

Diesel Mechanics Program
DISL (DIMC)
AY 18-19, 19-20, 20-21



COMPREHENSIVE

REPORT OF PROGRAM DATA

July 1, 2018 through June 30, 2021

AY18-19 to AY20-21



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

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

The target population is undergraduate candidates interested in Diesel Maintenance and Technology. Over the past years we have been reaching out to K-12 students and building our relations with high school programs leading to careers in the trades.

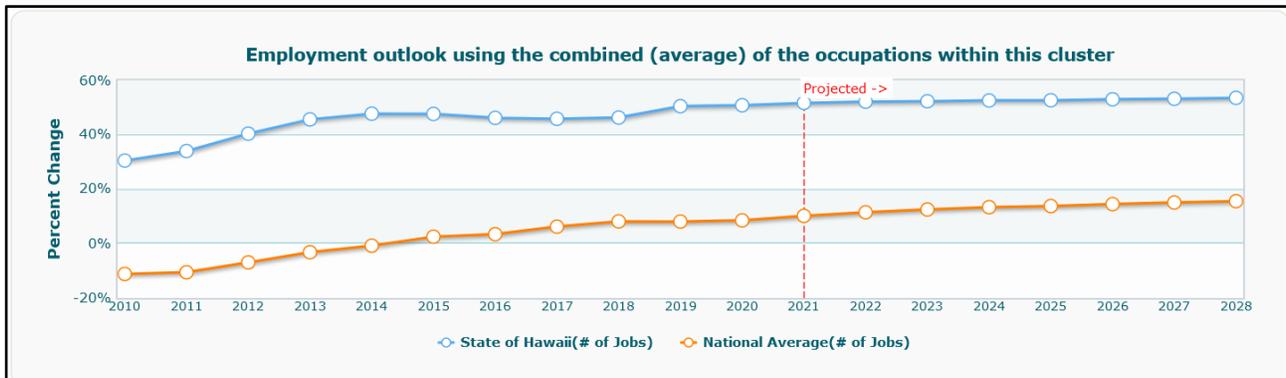
2. Analysis of the Program/Unit

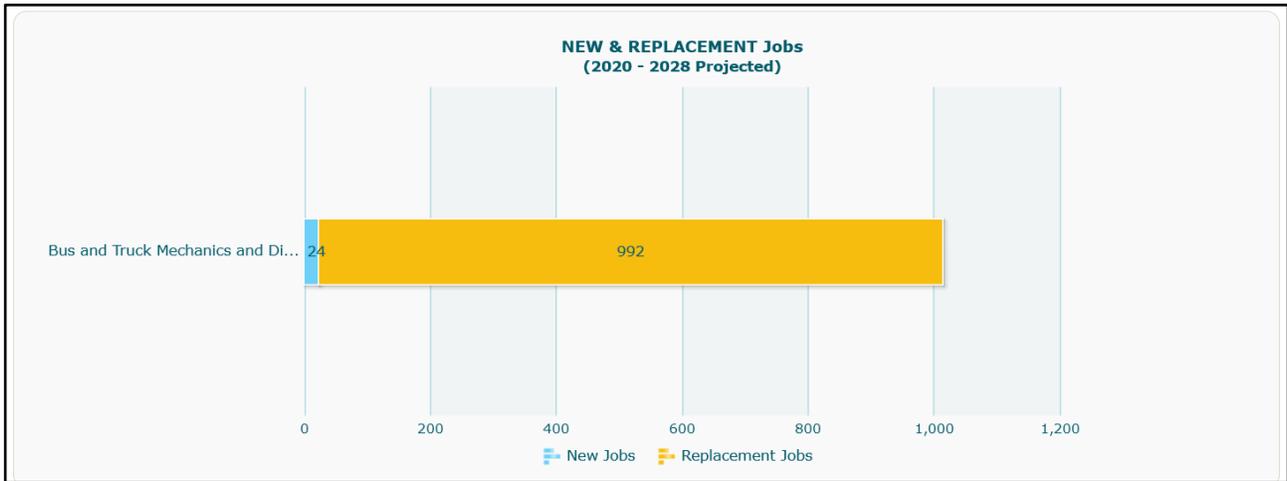
Discuss the program's or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics for the period of this Review. Include a discussion of 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.

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	156	120	111	Needs Attention
2.*	New & Replacement Positions (County Prorated)	15	1	1	
3.	Number of Majors	20	21	16	
3a.	Number of Majors Native Hawaiian	14	15	11	
3b.	Fall Full-Time	95%	86%	88%	
3c.	Fall Part-Time	5%	14%	13%	
3d.	Fall Part-Time who are Full-Time in System	0%	5%	0%	
3e.	Spring Full-Time	100%	90%	80%	
3f.	Spring Part-Time	0%	10%	20%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	456	408	276	
5.	SSH Non-Majors in Program Classes	0	0	0	
6.	SSH in All Program Classes	456	408	276	
7.	FTE Enrollment in Program Classes	15	14	9	
8.	Total Number of Classes Taught	2	2	2	

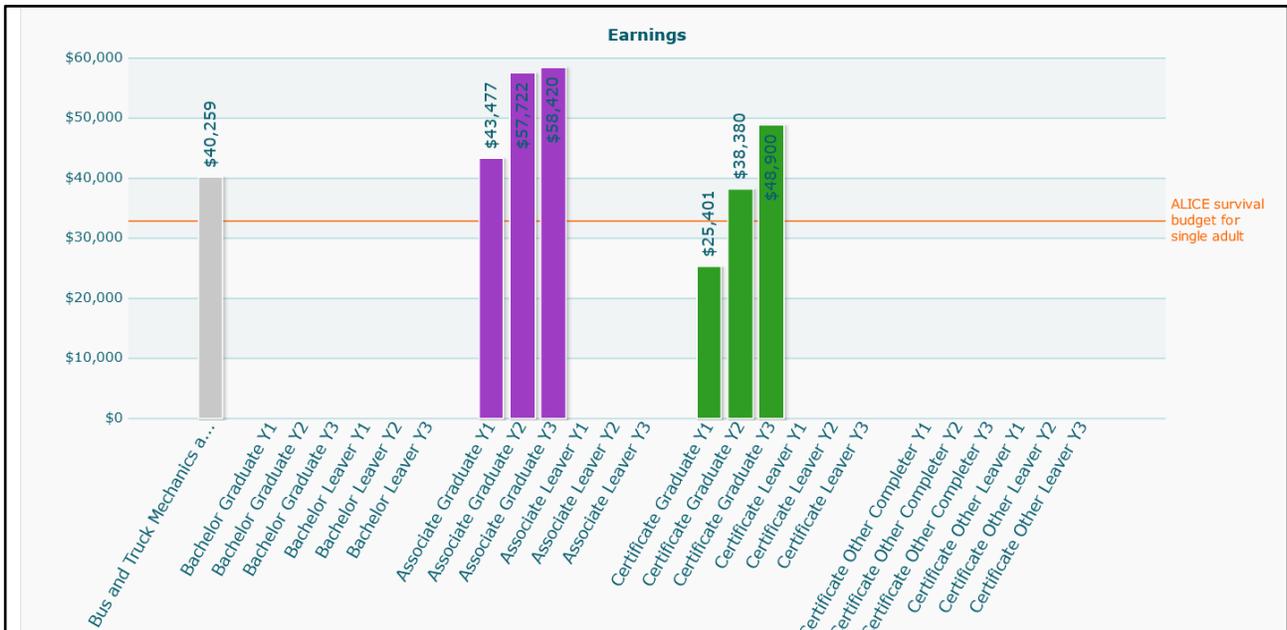
#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	19	17	12	Healthy
10.*	Fill Rate	97.4%	87.2%	71.9%	
11.	FTE BOR Appointed Faculty	1	1	1	
12.*	Majors to FTE BOR Appointed Faculty	20	21	16	
13.	Majors to Analytic FTE Faculty	20	21	16	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Expenditures	\$188,431	\$102,228	\$104,674	
14a.	General Funded Budget Allocation	\$83,364	\$86,791	\$104,549	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	\$105,067	\$15,437	\$125	
15.	Cost per SSH	\$413	\$251	\$379	
16.	Number of Low-Enrolled (<10) Classes	0	0	0	

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	97%	100%	100%	Progressing
18.	Withdrawals (Grade = W)	0	0	0	
19.*	Persistence Fall to Spring	90%	90%	80%	
19a.	Persistence Fall to Fall	85%	23%	73%	
20.*	Unduplicated Degrees/Certificates Awarded	2	17	2	
20a.	Degrees Awarded	2	8	2	
20b.	Certificates of Achievement Awarded	0	17	0	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	0	0	0	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	0	0	1	
22a.	Transfers with credential from program	0	0	1	
22b.	Transfers without credential from program	0	0	0	





#	Performance Indicators	2018 - 19	2019 - 20	2020 - 21
35.	Number of Degrees and Certificates	2	25	2
36.	Number of Degrees and Certificates Native Hawaiian	2	18	1
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	1	18	2
39.	Number of Transfers to UH 4-yr	0	0	1



Demand:

2020 data of demand does not match the demand the actual data showed 2018-2019 and 2019-2020, which reflected 9 on both indicators. To share this report ,copy url:

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=HAW&t=CTE&p=2089>

The 2021 indicators of 2021 URL:

<https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2317> so a significant difference of 15 and 1. Therefore, the program questions how this is accurate based on the data already input from the previous year.

The 2021 demand shows that the program “needs attention” for new and replacement County positions. However, since the 2020 health call was healthy and numbers noted in the AY21 data tables are not consistent relative to past 2018-2020 data, the program believes that the 2021 ARPD demand data and health call are inaccurate.

Efficiency:

Diesel is a two-year cohort-based program, so new students are admitted only every other year. The efficiency indicators should be reflecting a fill rate of 100% since the student cap was 17 and 12 for 2019-20 and 2020-21, respectively. The cap was deemed necessary during COVID 19 for social distancing and safety precautions given that the program has only one faculty. The indicators reflect the program as being healthy.

Effectiveness:

The program is progressing with 73% of students in this cohort. The program is able to graduate students only biannually. Also affecting the effectiveness data is that one student transferred to a different program in higher education. The program’s health call for effectiveness is progressing.

Performance:

Performance Indicators show a significantly high rate of 72% of students graduated in AY 2019-2020 were Native Hawaiian, and that group had a 50% graduation rate in 2020-2021. However, because we are biannual in graduating cohorts, the decrease in graduation rate is not surprising. The 2 students who did graduate completed their 4 semesters in the program but needed other courses to complete the AAS, which will be done at a later time.

In review of Native Hawaiian Graduates and those that represent Pell Grant recipients, the ARPD workforce data shows how program graduates decrease overall equity gaps and increase livable wages after earning a degree or certificate from the program. The data show an approximately \$20,000 annual difference in wages between those earning the full AAS degree and those earning only the CA certificate. Nevertheless, both earnings rates are above the Alice survival budget for a single adult after completing a 2-year program.

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.

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Postsecondary Placement	33	76.47	Met
30.	2P1 Earned Recognized Credential	33	90	Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

All Perkins Core Indicators were met.

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.

During the 2019-2020 academic year, COVID-19 affected the program’s 2nd year students in the spring. The campus was closed and students were not allowed to come physically to class on campus. The UH system indicated that all classes would need to be placed online. Implementation of a Laulima portal was created for students with the help of the Instructional Technology Support Office (ITSO) faculty and staff developers to ensure the program could continue to offer students the rigor of our regular program and provide them the capacity to be employment-ready in the industry. In 2020-2021, during the fall semester, the Covid-19 pandemic continued and the program’s contingency plans for continuing online and social-distancing in in-person learning were planned and implemented.

The program’s fill capacity of students changed from 17 to 12 in 2020-2021 due to the DISL classroom size and the rules for pandemic-related social distancing. The students also had to be split into two pods to ensure appropriate social distancing. From there, the program faculty utilized Laulima online (hybrid) teaching modalities and synchronous Zoom in order to have students be a part of any of the projects done in each pod.

The flipped classroom model, which the faculty instructor had implemented in the previous Review cycle and discussed in the previous Comprehensive Program Review, continued to be used as a guiding principle of the program’s educational practices and was fully implemented in the curriculum. Normally, the students are taught through a practice-based, hands-on training approach so they can process their learning through live instruction. However, with the impact of COVID 19

on some students, the faculty had to use different types of presentation in order to ensure that the safety goals of CLO 1 were being met at all times.

Also, in Fall 2020, the Lumisight COVID-19 protocols went into effect, and the faculty found that not all students had mobile devices or computer desktops or laptops to sign into the site. Therefore, those students tried to utilize the computers in the program area. However, these computers have been in use since 2016 and were last updated in 2017. Normally, most students don't use the computers in class since the program courses run from 7:30-2:30 Monday through Thursday. It is those students who don't have access to computers or technology that were given access to the dated ones that are present on campus. Furthermore, during COVID19, we found that some students needed access but sometimes could not use the computers in the classroom or elsewhere on campus due to the limited bus routes available during the pandemic.

The operating "B" budget that our program was given was \$1,000. Minimally, the program needs an engine overhaul kit which is about \$5,000 and which is a necessity for the program. Just the engine parts that are needed have been priced recently at \$1,000. Due to the need of the students to succeed in any industry linked to Diesel Mechanics, other consumable supplies such as engine oil, hydraulic oil, coolant, and oxygen are all necessary to purchase annually. The program faculty attempted to offset the cost of the bigger ticketed items during the pandemic through outreach to community partners for donations, including the State Forestry Department and the UH-Hilo maintenance division, but in the end, the instructor had to make a significant donation out-of-pocket to the program for necessary materials.

The surplus funds the program had from previous years are now non-existent. According to the data, the cost per student is \$379 per year. If the number of students is maxed, then the total cost to efficiently and effectively run the Diesel program for the best rigor, engagement, and employment marketability of students would be approximately \$8,338 dollars per year.

15.	Cost per SSH	\$413	\$251	\$379
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Retrieved from URL ARPD

<https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2326>

The program's 2018 Comprehensive Review included the following Action Plan items that have been completed:

1. Implement schedule to take students to the driving simulator for AY 18-19, with the help of the APT so that students can adjust teaching pedagogy in the AY 18-19 to a more hands-on initial approach
 - In all semesters from 2018-2021, the program faculty implemented the use of the driving simulator for all the students in class; this required changing his traditional teaching style for this new generation of students. The adaptation allowed for more of an initial hands-on strategy that gave student the kinesthetic learning necessary to improve students' skills for the diesel industry.

2. Continue to work with the advisory council and industry to develop an apprenticeship for our students.
 - The program faculty actively met with the advisory councils each year from 2018-2021, as well as holding intermittent informal meetings throughout all those years as ways to touch base about changes and new trends in the industry.
3. Seek current industry software modules so students can navigate updated maintenance, service, repair and parts for lab task assignments.
 - In 2019-20, the program received a donation of the New Caterpillar Service Information System (SIS) through Hawthorne Pacific Corporation as part of increasing the module support to our students to maintain updated trends in industry. The students use this tool to gather information from the SIS when troubleshooting DISL mechanical issues. The SIS is pertinent for students to develop their critical thinking skills, including understanding the differences between make and model numbers of engines, while applying their skills and knowledge to the job. Furthermore, this tool has helped to align the program with what the industry currently is using and allows students to become familiar with the process for possible internships at Hawthorne, which are available on occasion. Even though this tool is connected to a single company, Hawthorne, the student's familiarity with how to use it is highly necessary as similar technology systems have become prevalent in the workplace.

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.

2019 <https://uhcc.hawaii.edu/varpd/index.php?y=2019&c=HAW&t=CTE&p=1853>

2020 <https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=HAW&t=CTE&p=2089>

2021 <https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=HAW&t=CTE&p=2317>

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).*

PLO 1: Function safely in a heavy equipment shop environment.

- ILO1: Communicate effectively in a variety of situations.
- ILO2: Utilize critical thinking to solve problems and make informed decisions.
- ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

PLO 2: Demonstrate ability to communicate effectively to gather and convey information.

- 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.

PLO 3: Apply theory and principles for proper diagnosis, repair, and maintenance in the heavy-duty truck equipment industry.

- ILO1: Communicate effectively in a variety of situations.
- ILO2: Utilize critical thinking to solve problems and make informed decisions.

PLO 4: Practice the minimum essential mental, physical, and behavioral skills necessary to maintain professional proficiency.

- 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

PLO 5: Work collaboratively with others as well as independently.

- ILO1: Communicate effectively in a variety of situations.
- 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.

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.

No assessment has been done the past 3 years due to:

- The APT position was swept during COVID-19 and was never reallocated to fill. This position would assist with technology and organizing our assessments for the program. Also, the position was shared amongst the other ATE programs when necessary to maintain ACCJC compliance.
- Our program has only one faculty for all the classes and keeping up with the workload is taxing to complete without the swept APT position.
- Our program is done in cohorts and instruction is all day, and being a program of one faculty creates time constraints to ensure student quality education. Also, due to the fact that safety is an issue for heavy equipment, some students need extra help, and it is necessary to run after class for availability of the equipment; for which, the APT position was necessary for our program operations of ACCJC accountability.
- Also, by the end of Spring 2018 (during the previous Comprehensive Review cycle), the program had successfully completed all required assessments for all four of its courses, including the Initial and Closing the Loop assessments. One result of this completed cycle of assessment was that the program spent the early part of the current Comprehensive Review cycle updating and revising all of its PLOs, which went into effect in Fall 2018. As well, faculty updated, streamlined and re-numbered all program courses, also effective Fall 2018. The new PLOs are listed at the beginning of this section and the new courses are as follows:
 - DIMC 120 - INTRODUCTION TO DIESEL ENGINES (formerly DIMC 20, # revised as of F18)
 - DIMC 130 - INTRODUCTION TO ELECTRICAL SYSTEMS (formerly DIMC 30 & DIMC 33, courses combined and # revised as of F18)
 - DIMC 140 - INTRODUCTION TO POWER TRAINS (formerly DIMC 40, # revised as of F18)
 - DIMC 150 - HEAVY-DUTY BRAKES, STEERING, & SUSPENSION (formerly DIMC 50, # revised as of F18).

Planned upcoming assessments and Action Plan for our second assessment cycle:

- We will have fully implemented our updated courses, course numbering and revised PLOs as of Fall 2022 with the current student cohort. The original plan was to run the updated courses once and then assess each of them on the second go-around. Thus, if possible, the program will be starting its new five-year assessment cycle in Fall 2022 with a new cohort of students. The schedule for this second assessment cycle will include Initial assessments of DIMC 120 and DIMC 130 (first-year courses) in AY22-23, and Initial assessments of DIMC 140 and DIMC 150 (Second-year courses) in AY23-24, followed by Closing the Loop assessments of those courses with a new cohort in AY24-25 and AY25-26.

- 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.*

With the uncertainties COVID-19 brings, it is hard to create a solid action plan. However, our main action items are:

- To be proactive and prepare for the worst and to be ready to adjust and adapt quickly as needed to changing circumstances. Even if this action plan sounds vague, we are acknowledging that COVID-19 is serious and could throw us a massive curveball to any plan we set.
- To fill our two empty positions, one faculty and one APT, to help move our plans forward. With the current UH System-wide hiring freeze in place, we know this will be tough.
- To be working on resolving our need for an APT position together with the MWIM faculty member as both programs' needs are the same. We both have the same goals and since losing our shared APT position, we both can use the assistance of each other. Working together will allow both of us to be as efficient as possible with what resources we have.

We also have several action items that we discussed in our 2018 Comprehensive Program Review that we were not able to complete and that remain on our Action Items list:

1. 3456 Caterpillar Gen Set engine upgrades approved with Perkins Grant in SP 2019, parts to be received, installed summer of 2019, and training on the new components by end of summer 2019.
2. Installation and use of the Sting Ray Parts Washer by Fall 2019.
 - The program's inability to complete the two action items above was due to the COVID-19 economic crisis, during which the processing of the ordering and installation was difficult, especially leading to slow response times from the offices. We then lost out on the parts and upgrades.
3. Job fairs and career days for elementary schools as well as high schools.
4. Continue to work with Waiakea High School to develop a possible internship for high school students
 - Due to COVID-19, the DOE's constant changes, shut downs, and the shift to virtual learning created difficulties for us to continue our original action plans #3 and #4.

Below are the alignments between our current plans and the College's Strategic Plan:

HGI Action Strategy 1: Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

- The program will meet with advisory board members through virtual and face-to-face capacity in AY21-22, AY22-23 and AY23-24, and will continue to work with these partnerships to develop internships for our students.

- The program will innovate and prepare for two job and career virtual presentations as an informative and interest outreach to local elementary and high schools, starting with planning in AY21-22 and implementing it in AY22-23.
- Offer high school student internships to at least three students, to prepare them for college and industry readiness.
- The cohorts that we run in the program allows graduation rates to look better biannually. We will look at pathways that are available to help students attain dual credit courses.

HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

HI2 Action Strategy 3: Continue to support programs that suit Hawai‘i Island’s location and environment as well as address critical gaps

- Work closely with employers to increase the qualified and skilled workforce base with advisory board meetings.
- AY21-22: Obtain a Robin Air Recycling, Recovery Air Conditioning System. The students will use recycling methods from the trucks they work on and include sustainability processes that are necessary in the working industry environment.
- AY21-22: Obtain a Hot Water Hydrotech Pressure Washer for an update for students’ needs in the industry, as the equipment will help them be employment-ready and familiar with working the machine safely and properly in our program.
- AY21-22: Obtain a Zeus IND live 3-year electronically-controlled machine analyzer which is prevalent in the community job market and recommended by the advisory board.
- AY22-23: Attend the Northwest Diesel Instructor Conference if it is available.

HPMS (High Performance Mission-Driven System) Action Strategy 1: Employ best practices in management, administration, and operations.

- Continue to advocate with the administration to fill our two empty positions, one faculty and one APT.

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).

*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: _____ (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 & 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	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource We need to fill this position due to only having 1 faculty running the full program.	Estimated Date Needed July 1, 2022	FTE; Position Type; Position Title .5 FTE, APT, Educational Specialist DISL/MWIM	Estimated Salary 20,000	Was an Existing Position Abolished? (Y/N); Position # Y but unknown, (#0000) Without these human resources, our program will continue to struggle to complete administrative reports and requirements while focusing on helping students
Professional Development	Estimated Date Needed 2,500	Have you applied before (Y/N); was it approved? Y	Professional Development Type Conference	PD Details; Impact; Total Cost Promote professional development.

Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring	Reallocation Proposal
These are consumable items used in the curriculum program:	July 1, 2022	\$10,000	Yearly	<p>Health and safety compliance for consumable for safety and health of students</p> <p>The 2018 Comprehensive Review recommended that due to the cost of 50% in inflation, and the out of pocket expenses that the instructor contributes is reason to ask the VCAA for an increase in the budget.</p> <p>Due to the cost of the ARPD data per student, it is well within this cost to promote integrated student support in closing educational gaps of industry readiness.</p> <p>Approximately \$1,800 was out of pocket expenses to ensure students had the tools necessary.</p> <p>If we don't have the consumables, then the cap on student enrollment will be necessary and community members cannot take our program courses.</p>

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.

X 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*

Perkins met all areas:

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.