College Mission Statement
Honolulu Community College’s Mission is to
- Serve the community as an affordable, flexible, learning centered, open
door comprehensive Community College that meets the post-secondary
educational needs of individuals, business, and the community.
- Serve the Pacific Rim as the primary technical training center in areas
such as transportation, information technology, education,
communications, construction, public and personal services.

Program Mission Statement
The Diesel Mechanics Technology program’s mission is to serve the community
as a learning-centered, open door program that provides technical training to
meet the demands of the Diesel Mechanics industry and the needs of the
individual. An open-exit option allows the students to identify their career
objectives.

Part I. Quantitative Indicators for Program Review

External Demand
Labor Market & Student Applications
Available data show that the current annual jobs and projected 2005-2012 job
outlook for the general occupational cluster Diesel Mechanics there are 0 annual
and 2 respectively in Honolulu County and 6 annual and 42 within the State of
Hawaii.

There were 13 applicants to the Diesel Mechanics Technology program in Fall
2004, and 4 spring applicants to the program for the Spring 2005 Semester.
Overall, among those Fall and Spring applicants, 10 appear to have been
accepted by the college and admitted to the program, while 3 appear to have
cancelled applications, or been redirected etc. Among those accepted and
admitted, available data show that 17 actually enrolled in the semester initially
applied for.

- Overall, our sense of the labor market and its relationship with the number
  and enrollment yield of applicants to our program is satisfactory.

Internal Demand
Registration headcount of actively enrolled students in Fall 2004 and Spring 2005
show that the Diesel Mechanics Technology Program Major carried 18 fall and
17 spring for certificate of achievement respectively in the Certificate Program
and 17 fall and 17 spring for Associate in applied science degree respectively in the AAS Degree program.

Available data show that of 17 fall and 17 spring students in the major for Fall 2004 and Spring 2005, 15 fall were enrolled in Department classes in Fall--and 14 spring enrolled in Department classes in Spring.

Program major’s enrollment in department classes generated 176 fall student semester hours in Fall 2004 for an average of 11.73 semester hours, and 168 student semester hours in Spring 2005 for an average of 12.00. The resulting credit hours generated equate with 11.7 fall and 11.2 spring respective Fall 2004 and Spring 2005 Full Time Equivalent (FTE) enrollments.

There were also program non-majors enrolled in Department classes 1 fall and 0 spring respectively in Fall 2004 and Spring 2005--generating 12 fall and 0 spring student semester hours overall respectively.

We see from available data this student is an unclassified major.

Enrollment by program majors and non-majors accounted for the 188 fall and 168 spring generated by the department subject code(s) Diesel in Fall 2004 and Spring 2005 respectively.

Overall, students under our program major enrolled for totals of 237 semester hours in Fall 2004, and 205 in Spring 2005. As mentioned above, they generated 176 fall and 168 in Fall 2004 and Spring 2005 respectively within the department.

Then, augmenting coursework within the department, 11 Program Majors were enrolled in a total of 61 student semester hours of coursework in other departments in the Fall 2004, while 8 enrolled for 37 student semester hours outside the department in the Spring 2005 semester.

We see from additional data Diesel major enrollment in non Diesel subjects and that program major’s coursework outside the department was primarily in the subject areas English, ICS, Math, Phys, Psy, and Weld with 3 Eng, 5 ICS, 4 Math, 3 Phys, 2 Psy and 2 Weld of our program majors enrolling for 10 Eng, 15 ICS, 12 Math, 12 Phys, 6 Psy, and 6 Weld student semester hours respectively in Fall 2004.

In Spring 2005, major’s coursework outside the department was again primarily in the English, ICS, Math, Psy, and Weld subject areas, with 2 Eng, 3 ICS, 3 Math, 2 Psy, and 3 Weld students enrolled for 6 Eng, 9 ICS, 7 math, 6 Psy, and 9 Weld student semester hours respectively.
Our sense from comparing major’s average credit hours within department classes 15 fall and 14 spring outside the department.

**Internal Efficiencies**

**Scheduling and Instructional Faculty**

With 1.20 Full Time Equivalent (FTE) faculty in Fall 2004, and 1.07 in Spring 2005—the department offered 6 active class sections in Fall and 5 in Spring.

Average Class Size in Fall 2004 was 13.2 and the Class Fill Rate was 77% For Spring 2005, Average Class Size was 14.0 with a Class Fill Rate of 58.3.

The department utilized 1.2 fall and 0.8 spring Full Time Equivalent (FTE) BOR approved faculty in Fall 2004 and Spring 2005 respectively. There were an additional 0 Full Time Equivalent (FTE) Part Time Lecturers teaching in Fall 2004, and 0.3 for Spring 2005.

Overall In Fall 2004, Full Time BOR approved faculty delivered 100%, taught 18 course credit hours, and were associated with generating 188 student credit hours within the department.

In Spring 2005, Full Time BOR approved faculty delivered 100%, taught 16 course credit hours, and were associated with generating 80% student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was 10.44 in Fall 2004, and 10.50 in Spring 2005. The ratio of program majors to FTE faculty was 17 fall and 17 spring respectively in Fall 2004 and Spring 2005.

**Instructional Outcomes**

As reflected in available data for the 04/05 academic year, the department awarded 6 certificates, and 7 AAS degrees.

Available data on student grade distribution within the department subject code indicate that of all grades awarded in Fall 2004, 45.6% A, 32.9% B, 13.9% C, 0% D, and 0% F. In Spring 2005 there were 17.9% A, 41.0% B, 25.0% C, 0% D, and 0% F.

Student Persistence within the subject code Diesel from Fall 2004 to Spring 2005 was 87.5% persistence of majors in the same period (whether enrolled in department courses or not) was 88.2%.
Review of department major’s performance on the Perkins Core Indicators indicates…

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1P1</th>
<th>1P2</th>
<th>2P1</th>
<th>3P1</th>
<th>3P2</th>
<th>4P1</th>
<th>4P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Core Standard</td>
<td>81.56%</td>
<td>91.53%</td>
<td>35.7%</td>
<td>70.52%</td>
<td>90.13%</td>
<td>15.94%</td>
<td>14.34%</td>
</tr>
<tr>
<td>DISL Actual Performance 03/04</td>
<td>53.85%</td>
<td>82.35%</td>
<td>35.29%</td>
<td>66.67%</td>
<td>100%</td>
<td>9.09%</td>
<td>14.29%</td>
</tr>
<tr>
<td>2004-2005 Core Standard</td>
<td>81.81%</td>
<td>90.00%</td>
<td>36.00%</td>
<td>71.00%</td>
<td>90.00%</td>
<td>14.18%</td>
<td>12.86%</td>
</tr>
<tr>
<td>DISL Actual Performance 04/05</td>
<td>66.67%</td>
<td>100%</td>
<td>57.14%</td>
<td>83.33%</td>
<td>100%</td>
<td>5.00%</td>
<td>12.50%</td>
</tr>
</tbody>
</table>

**OVERALL**

Department demand for the 04/05 academic year was calculated at 20 that translates to a 1.0 demand status.

Department efficiency for the 04/05 academic year was calculated at 68.7 that translates to a greater minimum less satisfactory efficiency status.

Department Outcome for the 04/05 academic year was calculated at 50%, which translates to a satisfactory outcome status.

- Given consideration of these demand, efficiency, and outcomes indicator data together, our sense of overall program health is Cautionary.

**Part II: Assessment Results for Program SLOs**

To be completed by the end of the Spring 2006 semester.

**Part III: Curriculum Revision**

To be completed by the end of the Spring 2006 semester.

**Part IV: Analysis of Data**

To be completed by the end of the Spring 2006 semester.

**Part V: Action Plan**

To be completed by the end of the Spring 2006 semester.

**Part VI: Budget Implications**

To be completed by the end of the Spring 2006 semester.