

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

UNIVERSITY of HAWAI'I

**HAWAI'I**  
COMMUNITY COLLEGE



**July 1, 2021 through June 30, 2022**

**DIESEL MECHANICS (DIMC)**

Submit this Review document in WORD 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>**

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

**1. Program or Unit Description**

---

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


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

**2. Analysis of the Program/Unit**

---

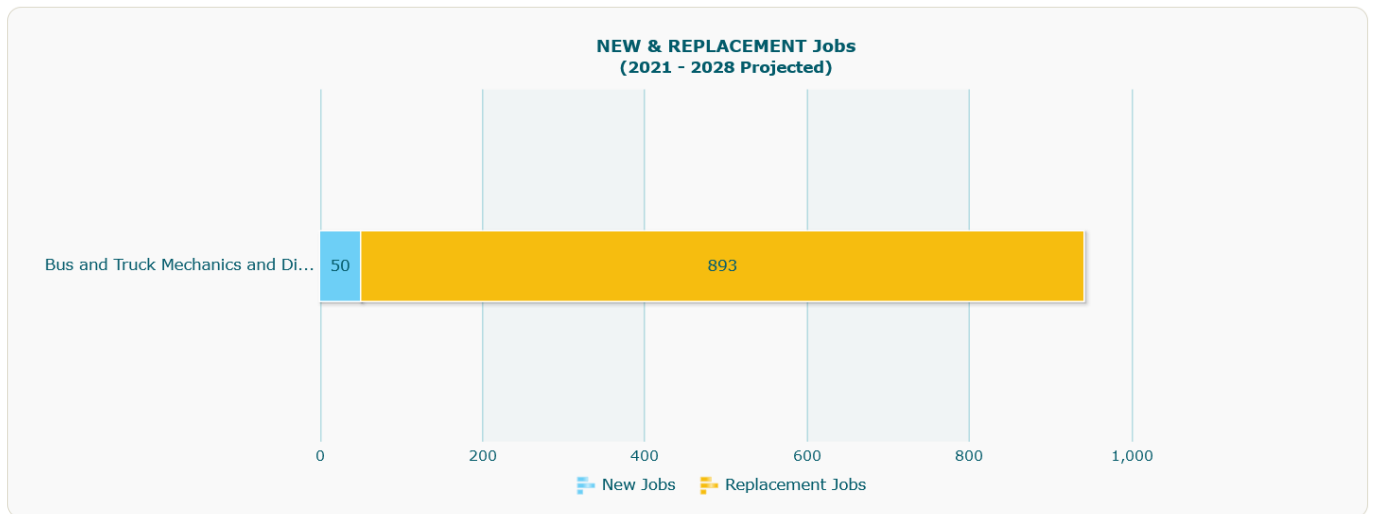
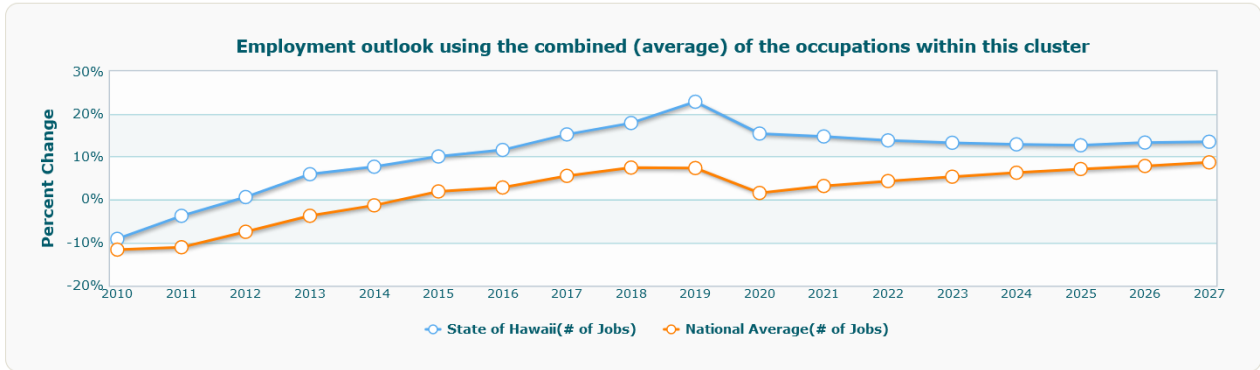
[UHCC Annual Report of Program Data \(VARPD\)](#)

**Demand: Healthy**

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
1.	New & Replacement Positions (State)	135	119	116
2.*	New & Replacement Positions (County Prorated)	13	12	11
3.	Number of Majors 	21	16	12
3a.	Number of Majors Native Hawaiian	15	11	8
3b.	Fall Full-Time	86%	88%	92%
3c.	Fall Part-Time	14%	13%	8%
3d.	Fall Part-Time who are Full-Time in System	5%	0%	0%
3e.	Spring Full-Time	90%	80%	92%
3f.	Spring Part-Time	10%	20%	8%
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%
4.	SSH Program Majors in Program Classes	408	276	264
5.	SSH Non-Majors in Program Classes	0	0	0
6.	SSH in All Program Classes	408	276	264
7.	FTE Enrollment in Program Classes	14	9	9
8.	Total Number of Classes Taught	2	2	2
	<b>Demand Health</b>	<b>Healthy</b>		

The outlook for this industry looks great as the demand for new and replacement positions are

forecasted to increase over the next eight years (see below) at 893. Although the numbers reported on our ARPD (above) shows only 11 new and replacement positions in the 2021-22 year. As you can see below, the SOC data has many more replacement positions combined in the last eight years and is limited to one Bus and Truck Mechanics and Diesel Engine Specialists occupation. If you add Mobile Heavy Equipment Mechanics occupation to the cluster, the demand will increase.



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

ARPD Data Link:

url: <https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=HAW&t=CTE&p=2542>



things that contribute to this are: 1) students are prepared for the program (either through outreach or while taking related courses before entering the program), and 2) it is an engaging program that can lead to a great career! Our high level of persistence leads to a high level of graduates. As long as we can maintain our high enrollment numbers we expect to maintain Heathy Effectiveness.

#	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

**Perkins Indicators**

Since this a two-year program and runs only one cohort, our Perkins Indicators get thrown off every other year. The Perkins Indicator 4P1: Student Placement is correct this year (two years behind). Also, 1P1 met at 76.47%, and 2P1 is at 90%, which shows how effective our program is in student placement.

**Overall: Healthy**

The program overall is healthy.

**Overall Program Health: Healthy**

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

**Diesel Mechanics Technology**

CIP Code = 47.0605

➔

49-3031 - Bus and Truck Mechanics and Diesel Engine Specialists

**3. Program Student Learning Outcomes or Unit/Service Outcomes**

---

a) List of the Program Student Learning Outcomes

1. DISL PLO1: Function safely in a heavy equipment shop environment.
2. DISL PLO2: Demonstrate ability to communicate effectively to gather and convey information.
3. DISL PLO3: Apply theory and principles for proper diagnosis, repair, and maintenance in the heavy-duty truck equipment industry.

4. DISL PLO4: Practice the minimum essential mental, physical, and behavioral skills necessary to maintain professional proficiency.

5. DISL PLO5: Work collaboratively with others as well as independently.

CLO1: Demonstrate ability to function safely in a heavy equipment/truck shop environment."

"CLO2: Demonstrate ability to communicate effectively to gather and convey information as it applies to power train topics."

"CLO3: Develop apprenticeship level proficiency in the application and theory of principles for proper diagnosis, repair and maintenance of power train components."

"CLO4: Demonstrate an apprenticeship level ability in operating specialized power-train equipment."

"CLO5: Work collaboratively as well as independently."

- a) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (**CLOs**) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.
- An assessment of DIMC 140, Fall 2021 was conducted and related to PLO's 1,2,3,4 & 5
  - An assessment of DIMC 150, Spring 2022 was conducted and related to PLO's 1,2,3,4 & 5
  - Next assessment schedule is 120 & 130

There were 11 students that all exceeded expectations at an 80% or higher. Changes that were made during this time period included a flipped classroom curriculum modification. The students were given the task to work on the truck and then returned to the classroom to go over the book work. This allowed the students to have more time to work in a real-world environment with more time, and they were able to improve their performance.

## 4. Action Plan

---

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, 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 include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. 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.

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

- Work with advisory boards on a quarterly basis.
- Work with EDvance for Commercial Driver License certification with student involvement.

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

- If we are reallocated an APT position, then creating the continuous engagement and communication efforts on a regular basis.
- If no APT, allow some time to reach out to DOE campuses as a one faculty program.

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

- Continue with the flipped classroom curriculum methods and pedagogy to increase student knowledge and improvement practices.

## 5. Resource Implications

### \* Special Resource Requests **not included in operating “B” budget** \*

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating “B” budget**.

\*Note: 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 resources for my program/unit.

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

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

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

[Hawaii CC - Program & 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	Category-Specific Information Needed			
<b>Equipment</b>	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required



<b>Personnel Resource</b>  We need to fill this position due to only having 1 faculty running the full program	Estimated Date Needed 7/1/2022	FTE; .5 Type; Position Title APT TA	Estimated Salary 40,000	Was an Existing Position Abolished? (Y/N); Position # yes
<b>Professional Development</b>	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
<b>Reallocation of Funds</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

## 6. Optional: Edits to Occupation List for Instructional Programs

---

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

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

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

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

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

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

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