

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Electrical Installation & Maintenance Technology

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii 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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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

1. Submitted Course Deletion 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.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

Part II. A. Program Effectiveness

1. There was a weak connection to ILOs in the narrative and a moderate connection to the Hawaii Community College's mission.

Recommendation: Elaborate on EIMT's connection to the mission and ILOs of Hawaii Community College.

2a. Response to industry changes with regard to energy technology made evident in explanation. The program's active and continued involvement in the model home project as well as the progress toward PV program implementation was clearly presented and supported.

Recommendation: none.

2b. No clear connections were presented in the narrative to demonstrate how assessment results have changed program curriculum.

Recommendation: Provide documentation showing how assessment results were used to change program curriculum. Explanation should include direct links between assessment, curriculum, and industry.

3. List of Strengths and Weaknesses was provided but not explained.

Recommendation: Provide a more detailed explanation of the program's strengths and weaknesses. Include in the explanation a narrative describing why the associated statement is a program strength or a program weakness.

4. Not enough information provided. While updates were given, previous goals were not stipulated making

progress unclear.

Recommendation: Provide more information on goal attainment and program progress made since the last review period.

5. Goals 1 and 2 are solid goals but require more of an explanation to clarify to the reader why the adoption of a Photovoltaic curriculum would be beneficial to the program and the community. Goal 3 requires more evidence to explain the need for the training kits. An explanation of how those kits will enhance the Model Home Practicum Project is also needed.

Recommendation: Provide empirical evidence to demonstrate the need and benefits of Goals 1 and 2. Provide more information on the particulars of the training kits mentioned in Goal 3. Explain whether the kits will need to be replaced every semester and describe how the kits will be beneficial to the program and the Model Home Practicum.

Part II. B. Action Plan for Program Improvement

- It is unclear what A,B,C,D,E is referring to in Tables 1 and 2.
- It is noted that Non-cost items 1 and 2 address several strengths and weaknesses, yet there is nothing referring to these items in the narrative.
- Non-cost items 1 and 2 refer to S4 but there is no S4 in the narrative.
- There were no justifications for any of the cost item requests.

B. Action Plan (non cost)

1. No narrative provided to explain how action items will improve program effectiveness. A recommendation cannot be provided without the associated descriptive narrative.

Recommendation: Provide explanations for each proposed non-cost item describing how that item will improve the program's overall effectiveness.

C. Action Plan (cost items)

1. Cost items are not connected to program goals, strengths, or weaknesses. No narrative is provided to explain to the reader how the proposed items will increase the program's effectiveness and a recommendation cannot be made without the proper supplemental information which must include a foundation of evidence.

Overall Recommendation: This comprehensive program review was grossly incomplete, missing many important elements and with little or no explanation or discussion of an action plan. Non-Cost and Cost items are not aligned to any action plan or goals. The lack of evidence and support mentioned in this review, especially in the area of assessment data is a concern. Program Review is an integral part of the integrated planning process and it is imperative that as EIMT faculty you take this process seriously as a means to evaluate your program based on what happened five years past and look forward five years to making improvements and projecting new opportunities.

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

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*



Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

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

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health UNHEALTHY	Efficiency Health HEALTHY	Effectiveness Health CAUTIONARY
<p>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.</p>	<p>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".</p>	<p>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.</p>

Overall Health
<p>CAUTIONARY</p>

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

N/A

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

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 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.

1P1 Teaching methods needs to be assessed. Mentor & encourage 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

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

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

C. Trends & 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 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 II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

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 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.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

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.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

Last Modified on: 10-14-2013

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.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Last Modified on: 10-14-2013

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 involves 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.

B. Program Mission – Write Official 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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> Program Curriculum</p>	<p><i>Example:</i> 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</p>

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.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lacks 2-year Degree Program	<i>Example:</i> Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).	<i>Example:</i> Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.
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.	W1. New & Replacement Positions for items # 1 & 2.
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.	W2. "Poor" Persistence Fall to Spring, Item #19.
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.	W3. "Higher amounts" of Certificates of Achievement Awarded, rather than AAS.

Part III: Course/Program Assessment

A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug

Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

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

B. Expected Level of Achievement -- Describe the different levels of achievement for each

characteristic of the learning outcome(s) that were assessed. That 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 quizzes, 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. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

Strategy/Instrument 2: 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 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.

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

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%.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps -- Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.

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.

F. 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 Advisory 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 Assessment activities for rating our students "Artifacts". I've been working closely with three consistent members on numerous "Artifacts". Please see Minutes Of Advisory Meetings. (Attached)

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
EIMT 20	INTERIOR WIRING
EIMT 22	ELECTRICITY THEORY & PRACTICE
EIMT 41	COMMERCIAL WIRING
EIMT 43	INDUSTRIAL WIRING

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
EIMT 20 - INTERIOR WIRING	Fall	X		X	
EIMT 22 - ELECTRICITY THEORY & PRACTICE	Spring		X		
EIMT 41 - COMMERCIAL WIRING	Fall	X		X	
EIMT 43 - INDUSTRIAL WIRING	Spring		X		

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p>
<p>Photovoltaic Training for EIMT Students. (See Pages #13 bottom & #14 top.)</p>	<p>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.</p>

13.3 Pursue 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 forthcoming applications that will be conducted at the Model Home Project.
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C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
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.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
<p>Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...</p>
ILO 1
ILO 2
ILO 3

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
<p><i>Examples:</i> Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</p>
<p>B.1. Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651). New Strategy</p>

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

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 an array of colors & mixed assorted types.

3. Students are recognizing that our shop, furniture & supplies, are very outdated compared to other classrooms they occupy on campus. I value our EIMT students & want them to be 1.) Safe & 2.) Comfortable.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X
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.		X				X

UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>

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
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Define Goal (Action Strategy) 2

Requested funding for a new shop truck, or a major overhaul to prolong EIMT's aging shop truck. Shop truck is the main vehicle for EIMT shop/program function to obtain materials, delivering of students & materials to participate on Model Home Cap Stone Project.

Alignment of Goal 2 to ILO(s)

ILO 1
ILO 2
ILO 3

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

B.1. Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651).
New Strategy

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

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.
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.
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.

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Requested funding for a new shop truck, or a major overhaul to prolong EIMT's aging shop truck. Shop truck is the main vehicle for EIMT shop/program function to obtain materials, delivering of students & materials to participate on Model Home Cap Stone Project.		X			X	X

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 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

Define Goal (Action Strategy) 3

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Alignment of Goal 3 to ILO(s)

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –
<ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Ten new tables & 20 new chairs for classroom #24	Equipment	\$18,590

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
B.1. Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651). New Strategy

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
New Strategy

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
S3. Item # 20 Unduplicated Degrees/Certificates Awarded.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
W1. New & Replacement Positions for items # 1 & 2. Students will be safer & more comfortable in class during lecture & exam times. Larger students should not be

discriminated. All furniture should be 98% useable for all body sizes & shapes.
Please feel free to stop by to take a look at our current furniture condition.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
Ford 4 X 2 Quad Cab with Pipe Racks Repair/Overhaul Maintenance Rough Estimate \$1,400 - \$3,500.00	Equipment	\$37,000

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.
New Strategy

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

New Strategy

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

S1. Fill Rate for 2012-2013, Item #10 is very strong and consistent.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W3. "Higher amounts" of Certificates of Achievement Awarded, rather than AAS.

The odds of transporting students & materials safely & more efficiently to the Model Home will be beneficial to the college & will lessen 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.

C. Cost Item 3

Description	Type <ul style="list-style-type: none">● Personnel● Facilities● Equipment● Health/Safety● Others (Define)	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)