

**HAWAII COMMUNITY COLLEGE  
ANNUAL UNIT REVIEW**

**OFFICE OF CONTINUING  
EDUCATION AND TRAINING  
Apprenticeship Program**

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**ANNUAL PROGRAM REVIEW**  
**Office of Continuing Education and Training**  
**Apprenticeship Training**  
**September 2005 – August, 2006**

**I. Narrative and Analysis of Data**

**a. Statement on the mission or purpose of the program, including the target student population:**

This Annual Review is based on a previous Program Review for the Apprenticeship Program (submitted and dated November 14, 2005). As previously stated therein, the basic purpose of Hawaii Community College's (HawCC) Apprenticeship Training Programs is to comply with the requirements of Hawaii's Apprenticeship Law (*Hawaii Revised Statutes, Chapter 379*), originally enacted in 1941, when Hawaii was still a territory. The Apprenticeship Law was adopted and upheld by the Legislature after Hawaii became the 50<sup>th</sup> State in 1959.

In accordance with the Law, the mission of this program is to address the related instructional needs of registered and established Apprenticeship Programs. For HawCC's Apprenticeship Training Program, this applies to compliant apprenticeship training endeavors active on the island or County of Hawaii.

The target student population is apprentices who have been registered and indentured with the Department of Labor and Industrial Relations (DLIR). This process is facilitated by a *Sponsor*, as established and recognized by the DLIR. Under the Apprenticeship Law, the DLIR is designated as the *Administrator* of Apprenticeship programs in Hawaii.

**b. Information on external factors affecting the program; external factors that may affect the program include:**

- Apprentices and apprenticeship training needs are determined by external affiliates (*Sponsors*), who are closely integrated with on-going workforce needs. External affiliates also assess the future needs of industry and the recruitment of apprentices is facilitated by affiliates and not the College.
- Impact of new innovations, techniques, materials, technologies and/or teaching methods affecting training requirements.
- Local and world events that may affect industry and the impact on varying needs of trained and skilled workers in industry.
- State or Federal legislation that may affect the recognition, status, or administration of apprenticeship training programs and practices.

**c. Attach PHI Report (CTE Programs only)**

- Apprenticeship Training Programs are not considered CTE Programs. As such, PHI Reports do not apply.

**d. Required external measures, if applicable (e.g.) Nursing Cert.**

- Apprenticeship Program - Certificate of Completion (furnished by the DLIR).

**II. Update or Create Your Action Plan including Budget Request with justification, if needed.**

In 2006, the State Legislature appropriated new funds to support Apprenticeship Programs coordinated at various Community Colleges throughout the State. Accordingly, HawCC's Apprenticeship Program received a significant boost to its operational budget and its ability to address a booming construction industry and the increasing amount of apprenticeship and career opportunities created by this condition.

This has allowed for the purchase of container storage units has helped to alleviate growing program and facility needs on the Manono Campus. Expansion with similar storage capacities at West Hawaii apprenticeship training locations (Kealakehe and Konawaena High Schools) is also currently planned.

With continued funding allocations anticipated, the Program has no additional budgetary request from the College itself. The program's facility needs are currently being addressed with this development and expansion of usable spaces made possible by Legislative action.

At this time, the Apprenticeship Program has received temporary clerical support. However, 50% clerical support on a permanent basis is still being sought in order to stabilize the on-going needs and functions of the Program. This request was noted in the initial Program Review.

Collaborative efforts with the College's new Construction Academy may result in a shared clerical support situation. However, this has not been confirmed and implemented at this time. It is part of an action plan pursuing options to address and stabilize the clerical needs of the program and, in essence, the College.

Data Charts

**A. Demand**

Previous and updated HawCC Apprenticeship Program data are shown in the annual (Spring/Fall) periods below:

	<u>No. of Apprentices Enrolled</u>	<u>No. of Classes Provided</u>
(Spr/Fall) 2002:	272	32
(Spr/Fall) 2003:	275	40
(Spr/Fall) 2004:	306	39
(Spr/Fall) 2005:	422	46
<b>(Spr/Fall) 2006:</b>	<b>617*</b>	<b>57*</b>

\*New data, all other data are from the previous Program Review

Clearly, continuing growth is evident and corresponding needs to support the expanding needs of the program should be considered.

The data also illustrates the close integration that the Program has with the industry and the state of the economy. The increases are directly connected to the booming construction industry, particularly in West Hawaii.

**B. Output**

Completion in individual Apprenticeship Programs is determined by the applicable external affiliate (*Sponsor*). Program completion is administratively reviewed and recognized by the DLIR. This is because the scope of Apprenticeship Programs, by Law, has always extended beyond the College itself.

Apprenticeship standards and minimum requirements, including on-the-job training parameters, is essentially established and administered by others, including external Joint Apprenticeship Training Committees (JATC) that the Law also defines. This also provides more information regarding the external factors that may affect the program, as previously noted in paragraph I.b.

**C. Satisfaction**

Student satisfaction is important. As a training program primarily focused in developing the skills of apprenticed trades and primarily comprised of construction trade affiliates, meeting the needs and expectations of industry are essential and consistent with the training intent of Apprenticeship Programs.

Accordingly, an apprentice's work skills, knowledge, performance, and productivity become key indicators contributing to employer satisfaction. The nature of Apprenticeship Programs is that it is focused on meeting the needs of industry. In practice, each employer or contractor is able to assess whether the skills and productivity level of each apprentice meets their level of competency and performance expectations.

Dissatisfaction with the performance of an apprentice can result in a lay-off or termination. Retained apprentices usually remain on the job because they perform competently and satisfactorily. Many program completion requirements are relatively long-term and extend to 8,000 work hours (approximately 4 years worth) or 10,000 work hours (approximately 5 years worth).

Therefore, the apprentice who is able to continually meet expectations in the realities of workplace and can progress satisfactorily through the program will inherently satisfy the purpose and intent of the applicable Apprenticeship Program focused on the development of an individual's trade or specific craft skill.