program is in student placement.

5P1 has always been tough to meet. We will continue with our outreach efforts to try and increase nontraditional participation.

Overall: Healthy

Overall Program Health: **Healthy**

? **Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Diesel Mechanics Technology CIP Code = <input type="text" value="47.0605"/>	➔	<input type="text" value="49-3031 - Bus and Truck Mechanics and Diesel Engine Specialists"/>
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Overall this program is doing great and the data shows just how robust it is. The biggest concern we currently have is the effect of COVID-19 both in the long term and short term. It has already halted our ability to fill our APT position and is putting other APTs from our division in jeopardy. In the short term, shutdowns of the school or COVID-19 outbreaks could be disastrous for the Fall incoming class.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes
 1. DISL PLO1: Function safely in a heavy equipment shop environment.
 2. DISL PLO2: Demonstrate ability to communicate effectively to gather and convey information.
 3. DISL PLO3: Apply theory and principles for proper diagnosis, repair, and maintenance in the heavy-duty truck equipment industry.
 4. DISL PLO4: Practice the minimum essential mental, physical, and behavioral skills necessary to maintain professional proficiency.
 5. DISL PLO5: Work collaboratively with others as well as independently.
- b) DISL was scheduled to conduct an Initial assessment of DIMC 140 in Fall 2019. The loss of our APT impacted the program's ability to complete the scheduled assessment. The assessments were designed to use the assistance of an APT. We will be working with our Institutional Assessment Coordinator to revise and reschedule the assessment of DIMC 140 and others as needed. We were also scheduled to assess DIMC 150 during Spring 2020, but the College suspended all course assessments due to COVID. No assessments were done this year. We are planning to perform assessments on DIMC 120 in Fall 2020 and DIMC 130 in Spring 2021.

4. Action Plan

A. Action Plan

1. Research and develop a plan to strengthen the high school to program pipeline. We will need to look at various options such as early college, dual credit, PLA, internships, etc. and figure out what

would work the best. The results of creating and implementing some kind of a pipeline will equate to an increase of enrollment while addressing all Perkins Indicators. If students can take at least one of our courses during high school, the ones entering our program will be better prepared and have the understanding of what our program entails. Also, having an introductory or exploratory course in high school would encourage more participation, including nontraditional, as it will be a smaller commitment rather than jumping into our 2 year program.

2. With the uncertainties COVID-19 brings, it is hard to create a solid action plan. We do need to fill our 2 empty positions (faculty and APT) to help move our plans forward, but with the hiring freeze in place, it will be tough. At this point, Action Plan 2 is to be proactive and prepare for the worst and to be ready to adjust and adapt quickly as needed. This action plan is vague, but we are acknowledging that COVID-19 is serious and could throw us a massive curveball to any plan we set.

3. These action plans are the same as the Machine, Welding and Industrial Mechanics program because I will be working together with the MWIM faculty member with these action plans. We both have the same goals and since losing our shared APT position we both can use the assistance of each other. Working together will allow both of us to be as efficient as possible with what we have.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

1 APT - Educational Specialist that is shared between this program and MWIM. Another possibility is to have the ABRP/AMT APT assist the whole Transportation Department as the safety aspects of the job are closely related.

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