

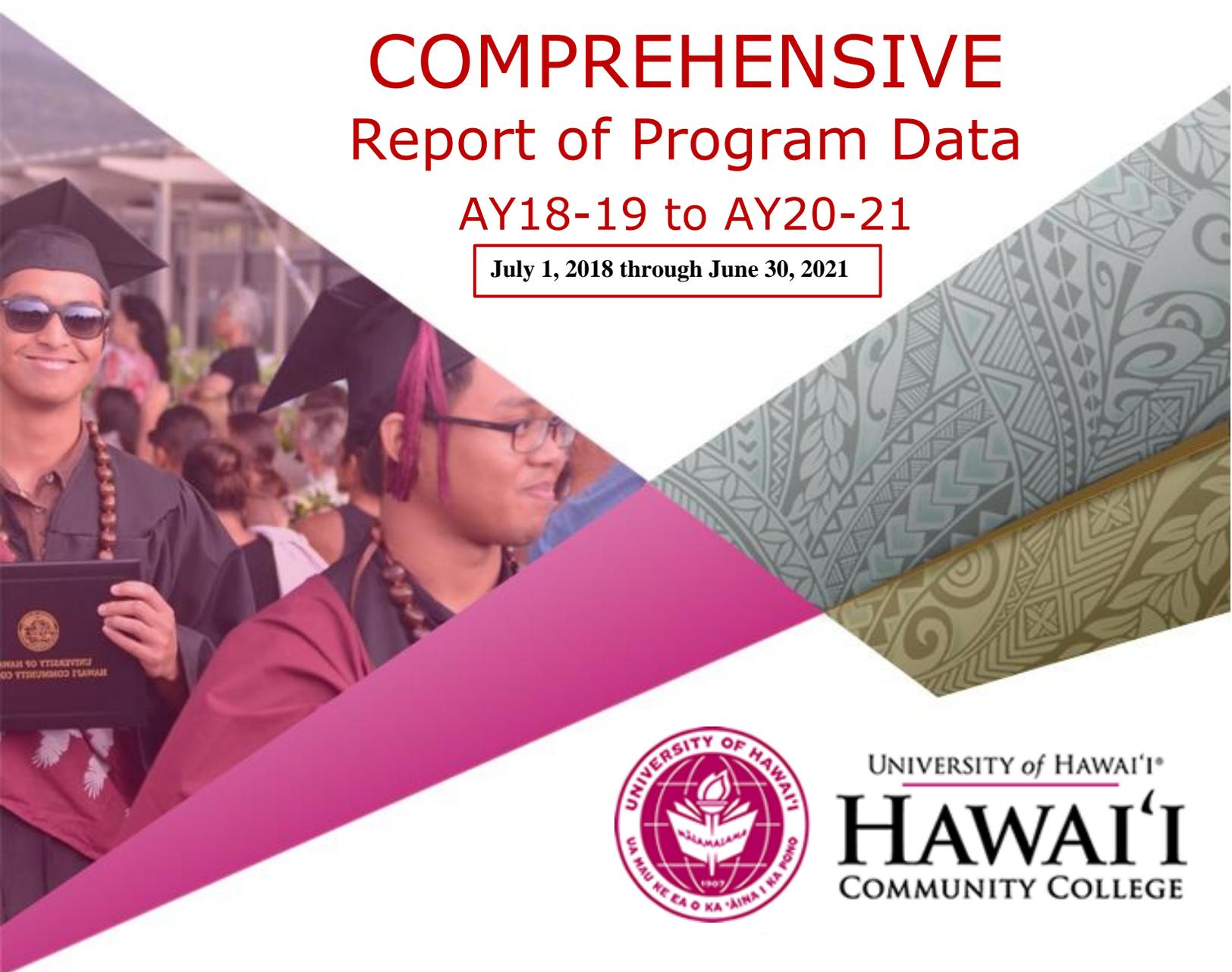
Electrical Installation Maintenance Technology Program

Writer : Renee AK Dela Cruz
Assistant Professor-EIMT

COMPREHENSIVE Report of Program Data

AY18-19 to AY20-21

July 1, 2018 through June 30, 2021



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attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

Program or Unit Mission or Purpose Statement
What is the target student or service population?

THE ELECTRICAL INSTALLATION AND MAINTENANCE TECHNOLOGY (EIMT) PROGRAM prepares students for employment with electrical appliance shops, utility companies, and electrical construction, and maintenance companies. Learning will center on planning, designing, constructing, installing, and maintaining electrical wiring and equipment.

The target student population is in alignment with the college's "open door policy" with no reservation to race, color, religion, gender, sex preference, etc. Program faculty will teach anyone who earnestly wants to learn and who wants to better their life by successfully completing the EIMT two-year AAS degree or CA. By doing so, their chances of getting a job are very favorable. The program notes that maximum enrollment each Fall is normally capped at twenty (20) seats. However, in Fall 2020, the program was recommended to reduce the intake of new students down to fourteen (14), due to COVID-19. The program responded by lowering the cap to seventeen (17), taking into account the possible attrition rate.

2. Analysis of the Program/Unit

[2019 EIMT ARPD data tables](#)

[2020 EIMT ARPD data tables](#)

[2021 EIMT ARPD data tables](#)

[2018 EIMT Annual Program Review.pdf \(hawaii.edu\)](#)

[2020-EIMT Annual Program Review.pdf \(hawaii.edu\)](#)

Discuss the program or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics for the period of this review. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an

explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures over the period of this review.

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program during the period of this review; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the last year of this review period.

Discuss significant program or unit actions and activities over the period of this review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Instructional programs must provide relevant attachment(s) and URLs for ARPD data tables from the previous three years, or from the full period of this review if more than three years; non-instructional units must provide relevant attachment(s) or URLs for unit-specific data discussed in this review from the previous three years, or from the full period of this review if more than three years.

Health Indicators and Bench Marks AY18-19, AY19-20, AY20-21

	AY 18-19	AY 19-20	AY 20-21
Demand	Healthy	Healthy	Healthy
Efficiency	Healthy	Healthy	Healthy
Effectiveness	Progressing	Healthy	Healthy
Perkins Core Indicators	Met: 1P1,2P1,4P1 NM: 3P1,5P1,5P2	Met: 2P1,3P1,4P1 NM: 1P1,5P1,5P2	Met: 1P1,2P1
Distance Ed classes	0	0	1
Numbers of Degrees and Certificates	22	35	33

DEMAND

The strength of the EIMT program is shown by its track record of Healthy “Demand,” which has been consistent throughout the past three years. The number of Majors/Native Hawaiian has been positive with a 30% increase, along with an overall 27% increase in Native Hawaiian enrollment over the three years review period.

The program believes there is an error on line # 8 “Total Number of Classes Taught,” which lists “5” for all three years. EIMT core primary classes are four (4): EIMT 20, 22, 41, and 43, with no summer classes. This error has been reported to administration.

EFFICIENCY

Fill rates are positive with an average class size of 16 for 2016 to 2020. Reviewing 2018-2020 the data recorded 73%, 94% and 84.5%. The data shows a fluctuation in fill rates relative to the programs alternating instructional cohorts. The cohort that graduated in May 2020 and the cohort that graduated in May 2018 both had positive high fill rates relative to the alternate cohorts.

(NOTE: the cohort graduates of the faculty member writing this review, R. Dela Cruz, are listed in Spring 2018 and Spring 2020.) This may be due to differences in instruction strategies and student support between the programs two instructors.

There was a dip recorded for 2020-21 where face-to-face instructional classes were required to adhere to reduced class seating due to COVID-19 social distancing requirements. The new incoming cohort Fall 2020 was reduced by three seats, to 17 instead of the traditional 20 seats.

EFFECTIVENESS

Degrees Awarded noted on line 20a show positive graduation numbers of 17 degrees awarded to the cohort taught by this review's faculty writer in AY18 and AY20. Certificates of Achievements (line 20b) were also positive for this faculty member's last two cohorts at 16 and 18 respectively. This review writer was instructed by her department chair to only discuss the data for her own cohort, so this review does not elaborate on the numbers reflecting the other instructor's cohort.

PERKINS INDICATORS

Prior to the current year, the EIMT program had received "Not Met" rating for "Technical Skills Attainment" in 2020; Goal 94.75, Actual 91.67, which reflects the margin of a 3.08 difference. 2P1 Completion, 3P1 student Retention or Transfer and 4P1 Student Placement, all had "Met" status in 2020. 5p1 Nontraditional Participation and 5P2 Nontraditional Completion had reflected a "Not Met" status in 2020. Even with a female instructor, it has been difficult to attract enough female students to meet the national Perkins goal for gender parity in our program.

However, for the 2021 Perkins Data the program shows significant improvement in Technical Skills, 1P1 Postsecondary Placement and 2P1 Earned Recognized Credentials. In fact, our achievement rate for these national indicators shows more than double the national goal.

DISTANCE INDICATORS

In the 2020-21 Line # 23 "Number of Distance Education Classes Taught," we note that there is an entry of "1." The program believes this is a mistake, as EIMT does not teach distance education classes.

NUMBERS OF DEGREES & CERTIFICATES

Numbers have been increasing in Degrees and Certificates for the EIMT program. In 2018-19 we recorded 22 degrees, and in 2019-20 there was a 59% increase recorded at 35. In 2020-21 we experienced a slight decrease of 6% that resulted in 33 degrees, which is still an increase of 50% from 2018-2019.

DISCUSSION

In terms of improvement, our program is working to find ways to attract more females into this principally male dominated trade. Even though one of our lead instructors is female and an active Electrical contractor, this outreach has not been easy. The female instructor notes that she has experienced resistance by some male and more traditional industry counterparts. Nevertheless, she has actively participated alongside her EIMT students at various Career Fairs out in the community to promote our program, especially to prospective female students. This has been a personal ongoing goal for this instructor, and she will try her best to continue to positively encourage and mentor females to succeed in this male dominated trade. This outreach has been negatively impacted by COVID-19 restrictions on public meetings and gatherings, but the program and this faculty member are committed to constantly trying to increase the number of female students in our program.

Graduates from the EIMT program have been successful in finding job placements. The average percentage of job employment has been approximately 80% successful. We have maintained contact with our graduates after graduation to track their employment status within the electrical field. Please see data on student employment provided at the end of this document.

SIGNIFICANT PROGRAM ACTIONS

There were plans in motion for restructuring the EIMT program to start two separate CA cohorts, each to be led by one of the program's FTE BOR Appointed faculty members. One CA would have been focused on Residential and Theory instruction along with a live Department of Hawaiian Homes Lands Model Home (DHHL MH) project, which was to have been this review writer's cohort and instructional focus. In this plan, this cohort division would have been repeated every year. In the plan, the other FTE BOR Appointed faculty member would instruct a separate cohort in the Commercial-Industrial Wiring course. This new reconstructed plan initially was set to be in effect in Fall 2020. Unfortunately, this plan was not implemented due to the last-minute reconsideration of the other faculty member. The program therefore continues with two separate EIMT cohorts, each led by one of the program's two faculty members, each of whom provides both Residential and Commercial instruction. We will continue to seek avenues to make necessary on-going improvements in our program for the benefit of our EIMT students.

Historically, this DHHL MH project was worked on only by second year students. Back in 2007-08, the EIMT program halted participation on the DHHL Model Home Project, in which two cohorts with an estimate of 20-25 students in each cohort did not get to apply lecture theory onto a valuable hands on "live lab" like the Model Home. It wasn't until 2011 when this writer had made connections with Hawai'i Community College Carpentry Program that the EIMT program was reunited back with the DHHL Model Home project. Since 2011, this writer has led the EIMT students in EIMT 20 in the fall and EIMT 22 in the spring. Hence, she had worked with first year EIMT students in four successful residential homes with Photovoltaic systems.

Changes again occurred in 2016 when the two BOR EIMT instructors were accountable to teach all four courses separately at the same time in tandem. Hence, the DHHL MH was worked on by both cohorts taking turns leading the DHHL MH project with second year students. This went on from 2017 till 2019. Another change occurred in 2020 when planning mentioned above did not pan out with the two BOR Instructors to lead separate CAs. Hence, in 2021 MH # 54 went back to having

first year students for this writer's EIMT cohort to produce another successful residential project. The same cohort will be preparing to work on their second DHHL MH residential project, but this time without a photovoltaic package due to the rising cost of materials, per DHHL's decision.

Hence, with all of the changes going on, no assessments were conducted by industry guests, but having a successful DHHL Model Home completed would definitely qualify as a valid artifact reflecting students' knowledge, skill, and application, which were approved by HECO and County Electrical Inspectors as a great confirmation of a job well done.

To date, none of the EIMT students have been injured on the DHHL projects throughout the years under this writer's supervision. Safety is a high priority; students are confident and monitored throughout every phase and throughout every lab project leading them up to performing tasks on the live project. Within the same semester, the same EIMT 22 Spring 2021 first year students had also completed retrofitting new LED upgraded fixtures throughout building 393, which numbered an estimated 100+ fixtures (see picture below). The same cohort is projected to continue retrofitting new LED fixtures in Hale Aloha later this Fall 2021 under the direction of this writer. See the informational graph of students' safety scores at the end of this document.

Program faculty adjusted to restrictions required by COVID-19 social distancing. In Fall 2020, the new incoming cohort size was reduced by three seats to abide by classroom social distancing protocol. In 2021, the EIMT 43 class, which covers the finishing stages of the DHHL Model Home project, was open only to limited numbers of students who voluntarily participated. Rotating groups were assigned to take turns in completing tasks such as installation of fixtures and devices, including circuit breakers, receptacle outlets, switches, Ethernet patch cords for the Enphase Photovoltaic Communication lines, and fittings that were made on site for the Photovoltaic system that included 20 photovoltaic panels, all of which were installed and tested by the students.

Due to COVID-19 there have been changes made to cohorts such as student capacity and lack of G-budget funding to the programs. However, with the Federal HEERF, funding programs have been applying to have equipment or kits made up in preparation for face-to-face campus closures. The actual completion of the funding had been arduous due to the influx of paper work for our secretaries and lack of assistance for them with the added workload due to re-bidding contributed by inflated costs and unpredicted gas pricing, which has affected all goods and materials costs leading to daily fluctuations.

With the HEERF funding, the EIMT program has added Simutech TPC simulated troubleshooting lessons to the EIMT Fall 2021 cohort (led by this writer). This has been very beneficial for the students to safely recognize safety "Lock Out Tag Out" (LOTO) procedures along with sequencing troubleshooting strategies in recognizing faulted contact devices, wires, and components. In the past, this issue was mentioned in eCafe by students who felt the program had lacked troubleshooting lab projects.

This writer continues to be a member of the National Fire Protection Association (NFPA) and an active local Electrical contractor. Being active in industry benefits this writer and keeps her aware of county processing updates and code updates along with the utility company updates. This past year has brought about a lot of changes for both areas mentioned above. The County of Hawai'i has

upgraded their permitting processing with “EPIC” Electronic Processing Information Center with new features and fees. HELCO (Hawai'i Electric Light Co.) has changed into a joint company that combined MECO (Maui Electric Co.) and HECO (Hawai'i Electric Co.); now the three companies have merged together with a new name, “Hawaiian Electric Co.” (HECO). This change has brought about a lot of changes for our island that we are not accustomed to. Now all three islands have “set standard procedures” for consistency. These new changes are mentioned to students as we are required to work with these two mentioned entities for the DHHL Model Home project processing.



Building # 393 Upgraded Fluorescent type fixtures to LED panel fixtures. Estimated 100 + fixtures. Spring 2021, EIMT 22. Instructor: R. Dela Cruz-EIMT

3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).

EIMT PLO1: Accurately demonstrate entry-level skills in residential, commercial, and industrial electrical installation and maintenance.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

EIMT PLO2: Practice safety on the job and recognize potential hazards.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

EIMT PLO3: Interpret and comply with the National Electrical Code NFPA 70 book and local codes.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

EIMT PLO4: Read and interpret all sections of blueprints and draft electrical circuits.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

EIMT PLO5: Integrate carpentry, masonry, plumbing, and HVACR systems with electrical installation and maintenance.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

EIMT PLO6: Produce take-off lists, perform layout, and install new materials for existing and new projects.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

EIMT PLO7: Think critically, do research, calculate minimum requirements, and solve problems.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being

EIMT PLO8: Demonstrate the qualities of an apprentice electrician: positive attitude and behavior, discipline, promptness and attendance, ability to work alone or with others, with cultural awareness, and good communication skills.

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.

ILO2: Utilize critical thinking to solve problems and make informed decisions.

ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as other cultures of the world.

ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

ILO6: Contribute to sustainable environmental practices for personal and community well-being.

b) List the PLOs or UOs that have been assessed in the period of this review. Instructional programs must list the courses that have been assessed in the period of this review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the period of this review, provide an explanation and the schedule of upcoming planned assessments.

The unfortunate result of dysfunction for the EIMT program has been long ongoing due to lack of communication and collaboration between the two EIMT faculty leading to what is essentially two separate EIMT programs. The two separated tandem cohorts are not fairly engaged to conduct assessment, Annual Program Reviews or 3-Year Comprehensive Reports based on their own cohort data. Hence, there will be sporadic missing reports and assessments here and there due to lack of one faculty completing obligations and not being held to our oath of contract.

However, this writer/instructor has tried her best to comply with the assessment requirements. For example, in Fall 2018, while she was teaching EIMT 20, because this writer previously had covered all CLOs and PLOs for EIMT 20, no assessment was scheduled or conducted for that course. Unfortunately, this writer/instructor was unable to complete the Spring 2019 scheduled

assessment for EIMT 22 due to confusion about the assessment schedule between the two instructors.

In Fall 2019 and Spring 2020, the confusion about both instructional duties and assessment responsibilities between the two instructors continued, resulting in the lack of assessment of EIMT 41 in Fall 2019 and EIMT 43 in Spring 2020.

In the third year of this review period, Fall 2020 and Spring 2021, no assessments were conducted of EIMT 20 (Fall 20) or of EIMT 22 (Spring 21) due to enforced limited in-person contact hours for hand's-on instruction because of COVID-19 instructional-modality restrictions. In addition, in Spring 2021, no assessments were able to be conducted by the usual invited advisory council members due to COVID-19.

However, this writer/instructor assures the College that all required CLOs and PLOs were adequately covered during the instruction of all her courses. For example, this writer's EIMT 22 students successfully completed their part of DHHL Model Home #54 along with installing and wiring up a 20 Photovoltaic PV panel system that was CGS+ (Customer Grid Supply +) registered with HECO (Hawaiian Electric Co. This was an amazing feat, as this instructor again has shifted gears in curriculum and instruction to lead first year students to successfully complete a residential wiring and Photovoltaic system.

This writer/instructor is working diligently with the Institutional Assessment Coordinator to develop a reasonable, achievable assessment schedule to begin in AY22-23, through which the program can catch back up on its assessments and come into compliance with the assessment policy.

- c) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*

N/A

- d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.*

N/A

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review (three-year plan).

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, student learning or unit/service outcomes assessment results, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should be detailed enough to guide your program/unit through to the next program/unit Comprehensive Review cycle. Include specific recommendations for improvement(s) or planned program or unit action(s). The plan must include details of measurable outcomes, benchmarks and timelines.

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

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

<https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

Be sure to list resources that will be required, if any, in section 5 below.

**The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.*

This writer does not foresee writing the next round of the three-year Comprehensive Review, unless there are changes with faculty positions, as each BOR Faculty should carry his/her own weight of obligated workload, equally and fairly.

The College's mission statement is, "To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community."

Paragraph taken from 2020 EIMT APR:

“My EIMT students will be conducting various assignments along with hands-on assignments that reflect the current state of our industry and are compliant with the latest edition of the National Electrical Code (NEC) 2020. By being actively engaged in new technology and diligent in updating my professional development initiatives, I will be leading my students to perform new methods of wiring various devices and equipment to equip them to be aware of current workforce standards. “We are lifelong learners. As technology advances overnight, we never stop learning. If we do, we will be left “in the dark.” I consistently remind my students of this truth about our industry, and they witness me constantly researching new apparatus and techniques in the electrical field on a regular basis.”

Since this report was written, I've continued on the same path pursuing current instruction on Current National Electrical Codes (NEC 2020) and actively participating in the DHHL Model Home, which is a live project. I'm currently implementing Simutech Training TPC troubleshooting program which has been top notch in theory and practice for students to expand their thinking process on different electrical faults, which is a required skill as an electrical apprentice. This newly introduced training would be promoting educated electrical apprentices to be viable in the workforce, as troubleshooting skills are an industry standard. I've repetitively mentioned in Advisory Council meetings and various reports of my request and intention on gaining this simulated troubleshooting platform for EIMT. Now that we have implemented this into the classroom, the students are more confident in lab and acknowledge the value when identifying faults on various “hands on” lab projects while working in the shop and working on campus projects.

Action Plans for this writer are:

- to find avenues to gain funding to keep renewal subscriptions for Simutech TPC Troubleshooting Simulating program. Simutech TPC training offers students an interactive electrical trouble shooting-safety training to sharpen their theory and skills. This valuable training system promotes safety awareness as they proceed to engage in simulated electrical trouble shooting scenarios. Students are graded and timed which is automatically generated into a report that calculates safety error point deductions and/or bonus time added points. Scores are reviewed with students which have been a great tool to show them their weekly progress. We've seen such great improvements in student's competency and confidence.
 - Timeline: No later than Fall 2023, for the next round of my EIMT 41 class.
 - Bench Mark of Success: Contract will be renewed and students will continue applying this technology.
 - Alignment to the Strategic Plan: This aligns with the College Mission Statement, “to promote workforce readiness.” It also aligns with H12 Action Strategy 3 Tactic, “Work closely with employers to increase the qualified and skilled workforce base.”
- Continue leadership of students to educational success through instruction on the DHHL Model Home Project. This was mentioned in my ongoing action plan for my 2020 EIMT Annual Program Review. [2020-eimt-apr.pdf \(hawaii.edu\)](#)
 - Timeline: This is a continuous ongoing live lab project

- Bench Mark: Increase percentage of successful Completion (Equivalent C or Higher) and Persistence Fall to Fall, toward the degree to pre-COVID levels of 97-99%.
- Alignment to the Strategic Plan: H12 Action Strategy 3: “Work Closely with employers to increase the qualified and skilled workforce base.”
- To improve with every semester by updating labs that are pertinent to industry needs/trends,
 - Timeline: Continuous ongoing lab improvements.
 - Bench Mark: The Advisory Council will confirm the updated labs are pertinent. Continuous, no later than Spring 2023.
 - Alignment: H12 Action Strategy 3: “Collaborate with Chambers, industry, or government agencies to conduct market needs assessment/validation of needed training that contributes to workforce and economic development.”
“Obtain accurate information about workforce and employment insight from data gathered from the Department of Labor, UHERO, and EMSI.”
- To re-engage EIMT Advisory Council members active in assessment and meetings with faculty and observing students at different assigned projects. Updating of members may be necessary to stay on this projected action plan.
 - Timeline: Spring 2022 through Spring 2023
 - Bench Mark: Continuous, ongoing.
 - Alignment: : H12 Action Strategy 3: “Strengthen existing partnerships and form new ones to enhance high quality job creation in Hawai‘i.”
- To collaborate with administration and other aligned CTE Programs to improve security for our shops and classrooms.
 - Timeline: ASAP
 - Bench Mark: Faculty will report feeling more secure in our shops and classrooms.
 - Alignment: 21CF Action Strategy 3: “Provide safe, healthy, and discrimination-free environments for teaching, learning and scholarship for students, employees and visitors.”
 - Tactics: Update system-wide and campus policies and guidelines to ensure compliance and promote safety and security.

In order to fulfill even the most minimal of these goals and challenges for the students, the EIMT program must be provided a reliable, safe truck that meets the necessary minimal capacity load requirements for the Model Home project. Please see the resource request attached to this Comprehensive Program Review for details on this transportation need for the program.

5. Resource Implications -

*** ONE-TIME BUDGET REQUESTS ONLY ***

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).

AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review
 Electrical Installation and Maintenance Technology Program

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

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

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

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

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

[Hawaii CC - Program and Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)

<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
 1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
 4. Address aging infrastructure.
 5. Continue efforts to promote integrated student support in closing educational gaps.
 6. Leverage resources, investments with returns, or scaling opportunities
 7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed Fall 2021	Quantity / Number of Units; Cost per Unit One, Ford F350, 4-door crew cab, gas with pipe rack (maybe priced by separate vendors)	Total Cost (with SandH, tax) \$ 70,000.00+- Note: Pipe rack, Tommy Gate not shown in estimate.	On Inventory List (Y/N); Decal #, Reason replacing No. Serial # 1GCEK19K9RE277501 The EIMT program had a GMC truck that is no longer running. We need a safe reliable truck to safely transport students and materials to and from the DHHL Model Home Project.
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #

Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.

I (Renee AK Dela Cruz) request that the following SOC be removed/deleted:

SOC Code 47-1011 "First Line Supervisors of Construction Trades and Extraction Workers.

Our new graduates would not fall into any "Supervision" type categories for initial employment status. <https://careerexplorer.hawaii.edu/occupations/profiles.php?region=stateandsoc=47-1011>

[Occupation Profile \(v2\) \(hawaii.edu\)](#)

[Annual Review of Program Data \(hawaii.edu\)](#)

[First-Line Supervisors of Construction Trades and Extraction Workers \(bls.gov\)](#)

Class of 2018 EIMT Student Job Placement - Instructor: R. Dela Cruz

2018 Student job Placement

student	Employer(s)	position
1. K.B.	Family Business Gutters	Installer
2. N.P.	Mattos Electric	Apprentice
3. S.	Family Generator Business	Apprentice in Oahu-Electrician
4. W.Z.	Sun Run	Apprentice-Installer-Electrician
5. J.D.	American Electric	Apprentice
6. M.K	808 Telecom Electric	Apprentice
7. D.	Mattos Electric	Apprentice
8. C.T.	Iwamoto Electric, Hi. Elect. Service	Apprentice
9. Z.	808 Telcom Electric	Apprentice
10. N.	Home Depot (applying @ HELCO)	Associate
11. R.	? Applying for Elect. Co.	Out of Country
12. D.Y	Revoluson (Solar Co.)	Apprentice-Electrical
13. K.	Hirayama Brothers Elect. Inc.	Apprentice
14. L	Hirayama Brothers Elect. Inc.	Apprentice
15. R.H	?	Injured Apprentice
16. J.T.	HELCO	Apprentice
17. T.O	Landscaping Co.	Associate
18. I.S.	?	?

**Employment- EIMT “Dela Cruz Cohort”
 Class of 2020 Employment- EIMT “Dela Cruz Cohort”**

Student #:	Unknown (3)	Non Union (9)	Union (4) IBEW 1186	Union (1) Mainland	School/ (3) Construction
1. C		Kamuela Elect.			
2. J		Fukunaga Elect.			
3. S		*Elect. Company name unknown			
4. JL	X				
5. SR			X		
6. S		Pro Vision Solar			
7. I		Iwamoto Electric			
8. Z	X				
9. JK					X Teaching Youth Electricity
10. J			X		
11. K		Iwamoto Electric			
12. C	X				
13. D					Student in HawCC Carpentry program.
14. P		Mattos Electric			
15. J		Yamamoto Electric			
16. L			X Oahu		
17. R			X		
18. C				X	
19. R		Callo Electric			
20. T.					Family Constr. Bus.

AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review
Electrical Installation and Maintenance Technology Program

