

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

**Elec. Installation & Maint.
Tech. (EIMT)**

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

N/A

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

This 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.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

Our mission for EIMT 20 & 22's is to educate & provide highly skilled electrical apprentices within the County & State of Hawaii with highly skilled electrical apprentices. Through high quality learning experiences, our students will be trained to navigate, interpret & apply the latest-current National Electrical Codes, applying their knowledge to hands on projects that will be applied to real world application.

Describe how this program supports the College's mission.

The EIMT 20 & 22 Program embraces & promotes student learning & growth outcomes. We are committed to embracing our unique Hawai'i Island Culture by participating in the DHHL Model Home

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project, in which it combines a balance of community service with education. By participating along side with other HaWCC programs, we truly are embracing the spirit of Kauhale.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

Our students will be able to be better communicators in their field of study in the Electrical Installation Maintenance Technology Program. This will be accomplished by realistic problem solving assignments & group projects.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

The Electrical Installation Maintenance Technology Students will be able to think critically through multiple class & laboratory assignments, to problem solve, communicate with peers & come to a solution of trouble shooting & completing their projects. Accurately demonstrate entry level skills in residential, commercial, and industrial electrical installation and maintenance. Produce take off lists, perform layout and install new materials for existing and new projects. 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. Practice safety on the job and recognize potential hazards. Interpret and comply with the National Electrical Code NFPA 70 book and local codes. Read and interpret all sections of blueprints and draft electrical circuits. Integrate carpentry, masonry, plumbing and HVACR systems with electrical Installation and maintenance. Think critically, do research, calculate minimum requirements, and solve problems.

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

Describe how this Program supports ILO 3:

Students registered in Electrical Installation & Maintenance Technology Program 20 & 22 will have a valuable opportunity to participate in the wiring & photovoltaic system for the Department of Hawaiian Homeland Model Home Project. These homes involve a joint collaboration with other Hawaii Community College programs such as AECad, Carpentry, Diesel, Agricultural, EIMT & Hawaiian Life Style, upon completion is purchased by the next Hawaiian Descendent, that qualifies financially. By participating in this unique project, the students are a valuable contributor to the Hawaiian Culture & Heritage. Practice safety on the job and recognize potential hazards. Interpret and comply with the National Electrical Code NFPA 70 book and local codes. Read and interpret all sections of blueprints and draft electrical circuits. Integrate carpentry, masonry, plumbing and HVACR systems with electrical installation and maintenance. Think critically, do research, calculate minimum requirements, and solve problems.

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Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Cautionary

Demand -- Unhealthy

Comparing the demand indicator for the "New & Replacement Positions (County Prorated) During 2010-2011 the registered number was 14, in 2011-2012 the numbers dropped to 5, which is a 2/3 decline in employment success. This is due to the State & County recession that was experienced during 2011-2013.

Efficiency -- Healthy

EIMT is a popular program that attracts a full cap of 20+ students every Fall semester. Our students has a variety of different type of electrical related job options upon successful completion of the AS program. We are "healthy" in this area & this is one of our "Strengths".

Effectiveness -- Cautionary

Some of the new EIMT students have no idea what our program entails. Therefore, we do have an attrition rate with a minimal: withdraws item # 18, Persistence Fall to Spring in item #19A. With the new implemented requirements due to ACCJC's review, we have a high rate of Certificates of Achievement Awarded in item # 20b for 2012-2013.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

N/A

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

Line item # 33 indicated that the EIMT program did not meet our goal of 17. The actual count was 7.84. We have no control of persuading females into the EIMT program. We are now experiencing more females into our program, this Fall 2013. Having a female EIMT instructor is a key benefit to role model the possibilities of a non traditional gender into the Electrical Job Market-Field of employment. Line

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item #34 5P2 Nontraditional Completion goal was set at 15.25, Actual was 14.29, which resulted in "Not Met", but we did advance & came very close to meeting out goals.

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

EIMT has been very successful for line #35, we had 33 number of degrees and certificates for 2012-13.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
Photovoltaic Training for EIMT Students. (See Pages #13 bottom & #14 top.)	DHHL Model Home 2010-2011 and 2012-2013, both structures were supplied by PV systems installed by EIMT students. We will be conducting our third Model Home with a Photovoltaic system installation.
13.3 Purse to obtain funds to provide more trainer kits to enhance Model Home Practicum Lab Project.	Perkins was obtained and EIMT 20 & 22 students are using the trainers to enhance their understanding of forth coming applications that will be conducted at the Model Home Project.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Submitted Course Delition to omit Eng. 21 or higher for EIMT AAS majors.
2. Submitted Course Modifications for EIMT 20 to incorporate "Temporary Pole Services" for the first semester of EIMT 20, to be in alignment with the progression of the DHHL Model Home Project. This first requirement is needed for the start of any new job site.
3. Submitted Course Modification for EIMT 22 to incorporate "Introduction to Photovoltaic", which students will be actively participating, to install a "live- Net Meter" Photovoltaic System onto the DHHL Model Home, in the Spring.

Analysis of Strengths and Weaknesses

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Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Fill Rate for 2012-2013, Item #10 is very strong and consistent.	Due to EIMT's wide range of career opportunities within the State & County of Hawaii, along with private & union shops, our EIMT program has been very consistent with full cap enrollment.
S2. SSH in all Program Class, Item #6 & 7.	These two areas are showing increasing numbers, progressing in improvement, for our students.
S3. Item # 20 Unduplicated Degrees/Certificates Awarded.	2010-11 reflected thirteen, 2011-12 reflected fourteen & in 2012-13 major increase reported at eighteen.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. New & Replacement Positions for items # 1 & 2.	Due to our initial CIP code, 47.0101 & the recession, these numbers point to EIMT's weakness. This year the EIMT programs of HonCC & HawCC has worked together in agreement to change the CIP code that will be more realistic on a broader variety of viable employment for our graduates. New CIP code to be implemented next year is CIP Code 46.0302, SOC 47-2111.
W2. "Poor" Persistence Fall to Spring, Item #19.	With the changing of generations, I have made changes in my instructional approach & demeanor. I'm trying to be encouraging to my students with positiveness & personal elements like a mentor-advisor, rather than using harsh traditional military demeanor-tactics.
W3. "Higher amounts" of Certificates of Achievement Awarded, rather than AAS.	Effectiveness indicators recorded CA for 2010-11, one, 2011-12, two and in 2012-13 a high recording of 16 awarded. This trend may be consistent for the next following years to come due to the reforming of implementing the 100 level courses for the AAS degrees. We will try to monitor & mentor students along their EIMT career path to encourage their pursuit for the AAS degrees & not just settle for the CA certificates.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe

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any external factors affecting this program or additional program changes not included elsewhere.

HawCC EIMT program is the only Electrical Program, in the state of Hawaii, that participates in an actual live project, DHHL Model Home. This project is also incorporated with a Net Metering Grid Tied Photovoltaic system that is inspected by pertinent Utility & County authorities. We have great reviews from our EIMT Assessors that supports our mission to keep our students up to date with technology & current trend types of installations. Currently in the islands, the popular trend-demand in the residential sector is for Photovoltaic installations regardless of any reduced State or Federal Government incentive rebates. Photovoltaic installations will be still popular as long as the utility companies approves the grid tie ins.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Replace EIMT 20 & 22 furniture (classroom #24) for student safety, comfort & success. EIMT's cap is 20 students, which is a large enrollment. Our students should be able to sit comfortably during our long classroom contact hours. Classroom #24 has a larger quantity of students than second year EIMT student enrolment.	Program Development	ILO 1	B.1	New Strategy	
	Workforce	ILO 2	B.1	New Strategy	
	Workforce	ILO 3	B.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

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1. By providing safe adequate furniture for our valued EIMT students (large cohort of 20), this will allow students positive body posture while sitting in long class lecture & book assignments during first semester.
2. In the past, till present, our larger students were/are not able to sit comfortably. The larger students are not able to fit their thighs under the table correctly. Thus they sit side ways. Our current students who recently graduated from the HawCC Nursing program described our assortment of chairs as, "jelly beans", meaning a array of colors & mixed assorted types.
3. Students are recognizing that our shop, furniture & supplies, are very outdated compaired to other classrooms they occupy on campus. I value our EIMT students & want them to be 1.) Safe & 2.) Comfortable.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This large quantity cohort should be granted safe furniture to sit & write on. We spend a lot of contact time in class & out in the lab areas. Our classroom is also a "lab area" at times, without appropriate furniture, our students are uncomfortable & distracted. If they are not focused, it's hard to meet the requirements of the CLO's, PLO's, ILO's & GLO's. The graduation rate will be reduced, in turn.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Request for funding for furniture upgrade for classroom #24: 10-new tables with casters, 20-new chairs with metal frame. These are the same type of furniture that other HCC facilities have been ordering.	Spring 2013-2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Requested funding for a new shop truck, or a major overhaul to prolong EIMT's aging shop truck. Shop truck is the	Program Development	ILO 1	B.1	New Strategy	
	Green Curricula	ILO 2	B.1	New Strategy	
	Workforce	ILO 3	B.1	New Strategy	

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main vehicle for EIMT shop/program function to obtain materials, delivering of students & materials to participate on Model Home Cap Stone Project.					
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Narrative of New Action Strategy for Strategic Plan:

<p>1. EIMT's main vehicle that has the capabilities of transporting large materials to sites is _____ years old. This truck is not very safe or reliable to keep up with the time restraints that our students are committed to, by participating in various on site assignments at the DHHL Model Home. Again by participating with the Model Home Project, we are meeting all of my SLO's, meeting ILO's #1, #2, #3. We are also meeting GELO's #1, 2, 3, 4, 6, 8, 9 & 10.</p>
<p>2. Without having durable, dependable means of transportation, it will be hard to keep on track to meet our obligations to our student's learning experience.</p>
<p>3. EIMT's large cohort will hopefully be considered to grant the program a reliable, safe vehicle to be put to good use, for the students benefit. Students need to be exposed to different types of job sites & projects to gain a realistic real world experience.</p>

Briefly explain how Program Action 2 aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>Current EIMT shop truck is breaking down & needs to be replaced or upgraded by a professional mechanics help. Safe, dependable transportation is imperative for the successful time sensitive demands the Model Home requires. Without having a dependable transportation to transport large PV rails, lumber for temp poles, & other equipment, we will not be able to meet the time frame demands for the project. We have a large enrollement of students that also needs to be transported to & from the site.</p>

Calendar of planned activities for Program Action 2 – In chronological order, briefly describe the procedures/activities planned to achieve Program Action 2

Activity	When will the activity take place
Request for funding to be considered for new EIMT shop Ford 4 X 2 quad cab truck, with pipe racks.	Spring 2014-2015
If funding is not available, I would like to request funding for a maintenance overhaul for EIMT's shop truck to ensure longer performance.	Spring 2014-2015
NOTE: Concerned, if truck is granted overhaul of parts, the down time of vehicle being in the shop for repairs will possibly conflict with EIMT 20 or EIMT 22's need for the truck use. This is the only vehicle EIMT has, that is documented.	Spring 2014, Fall 2015

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Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1	Teaching methods needs to be assessed. Mentor & encourag students. Direct students to counseling or tutoring tutorials.	Fall 2013
5P1	Mentor the females in our Cohorts & as they succeed in the field, they too will become role models to encourage the next forth coming generations.	Fall 2013
5P2	Possibly seek incentives for grants to assist in tools, books & babysitting assistance for our mothering, non traditional female students.	Spring 2014
1P1		

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1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Ten new tables & 20 new chairs for classroom #24	Equipmen	\$18,590	B.1	New Strategy	New Strategy	S3	W1
			B.1	New Strategy	New Strategy	S3	W1
			B.1	New Strategy		S3	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Students will be safer & more comfortable in class during lecture & exam times. Larger students should not be discriminated. All furniture should be 98% usable for all body sizes & shapes. Please feel free to stop by to take a look at our current furniture condition.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Ford 4 X 2 Quad Cab with Pipe Racks Repair/Overhaul Maintenance Rough Estimate	Equipmen	37,000.	A1.1	New Strategy	New Strategy	S1	W3
			A1.1	New Strategy		S1	W3
			A1.1	New Strategy		S1	W3

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\$1,400 - \$3,500.00							
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Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The odds of transporting students & materials safely & more efficiently to the Model Home will be beneficial to the college & will lesson the liability & inconvenience of our outdated, unsafe vehicle. Second alternative is to have funding to conduct a major overhaul of the existing shop truck to extend the life/performance of the aging vehicle.

NOTE: If current truck under goes maintenance, my concern is that EIMT students will not have any means of transporting our students & large materials to our job site. We use the truck during Fall & Spring semester, along with the loaner ATE passenger van.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	Abiding by safety protocol when in shop.
2	<input checked="" type="checkbox"/>	Being able to identify basic hand tools.
3	<input checked="" type="checkbox"/>	Navigating through NEC 2011.
4	<input checked="" type="checkbox"/>	Drawing out basic electrical blueprint circuitry.
5	<input checked="" type="checkbox"/>	Reading residential electrical blueprints.

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6	<input type="checkbox"/>	Successfully installing a temporary pole to HELCO specs.
7	<input type="checkbox"/>	Identifying all electrical materials involved in Temporary Pole assembly.
8	<input checked="" type="checkbox"/>	Knowledge of NM properties & application to NEC standards.
9	<input checked="" type="checkbox"/>	Ladder safety skills.
10	<input checked="" type="checkbox"/>	Tying in Panel Boards/Load Centers. X (Yes) #11 Grounding Systems

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

I've hosted the past two EIMT Adviosry Council meetings & have been transparent with members of our ongoing changes of upgrading the requirements of the Electives for the AAS degree. I've invited some of the members to assist in Assesment activites for rating our students "Artifacts". I've been working closely with three consistant members on numerous "Artifacts". Please see Minutes Of Advisory Meetings. (Attached)

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

EIMT 20 Fall 2012 Artifact Assessed: "Tool Identification". Level of Assessment:"Does Not Meet Expectation" (1 Point), "Meets Expectation" (2 Points), "Exceeds Expectation" (3 Points). Set goal for student success: 80% as a whole. We received 89% for 12 students quiz's, that were chosen by assessors.

EIMT 22 Spring 2013 Artifact Assessed: "Model Home-PLO #8 based on: Box Fill Calculations, Code Compliance, Workmanship, Accuracy, Work Attitude, & Professional Demeanor. Level of Assessment: "Does Not Meet Expectation" (1 Point), "Meets Expectation" (2 Points), "Exceeds Expectation" (3 Points). Set goal for student success: 85-90%, we received 86%.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

EIMT 20 Fall 2012 (Tool Identification) & EIMT 22 Spring 2013 (PLO #8)

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Fall 2012 Artifact: Tool Identification Quiz & Students working on campus. (Each assessor reviewed 4 random students quiz's on site at campus & had observed random students working during lab time). This artifact tested our students capacity to meeting PLO's #1, #2 & #8. Assessors also got to observe work demeanor of random students & even interacted with students. This was a good tool to measure

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the Advisory Committee Member's expectation, of the quality of education I'm providing for my students.

Assessment took place during December 4-5, 2012. Participating Assessors (EIMT Advisory members) John Mattos, Troy Haspe & Gene Villaruel .

Spring 2013 Artifact: DHHL Model Home 2013. Topics of assessment were: Box Fill Calculations, Code Compliance, Workmanship, Accuracy (For box height placements), Work Attitude, Professional Demeanor. These topics assessed at the Model Home confirmed that the students were meeting PLO' s # 2 "Demonstrate competence in work attitude & attendance". Assessors were: (My EIMT Advisory Members that participates): Troy Haspe, Gene Villaruel, John Mattos for both Fall 2012 & Spring 2013. I had also had James Hirayama (Electrical Contractor), Charlie Silvano & Kelvin Kealii both (participants are C/H Electrical Inspectors), in Spring 2013. Date of assessors took place from February 6 - February 20, 2013. Assessment took place on site at DHHL Model Home during the course of work, our EIMT students were actively working on site at Pakele Lane. All Assessors got to engage with random students to confirm their understanding of their tasks.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Fall 2012, 12 out of 20 students quiz's were chosen to be assessed & this percentage of students are 60% of the whole cohort. The overall result of the assessment was 89% (97/108), which surpassed the 80% expected level

Spring 2013 report showed that I had met my goal of receiving a 86% achievement by my assessors reviews, which surpassed my lowest expected level of 85-90%.

F) Other Comments – Include any information that will clarify the assessment process report.

G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. I plan to revise my "Five Year Assessment" & keep up to assessing each rubric two times to see if improvements were achieved from the first. I am changing my teaching methods by mentoring my students to feel comfortable to ask any questions with no hesitation. I will try to gain safer class furniture & shop transportation to ensure safety for my 18-20 students. This will give them better confidence & will remove any deprived feelings, as a forgotten second class society.