ANNUAL REPORT OF PROGRAM DATA
2022

UNIVERSITY of HAWAI‘I
HAWAI‘I COMMUNITY COLLEGE

July 1, 2021 through June 30, 2022

Electrical Installation and Maintenance Technology Program

Writer: Renee AK Dela Cruz, Assistant Professor-EIMT
Submit this Review document in WORD via the Hawaii CC - Program & Unit Review Submission portal

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

The Electrical Installation and Maintenance Technology Program (EIMT) prepares students for employment with electrical appliance shops, utility companies, and electrical construction, and maintenance companies. Learning will center on planning, designing, constructing, installing, and maintaining electrical wiring and equipment.

The target student population is in alignment, with the college’s “open door policy” with no reservation to race, color, religion, gender, sex preference, etc. Program faculty will teach anyone who earnestly wants to learn and who wants to better their life, by successfully completing the EIMT two-year AAS degree or CA. By doing so, their chances of getting a job are very favorable. The program notes that maximum enrollment is limited at twenty (20) seats. Math and English pre-requirements are currently under review to ensure that students will have a seamless transition navigating through the programs training rigor.

2. Analysis of the Program/Unit

Annual Review of Program Data EIMT 2022

EIMT 2021 Comprehensive Program Report

Demand Indicators: “Healthy”
For the past five years, the EIMT’s Demand Indicators have consistently resulted in a “Healthy” status. However, due to COVID-19, we reflect a reduction in Numbers of Majors/Native Hawaiian 23 – 21 full time enrollments. We continue to recruit, participate in community projects, which benefits the Hawaiian Community and pursue ongoing initiative to continue a variety of community partnerships to attract this population. The demand Health for New & Replacement Positions (County Prorated) divided by 3 a year average of the number of students achieving an AAS or CA # 20a exceeds the 1.5 benchmark, which resulted in “healthy” status.

We continue see a re-occurring error in line #8 “Total Number of Classes Taught,” which lists “5” for all three years. EIMT core primary classes are four (4): EIMT 20, 22, 41 & 43 with no summer classes.
Efficiency Indicator: “Healthy”
Fill rates has somewhat declined 84.5% – 83.5%. The EIMT program has still concluded with a “healthy” status for Efficiency, as the job market is viable and construction has been robust, this field is still in demand. The first benchmark scored an 83.5% “healthy” and the second indicator entailed a 25, in which aligned within the 15-35 scale, “healthy” indicator.

Effectiveness Indicators: “Progressing”
For the calculation of the “First Indicator” line # 20, ”Unduplicated Degrees/Certificates Awarded” reflects a decline in 33% from 18 to 12, these entries resulted in a Progressing 1.5% = Progressing. The “Second Indicator” reviewing “Persistence Fall to Spring” = 82% “Healthy”. Final health call scoring: 1+2 =3/2 = 1.5 “Progressing”
The pandemic had put a strain on the students transitioning from face to face to Zoom classrooms remote instruction. The EIMT trades students had a harder time on “focusing and on being engaged” due to the absence of physical labs and in person instruction. The loss of students during this time has reduced the numbers of “Successful Completion”. We hope to see an improvement in the numbers of student success rates return to normalcy, in the next two years after the repercussion of the pandemic wears off. We have been seeing a decline in student social and educational confidence-competence due to the quarantine period, another factor is that somewhere along the line, the standing traditional requirement for math pre requisites been removed. The EIMT Program is working to reset the prerequisite for verification of proficiency.

Health Indicators and Bench Marks AY18-19, AY19-20, AY20-21, AY21-22

<table>
<thead>
<tr>
<th>Demand</th>
<th>AY 18-19</th>
<th>AY 19-20</th>
<th>AY 20-21</th>
<th>AY 21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>Healthy</td>
<td>Healthy</td>
<td>Healthy</td>
<td>Healthy</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Progressing</td>
<td>Healthy</td>
<td>Healthy</td>
<td>Progressing</td>
</tr>
<tr>
<td>Perkins Core Indicators</td>
<td>Met:1P1, 2P1,4P1 NM:3P1, 5P1,5P2</td>
<td>Met:2P1,3P1,4P1 NM:1P1,5P1,5P2</td>
<td>Met:1P1,2P 1</td>
<td>Met: 1P1, 2P1</td>
</tr>
<tr>
<td>Distance Ed classes</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Numbers of Degrees and Certificates</td>
<td>22</td>
<td>35</td>
<td>33</td>
<td>22</td>
</tr>
</tbody>
</table>

Distance Indicators:
In the 2021-22 APRD, Line # 23 “Number of Distance Education Classes Taught,” we continue to note that there is an entry of “1.” The program believes this is a mistake, as EIMT does not teach distance education classes.
Perkins Indicators:
The EIMT program has received “Met” rating for 1P1 Postsecondary Placement 88.89 and 2P1 Earned Recognized Credential 87.88.
This 2021-2022 APRD does not address line #31 3P1 Nontraditional Program Concentration. As outlined in APRD 2020 and previous years prior, I have participated alongside with my EIMT students at various Career Fairs. I anticipate having three new incoming females in Fall 2022 cohort.

The recently graduating class of 2022 has found success in job placements. During their last semester in the Spring of 2022, EIMT 43, about nine out of the twelve registered students already had employment within their field of study (Electrical positions). Two EIMT students were recently interviewed by the Kauhale Newspaper for interning with Power Grid Partners (just for Spring 2022). PGP maintains Hawai Wind Farm for owner, Mr. Richard Horn, who is a solar wind and photovoltaic contractor, and is currently working on an upper Kona Solar PV farm.
After graduation, all twelve EIMT students have secured jobs (See chart at the end of report). In this particular cohort, there were two females and ten males. One of the females currently employed with Hawaiian Electric Co, the other female is working full time with a local Electrical Contracting company in Hilo.
Although this has been my smallest graduating class ever, throughout my teaching career of Eighteen years, I feel like these students are great contributors to our community in representing our HawCC “Kauhale”.
Discuss significant program or unit actions and activities over the year 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.

As mentioned in my latest Comprehensive Report Ay 18-19 to Ay 20-21, [2021-eimt-cpr.pdf](https://hawaii.edu) My cohort had successfully updated Hale Aloha with cutting edge LED lay in type lighting fixtures. These LED fixtures reduces eye fatigue and consumes less energy by using integrated newer technology. Students incorporated their physical skills, used communication soft skills, planning, area set up, ladder safety applications, lock out tag out procedures, voltage testing, splicing, cleaning up work stations, packing and storing older fixtures and bulbs, trouble shooting, coordinating-time management, and a bit of retrofitting was also incorporated into the project. These types of live labs bring about effective incidents that are “real world” scenarios. Students use
their knowledge gained through lecture, assignments and labs to problem solve in these live instances they encounter while working on the DHHL Model Home and on campus. I find these live labs to be, “priceless” opportunities.

Hale Aloha LED Lighting Upgrade Fall 2021, EIMT 41

“Yah You!” Class of 2020 changed out 80+ fixtures in celebration of Hawai‘i CC’s 80th Anniversary!
Greener efficient lighting for our home campus

No outsiders have assessed the EIMT students this academic year. However, this writer is constantly assessing her EIMT students and have led them on their second DHHL MH project that included service, grounding installation and double wall rough in live lab at the DHHL Model Home #55th Project. The graduating cohort of 2022, was very fortunate to have an extended time to apply different skills at the DHHL MH #55 project. Students conducted different installations practices with MH #55 compared to MH #54. Model Home #55 timeline coincided with EIMT 41 in the Fall of 2021 and EIMT 43 in the Spring of 2022. The same cohort that wired up MH #54 installed applications that were very typical for residential wiring with NM-B Romex, and typical nonmetallic boxes. At MH #55 the same students got the
opportunity to rough in the concrete slab with a UFFER #4 Copper Grounding Electrode with a ½” PVC conduit riser, they also calculated and installed ¾” PVC runs from various locations back to the panel. A sewer grinder was installed at this project due to the structure being located at a lower elevation from the road side tie sewer tie in at Nahale-A. Hence, students calculated and ran a ¾” EMT with 4-#10 THHN’s to provide a 240V, 4 wire 30A branch circuit to power up the main control box for the system. They also used a Rigid hydraulic bender to bend the 2” RMC service mast. We had encountered a pause at the MH #55 project during the Spring of 2022 due to timing default of proper paper work submittals not sequenced to cover request for draws. While it was at a “stand still”, we used that shortcoming to our advantage. EIMT 43 students honed in on practical labs on site, to build their skills such as “Fishing in Double Walls”, running multiple Electrical Metallic Tubing Conduit (EMT) lines from one side of the building to the opposite side. They used fish tapes, practiced to tie on THHN conductors, pulled wires, racked up wires, applied box brackets to support their metal boxes in the double wall, etc. It was a great time for them to glean on an abundance of realistic lab practicum.
3. Program Student Learning Outcomes or Unit/Service Outcomes

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

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as other cultures of the world.
ILO6: Contribute to sustainable environmental practices for personal and community well-being.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as other cultures of the world.
ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
ILO6: Contribute to sustainable environmental practices for personal and community well-being.

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

Linked Institution Outcomes

ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
**EIMT PLO4:** Read and interpret all sections of blueprints and draft electrical circuits.

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

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

Linked Institution Outcomes
ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

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

Linked Institution Outcomes
ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

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

Linked Institution Outcomes
ILO1: Communicate effectively in a variety of situations.
ILO2: Utilize critical thinking to solve problems and make informed decisions.
ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as other cultures of the world.
ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
ILO5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
ILO6: Contribute to sustainable environmental practices for personal and community well-being.
**EIMT PLO8**: Demonstrate the qualities of an apprentice electrician: positive attitude and behavior, discipline, promptness and attendance, ability to work alone or with others, with cultural awareness, and good communication skills.

Linked Institution Outcomes

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

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

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

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

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

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

b) List the PLOs or UOs that have been assessed in the 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.

Due to the COVID pandemic and changes to instructional modalities from in-person to remote classrooms and resulting drops in enrollment through AY21-22, the College allowed programs to reschedule or delay course assessments. In addition, the AY20 proposed changes to the program that would have separated the two instructors’ cohorts to focus on either residential or commercial installation was not implemented due to personnel issues. The ongoing confusion about this proposed change also led to delays in this instructor/writer conducting course assessments in this reporting year. This instructor/writer has since been working closely with the College’s Institutional Assessment Coordinator to re-schedule her course assessments and will be conducting appropriate assessments for all her courses to close her assessment loops starting in AY22-23.

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year 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. Instructor led students and monitored each student’s skill set.

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.

The EIMT Program will review the prerequisites for math to ensure that our incoming students are adept to the rigor of the program to meet **EIMT PLO7**: Think critically, do research, calculate minimum requirements, and solve problems. With this adjustment, the probability will develop improvements of the success rates for the “Effectiveness Indicators”, specifically for line # 19 Persistence Fall to Spring.

The EIMT Program is planning to develop Action Plans for assessment, with the guidance of the Assessment Coordinator.

### 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.


Compare Profiles (hawaii.edu)
Annual Review of Program Data (hawaii.edu)
2021-eimt-cpr.pdf (hawaii.edu)
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.

The EIMT program has met the Perkins Indicators 1P1 and 2 P1. I have continued on the same path pursuing on improvements on delivery of instruction on current National Electrical Codes (NEC 2020) and actively participating in the DHHL Model Home, which is a live project. I am currently implementing Simutech Training TPC troubleshooting Program, which has been top notch in theory and practice for students to expand their thinking process on different electrical faults, which is a required skill as an electrical apprentice. Simutech TPC Training are introduced to EIMT Second year students, for EIMT 41 and EIMT 43. This newly introduced training would be promoting educated electrical apprentices to be viable in the workforce, as troubleshooting skills are an industry standard and expected levels of skill sets of our students. I have repetitively mentioned in Advisory Council meetings and various reports of my request and intention on gaining this simulated troubleshooting platform for EIMT. Now that we have implemented this into the classroom, the students are more confident in lab and acknowledge the value when identifying faults on various “hands on” lab projects while working in the shop and working on campus projects. The EIMT Program has secured a resubscription for Simutech TPC Training for 2022-2023. The re subscription will be for the next cohort and will continue to train students to troubleshoot in a safe manner, but we will need to seek ongoing funding.

Action Plans for this writer are:

• To find avenues to continue ongoing renewal subscriptions for Simutech TPC Troubleshooting Simulating program. Simutech TPC Training offers students an safe interactive electrical trouble shooting-safety training to sharpen their theory and skills. This valuable training system promotes safety awareness as they proceed to engage in Simulated electrical trouble shooting scenarios. Students are given a score and are timed, the interactive program automatically generates into a report that calculates safety error point deductions and/or bonus time added points. Scores were reviewed with students, this is a great tool to show them their weekly progress. We have seen such great improvements in the student’s competency and confidence.
  o Timeline: No later than Fall 2023, for the next round of my EIMT 41 class.
  o Bench Mark of Success: Contract will be renewed and students will continue applying this technology.
  o Alignment to the Strategic Plan: This aligns with the College Mission Statement, “to promote workforce readiness.” It also aligns with H12 Action Strategy 3 Tactic, “Work closely with employers to increase the qualified and skilled workforce base.”

• Continue leadership of students to educational success through instruction on the DHHL Model Home Project. This is my ongoing action plan, as stated in the 2021 EIMT Comprehensive Report of Program Data. 2021-eimt-cpr.pdf (hawaii.edu)
  o Timeline: This is a continuous ongoing live lab project AY21-AY22 Hawai'i
Community College Comprehensive Program/Unit Review Electrical Installation and Maintenance Technology Program 13

- Bench Mark: Increase percentage of successful Completion (Equivalent C or Higher) and Persistence Fall to Fall, toward the degree to pre-COVID levels of 97-99%.
- Alignment to the Strategic Plan: H12 Action Strategy 3: “Work Closely with employers to increase the qualified and skilled workforce base.”

**To improve with every semester by updating labs that are pertinent to industry needs/trends,**

- **Timeline:** Continuous ongoing lab improvements.
- **Bench Mark:** The Advisory Council will confirm the updated labs are pertinent. Continuous, no later than Spring 2023.
- **Alignment:** H12 Action Strategy 3: “Collaborate with Chambers, industry, or government agencies to conduct market needs assessment/validation of needed training that contributes to workforce and economic development.” “Obtain accurate information about workforce and employment insight from data gathered from the Department of Labor, UHERO, and EMSI.”

- **To re-engage EIMT Advisory Council members active in assessment and meetings with faculty and observing students at different assigned projects.** As outlined in last APR, the EIMT Advisory Council has been updated with three new members, set for a two year term.
  - **Timeline:** Spring 2022 through Spring 2023
  - **Bench Mark:** Continuous, ongoing.
  - **Alignment:** H12 Action Strategy 3: “Strengthen existing partnerships and form new ones to enhance high quality job creation in Hawai‘i.”

- **To collaborate with administration and other aligned CTE Programs to improve security for our shops and classrooms,**
  - **Timeline:** ASAP
  - **Bench Mark:** Faculty would be more secure in our shops and classrooms.
  - **Alignment:** 21CF Action Strategy 3: “Provide safe, healthy, and discrimination-free environments for teaching, learning and scholarship for students, employees and visitors.”
  - **Tactics:** Update system-wide and campus policies and guidelines to ensure compliance and promote safety and security.

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

**5. Resource Implications**

* **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: __4__(4 items max.)

My cohort actively participates in the DHHL Model Home project, and on various campus projects in which requires a reliable operable truck, preferably one with pipe racks and a Tommy Lift Gate. The current truck assigned to the EIMT program is very old, and no longer runs. At the end of the life of the Chevy truck, there were numerous repairs beyond what the EIMT “R Account” budget allowed. The budget that were used came from this writer’s initiative by actively participating on various on campus and off campus projects, with the students, which contributed into our EIMT “R Account” This account took this writer many countless years to build. The “R Account” had been depleted by individual(s), by other than this writer. Hence, we no longer can afford to repair the Chevy truck. Being the responsible overseer of the EIMT vehicles for many years, I have filled out the necessary forms to have the non-useable truck to be recycled, and or donated to another program that could use it for parts, (this was about a year ago). Unbelievably ridiculous to have received an abrasive response of push back from another EIMT instructor who did not take responsibility nor shared responsibility respectively for many years previously, prior to this motion of disposing our non-operable vehicle. This writer took full responsibility to maintain the truck when it had a flat and was leaning sideways for over a week, or maintained it with proper fluids, frequently jump started the battery, worked with secretaries to coordinate truck repair scheduling with AMT Program, kept record of monthly mileage sheets, etc. As a result, the truck is sitting in a “Reserved State Vehicle Stall” for the past 1-1/2 - 2 years, specifically in the same spot and is only used as a knot tying lab for one partial segment of one semester] within a two-year period. This is beyond my control and I hope that having this truck remain in inventory for the EIMT program, will NOT hinder the consideration of being awarded a safe running vehicle, which we really need as a Safety concern and as needed equipment for our students labs. Leasing a truck would be an accepted option. Therefore, I am continuing my efforts in requesting that we have a safe operable truck allocated to the EIMT Program, to haul students and materials to and from the live project worksites, on campus, off campus, collaborated events such as various career fairs, excursions, etc. We, along with Carpentry and Construction Academy, share vehicles when needed, but occasionally we have conflicting schedules where we are unable to share shop vehicles. Unfortunately, the Carpentry Program has had a few vehicles stolen from campus and now regularly uses the ATE van more than usual. I am requesting that the College replace our unusable shop truck with a usable one. If granted, this vehicle will be shared with other programs, if needed. Again, leasing options would be welcomed and appreciated.

I’m also requesting to update our equipment with cordless lithium powered drills made by Milwaukee. These updated tools are common standards in industry and would assist in training our EIMT students to industry’s standards seamlessly.
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)

✓ 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 Pālamanui 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.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Category-Specific Information Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td></td>
<td>Quantity / Number of Units; Cost per Unit</td>
</tr>
<tr>
<td></td>
<td>ONE Ford F350, 4 door Crew Cab, extended bed, gas with pipe rack and Tommy Lift Gate. (May be priced by separate vendors)</td>
</tr>
<tr>
<td></td>
<td>Total Cost (with S&amp;H, tax)</td>
</tr>
<tr>
<td></td>
<td>$135,000</td>
</tr>
<tr>
<td></td>
<td>On Inventory List (Y/N); Decal #, Reason replacing Serial #</td>
</tr>
<tr>
<td></td>
<td>1GCEK19K9RE277501</td>
</tr>
<tr>
<td></td>
<td>The EIMT program has a GMC truck that is no longer running. We need a safe reliable truck to safely transport students and materials to and from the DHHL Model Home Project, excursions, on and off campus student lab sites, Career Fairs, etc.</td>
</tr>
<tr>
<td></td>
<td>Not in inventory. Leased Truck options would be appreciated.</td>
</tr>
<tr>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td></td>
<td>Three (3) sets Milwaukee Lithium Cordless Drills: Lithium batteries (6) and (3) chargers.</td>
</tr>
<tr>
<td></td>
<td>$3,200.00</td>
</tr>
</tbody>
</table>
### Facilities Modification

<table>
<thead>
<tr>
<th>Facilities Modification</th>
<th>Estimated Date Needed</th>
<th>Total Cost</th>
<th>Monthly/Yearly Recurring Costs</th>
<th>Utilities Required</th>
</tr>
</thead>
</table>

### Personnel Resource

<table>
<thead>
<tr>
<th>Personnel Resource</th>
<th>Estimated Date Needed</th>
<th>FTE; Position Type; Position Title</th>
<th>Estimated Salary</th>
<th>Was an Existing Position Abolished? (Y/N); Position #</th>
</tr>
</thead>
</table>

### Professional Development

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Estimated Date Needed</th>
<th>Have you applied before (Y/N); was it approved?</th>
<th>Professional Development Type</th>
<th>PD Details; Impact; Total Cost</th>
</tr>
</thead>
</table>

### Reallocation of Funds

<table>
<thead>
<tr>
<th>Reallocation of Funds</th>
<th>Estimated Date Needed</th>
<th>Total Cost</th>
<th>Monthly/Yearly Recurring Costs</th>
<th>Reallocation Proposal</th>
</tr>
</thead>
</table>

---

**Electrical Installation and Maintenance Technology | Hawaii Community College**

### 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.

Please remove the following SOC from the EIMT, as requested in the prior year. EIMT Graduates will not be at the “Supervisors” status upon entering into the workforce as new apprentices. It will take graduates about eight to ten years + for them to reach that listed status.

**47-1011.00 - First-Line Supervisors of Construction Trades and Extraction Workers (onetonline.org)**
### EIMT Class of 2022 – Employment Status

<table>
<thead>
<tr>
<th></th>
<th>Employed:</th>
<th>IBEW</th>
<th>Private Electrical Contractor</th>
<th>Warehouse Sales-Estimating</th>
<th>Utility</th>
<th>Other (Hotel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) BB</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.) LD</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.) JF</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.) MG</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.) JD</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.) IK</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.) LP</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.) CR</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.) SS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10.) BS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.) RV</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.) KL</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Instructor: R. Dela Cruz 2022