

HAWAI`I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Office of Continuing Education and Training Apprenticeship Program

November 15, 2010

Assessment Period: July 1, 2005 to June 30, 2010

Initiator: Wilt Watanabe

Writer: Wilt Watanabe

Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college- wide process, the Unit Reviews are available to the college and community at large to enhance communication and public accountability.

**HAWAII COMMUNITY COLLEGE
UNIT REVIEW REPORT
Office of Continuing Education and Training (OCET) - Apprenticeship
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Part I. Report Summary

Program Mission

The mission of Hawai`i Community College's Apprenticeship Program is to comply with a assigned responsibility set forth in Hawai`i's *Apprenticeship Law* (Hawaii Revised Statutes Chapter 372) by coordinating and providing the *related instruction* needs of registered and established apprenticeship programs active within the Hawai`i Island community.

The applicable paragraph from the *Apprenticeship Law* (HRS 372-6) states that: "related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for the instruction shall be the responsibility of the community college division of the University of Hawaii."

It is also important to recognize that an *apprentice* is specifically defined (HRS 372-2) as: "a person participating, through employment, in an approved schedule of work experience supplemented by related instruction and who is party to an apprenticeship agreement registered with the department in accordance with this chapter." In this chapter, the *department* is further defined as the *department of labor and industrial relations*.

Accordingly, the *Apprenticeship Law* is the fundamental basis defining the program's mission.

This mission is also consistent within the Unit Mission of OCET and Hawai`i Community College (HawCC). The Unit Mission of OCET is to create lifelong learning opportunities for personal and professional development locally and globally. The mission of OCET aligns with HawCC's mission and vision to promote "student learning be embracing our unique Hawai`i Island culture" and to develop lifelong learners who will become "productive and engaged citizens capable of meeting the complex challenges of a global community." The Apprenticeship Program is consistent with the *College Imperative: Workforce Development*, which seeks to "teach the skills needed to succeed in the workforce."

History

To recognize the foundation of apprenticeship programs in Hawaii, it is essential to understand its history and the chronological order of pertinent events. Accordingly, the development and evolution of apprenticeship programs is described in further detail in the following paragraphs.

In 1941, Hawai`i Vocational School was established. In the same year, the Hawaii's Territorial Legislature also enacted upon the *Apprenticeship Law*, which established apprenticeship training as a regulated program in the system of higher education.

In 1956, Hawai`i Vocational School was renamed Hawai`i Technical School.

In 1959, Hawai`i became the 50th State. Re-organizational changes were necessary to transform Hawai`i from a Territory to a State. In this process, the administrative duties related to the *Apprenticeship Law* were assigned to the *Director* of the Department of Labor and Industrial Relations (DLIR).

In 1964, the UH-Community Colleges (UH-CC) was established by Act 39 of the Budget Session. In essence, Act 39 transferred all the State's technical schools (except Hawai`i Technical School) from the Department of Education (DOE) to the newly established UH-CC system. Consequently, Act 138 amended the *Apprenticeship Law* by assigning the *related instruction* responsibility to the UH-CCs and the DOE. The DOE remained assigned to specifically address Hawai`i Technical School, which remained under the DOE during that time.

This changed again in 1969, when Hawai`i Technical School was transferred from the DOE to the University of Hawai`i system (under UH-Hilo) and officially became Hawai`i Community College.

In 1990, HawCC was separated from UH-Hilo to join the UH-CC system.

In 1992, the Office of Continuing Education and Training (OCET) was created to establish a non-credit unit for HawCC. Accordingly, apprenticeship responsibilities were assigned to OCET. This remains unchanged until today, completing the sequence of historical events that has led apprenticeship training to its current place at HawCC-OCET.

Having been established as early as 1941, many apprenticeship programs preceded the ensuing organizational or reorganizational changes related to higher education in Hawai`i. Throughout the changes, apprenticeship training has always remained. The chronology of historical events may be the reason why apprenticeship was created in a manner quite different from conventional instructional formats while still being included within the University of Hawai`i system.

Some of the notable differences include:

- The assigned role of the DLIR as the primary administrator of the program.
- The role of external *Sponsor* organizations or affiliates.
- The inclusion of an on-the-job training (OJT) work requirement.

All these components are not found in a majority of instructional programs, but they are essential to the practice and operation of all apprenticeship programs. For these reasons, additional information and details will be provided hereafter.

Part II. Program

The Apprenticeship Program

Hawai`i Community College's Apprenticeship Program coordinates apprenticeship instruction on Hawai`i Island (or Hawai`i County). Elsewhere in the State of Hawai`i, the following colleges are assigned to similar coordination duties in the respective jurisdictions noted:

- HonCC for Oahu Island (City and County of Honolulu)
- KauaiCC for Kauai Island (Kauai County)
- Maui College (formerly MauiCC) for Maui, Molokai, Lanai (Maui County)

At HawCC, apprenticeship classes are non-credit and classes are coordinated for the following trades:

- Bricklayer Mason
- Carpenter
- Cement Finisher
- Drywall Installer
- Electrician (Wireperson)
- Ironworker (Reinforcing)
- Plumber
- Refrigeration-Air Conditioning (Pipefitter)
- Roofer
- Sheet Metal Worker
- Stonemason
- Tile Setter

In all of the programs above, it is essential to recognize the role of the *Sponsors*. *Sponsors* are responsible for maintaining the on-going operation of the applicable apprenticeship program(s) that they have established.

A *Sponsor* is: "any person, corporation, association, committee, or organization operating an apprenticeship program and whose name is approved and registered." (Hawaii Administrative Rules, Title 12 Department of Labor and Industrial Relations, Subtitle 5, Apprenticeship Division, Chapter 30, Apprenticeship Program, 12-3-1).

Pursuant to *Apprenticeship Law*, all *Sponsors* must be approved and registered with the DLIR.

The responsibilities of a *Sponsor* include; the development, establishment, organization, operation, and maintenance of an apprenticeship program (or programs). *Sponsors* remain as organizations that are not founded (or funded) by the University. *Sponsors* are established separately but share a common and vested interest in workforce training.

The *Sponsor* component is probably unique from other instructional programs at Hawai`i Community College. However, it is in compliance with the intent of the *Apprenticeship Law*. Therefore, HawCC is essentially assigned to coordinate instruction while recognizing *Sponsors* as an integral part of the broader training format.

While most, if not all, instructional (credit) programs may not have an on-the-job component (Cooperative Vocational Education credits are optional credits at HawCC), OJT requirements are inherent to all apprenticeship programs. The minimum number of work hours required varies from program to program. Labor standards establish a minimum of 12 months (or 2,000 work hours). However, most *Sponsors* have exceeded this standard and require much more. Some programs (electrical wireperson, plumber, refrigeration-air conditioning) require a minimum of 10,000 work hours, which usually equates to about five years of continuous employment.

The OJT requirement was established and administered by the *Sponsors*, who are also responsible for initiating recruitments and assessing the acceptability of the applicants. Each *Sponsor* also has its own entry requirements and must comply with equal opportunity/affirmative action policies. Accordingly, an individual's qualifications and acceptance into a program as an apprentice is determined by the *Sponsor*. This practice separates HawCC from its traditional or common practice of administering student admissions and registrations.

As an overview, the following trades or programs active at HawCC are regulated according to the requirements below:

<u>State Registered Apprenticeship Program</u>	<u>Work Hour (OJT) Requirement (in Hours)</u>	<u>Related Instructional Requirement (in Hours)</u>
• Carpenter	8,000	620
• Drywall Installer	8,000	620
• Electrician (Wireperson)	10,000	800
• Plumber	10,000	1,080*
• Refrigeration-A/C (Pipefitter)	10,000	1,080*
• Bricklayer Mason	8,000	432
• Cement Finisher	8,000	432
• Stonemason	8,000	432
• Tile Setter	8,000	432
• Sheet Metal Worker	10,000	1,050
• Roofer	8,000	240
• Ironworker (Reinforcing)	6,000	432

*includes correspondence-based hours

In terms of hourly requirements, it is evident that a much larger emphasis is placed on work (OJT) experience. In apprenticeships, job performance is a major determinant of occupational success. Accordingly, *related instructions* are intended to complement the OJT component. It is by definition that apprentices (students) are to learn from those who are already accomplished, skilled, and experienced in the respective trade or craft.

As a policy, the individuals must be registered with a *Sponsor* before they are considered eligible for enrollment in apprenticeship classes. At HawCC, apprenticeship classes are non-credit and registrations are processed by OCET. The eligibility of an individual to attend class remains determined by the *Sponsor*, who is able to change the status of an apprentice if they fail to meet program obligations usually stated in *Standards* or *Rules and Regulations*. Any individual action taken (ie: date indentured/registered, credit granted, canceled, reinstated, date completed, etc.) by

the *Sponsor* must also be reported to the DLIR as a administrative means to provide and ensure that the welfare of the apprentice is maintained.

In addition, *joint apprenticeship committees* (JAC) will often provide assistance to the operation and further development of apprenticeship interests. Locally, carpenter apprenticeship hold regularly scheduled JAC meetings in Hilo and Kona and the HawCC Apprenticeship Coordinator serves on these committees on a ex-officio basis.

Services Provided by the Unit

Given the assigned responsibilities of law, the duties and services provided by OCET's Apprenticeship Coordinator are to:

- Comply with the *Apprenticeship Law* and coordinate apprenticeship *related instruction* classes on the Big Island. This includes Hilo and Kona.
- Assess, plan, schedule and facilitate all classes and related instructional needs.
- Establish each class (course) for enrollment by each individual apprentice.
- Comply with per-clock-hour tuition schedule requirements established by the UH Board of Regents.
- Address and maintain apprenticeship (non-credit) registrations and monitor/assess enrollments.
- Maintain an operational budget, including apprenticeship expenditures and regulate the services of G-funded instructors.
- Maintain recognition of all current and DLIR-approved apprenticeship programs and *Sponsors* and coordinate apprenticeship classes and related journeyworker upgrade classes as requested.
- Maintain attendance records, including class grades for each individual.
- Support and optimize learning outcomes in *related-instructions*.
- Maintain and implement HawCC's Student Conduct Code and Equal Opportunity/Affirmative Action policies.
- Participate in Joint Apprenticeship Committees (JAC) meetings to provide assistance to the operation and further development of apprenticeship training in the applicable trade(s).

Program Goals

The basic goal of the Apprenticeship Program is to continue to coordinate and serve all approved and active programs established with the DLIR in compliance with the *Apprenticeship Law*. This includes providing services, assisting, and seeking improvements to the operation and further development of the *related-instructional* aspects of apprenticeship training.

The goals of this Program Review are:

- To continue to seek clerical support for the apprenticeship program. This will also be addressed in Part VIII.
- To acquire new equipment, tools, media equipment, and instructional aids to improve instructions.

- To seek and expand awareness of apprenticeship programs to all students and/or the general community in order to promote awareness and facilitate informed career-path decisions.

Personnel

The coordination of the Apprenticeship Program is based on a faculty position. This is the reason why the primary Writer of this Review is:

- Wilton Watanabe, Associate Professor/Coordinator
Apprenticeship and Non-Credit Programs, Pos. No. 83051.

There is no other faculty or staff assigned to the Apprenticeship Program.

However, there are many apprenticeship instructors. These instructors vary from semester to semester, depending on their expertise, availability, and class subject. Instructors are selected and hired on either a casual or over-load basis (for current faculty) and hourly pay is based on the minimum rate established in the *Non-Credit Fee Schedule* of the current UHPA agreement.

In addition, it is also common practice for the *Sponsors* to provide supplemental instructor compensation on their behalf. For this reason, *Sponsors* share a vested interest in the selection of the instructors. Being that an apprentice is one who is learning a trade or occupation from one who is experienced and knowledgeable, the *Sponsors* usually have a very good overview of qualified instructors available for instruction in their specific field of expertise.

In the Fall semester of 2010, the following individuals were hired as apprenticeship instructors:

- Stanley Cantor
- Gayle Cho
- Harvey Chun
- Richard Bruce Hartney
- Thomas Hughes
- Mark Lossing
- Darrell Jouppi
- Gerald Kosaki
- Steve Ku
- Jon Kunimura
- Francis Lui
- Gene Nagao
- Rexallan Ribao
- Enrique Subiono
- Michael Sagert
- Johan Indebetouwvandervoort
- Dana Williams
- Gregory Wines

The following are current instructors are not hired by HawCC, but serve as apprenticeship instructors while being fully compensated by the respective *Sponsor*:

- Eric Kaipo
- William Graham
- Reno Lau
- Scot Minemoto
- Howard Shimabukuro
- Ricky Tamashiro
- Leopoldo Valera

The ability HawCC to support apprenticeship instructor compensations is based on an assessment regarding the size of the class. However, the value of each class to the individual apprentice is still fully recognized. The program strives to provide the opportunity to anyone who wants to learn. Each apprentice represents an individual who has selected a career path and is seeking to acquire the training and occupational skills needed to pursue and maintain a livelihood. The success of one individual still helps to build a healthier community.

Facilities

The Apprenticeship Coordinator occupies a dedicated office on the Manono Campus (Building 385A-1A). The program also has dedicated shop spaces in Buildings 385A-5, and 392-1 to 392-3. These spaces are equipped and tooled for specialized instructions in: carpenter, plumber, refrigeration air-conditioning, or sheet metal worker apprenticeships.

All remaining classrooms on the Manono Campus are not assigned to this program but have been allowed for use mostly because they occur during non-instructional hours (evenings and Saturdays). The classrooms and/or grounds in West Hawaii are requested from Kealakehe High School, Konawaena High School, and Kealakehe Intermediate School on a case-by-case basis.

A few areas on the Manono Campus have also been developed by program-initiated improvements of campus facilities or open grounds, most of which were either vacant or under-utilized. These areas are now a used for training and have become a definite improvement to apprenticeship activities on campus.

Equipment

The Apprenticeship Program has a dedicated 4,000 lb. capacity fork-lift, a ½ ton pick-up truck, and twelve 8' X 20' "Matson" containers. Six containers are located on the Manono Campus and six containers are located in West Hawaii. These recently-acquired containers have now addressed the need for equipment and material storage spaces that were previously not available.

Part III. Quantitative Trend Data Table

Number of Classes and Enrollment

Fall enrollment information in Apprenticeship Program classes (Non-Credit) is shown below. For comparison purposes, headcount statistics for the College's instructional (credit) programs are also included.

	No of Classes	Apprenticeship	Pct Chg	HawCC	Pct. Chg.
Fall 2006	28	317	19.6	2,353	- 0.7
Fall 2007	38	438	38.2	2,551	8.4
Fall 2008	35	343	- 21.7	2,909	14.0
Fall 2009	38	335	- 2.3	3,315	14.0
Fall 2010	30	286	- 14.6	3,850	16.1

After reviewing additional data, it was determined that such information would not have a measurable effect in identifying any other trends and in providing the analysis that follows.

Part IV. Quantitative Data Analysis

The enrollment information above is consistent with the premise that apprenticeship programs are closely intertwined with the demands or needs of industry. The on-the-job requirement can only be satisfied with the availability of work. Unfortunately, the global economic recession has caused job scarcity and the availability of work has diminished significantly in the past few years.

The reduction in availability of jobs is certainly a significant factor in the decline of apprenticeship enrollment. Without jobs, many apprentices are faced with the inability to progress and become disenchanted or discouraged. Many individuals have left the program for this reason.

On the other hand, it is evident that the economic recession has been a positive factor to the college's instructional (credit) programs. The unavailability of jobs provide the opportunity for unemployed individuals to pursue higher education and seek to improve their educational credentials.

Most colleges recognize this inverse relationship between the availability of jobs and enrollment trends. The data in Part III is further evidence of this condition. Interestingly enough, it also indicates that apprenticeship programs function very differently and react to a different set of enrollment factors than the rest of the College.

Part V. Other Data

External Factors Affecting the Program

The primary external factor affecting enrollment and participation in apprenticeship programs, as previously mentioned, is the economy and its impact on the availability of work and OJT opportunities. It is important to recognize that the economy is the same factor that had bolstered a major work and enrollment boom only four years ago. The need for apprenticeship training is dependent on the vitality and health of the local economy, which has proven to be highly cyclical.

All other external factors do not appear to affect this program as much as the economy. However, external factors can also potentially be:

- Any change to the *Apprenticeship Law* (H.R.S. 372) that would apply to the UH-Community College assigned responsibility of providing *related instructions*.
- Any federal legislation affecting the existing structure, practice, or guidelines regulating apprenticeship programs and standards, as originally established by the *National Apprenticeship Act* (also known as the *Fitzgerald Act*) of 1937.
- A reduction in the role or viability of *Sponsors*.

Part VI. UNIT SLO's

Unit SLO's

The OCET Unit Program Review (November 26, 2008) lists the following Program Learning Outcomes:

- Learn the skills needed to succeed as productive and engaged citizens.
- Learn to communicate effectively with others.
- Learn to use a variety of technology.
- Develop positive relationships with supervisors, co-workers, customers.
- Respect and learn from other cultures.

Program SLO's

Basically, the apprenticeship programs are aligned with the OCET Learning Outcomes listed above. However, the unique and separating characteristic of apprenticeship programs make Student (Apprentice) Learning Outcomes an assessment that remains largely administered outside of the College. In apprenticeship, "learning outcomes" remain guided by the established *Apprenticeship Standards* that had been originally developed by the *Sponsors*. Most of which occurred when the programs were originally established at its inception.

By law, *Apprenticeship Standards* are documents that set forth minimum labor standards for training apprentices in apprenticeable occupations. Accordingly, such *Standards* must include and comply within certain mandated guidelines, including:

- A statement of the processes in a trade or craft divisions in which the apprentice is to be taught and the approximate amount of time spent in each process.

- A statement of the number of hours to be spent in *related instruction*.
- A statement of progressively increasing scale of wages to be paid the apprentice.
- And other provisions that are basically intended to safeguard the welfare of the apprentice.

In addition, the *Administrator* of apprenticeship programs (DLIR), is guided by established administrative rules (Hawai`i Administrative Rules, Title 12 Department of Labor and Industrial Relations, Subtitle 5, Apprenticeship Division, Chapter 30, Apprenticeship Programs) governing apprenticeship programs in Hawai`i. Included are guidelines addressing: eligibility requirements, procedures, criteria for apprenticeable occupations, and other standards intended to structure apprenticeship programs. The *Standards* establish the means for the operation of a program by identifying work and instructional requirements.

Many apprenticeship programs also have *Rules and Regulations*. *Rules and Regulations* define the responsibilities and obligations of an apprentice in a program. Typically included are requirements for attendance in *related instruction* classes that are, for the most part, coordinated by the UH-CCs (as previously described). In addition, class conduct, class absence, related class requirements, and other expectations are also set-forth in the rules. Apprentices are also subject to HawCC's *Student Conduct Code*.

Another way to recognize apprenticeship learning outcomes is the understanding that: in order to complete a program, the apprentice will have earned an acceptable amount of work experience and will have received the class instruction necessary to minimally perform the duties of the trade as a journeyworker.

It also applies to certain apprenticeship programs, specifically the electrician (wireperson) and plumber apprenticeships, requiring that a State occupational license (administered by the Department of Commerce and Consumer Affairs/DCCA), must be obtained to coincide with the completion of the program. This outcome is assessed by the DCCA by verifying the minimum amount of work experience (10,000 work hours) and by examination. This is a form of learning outcome that actually result in the issuance of an occupational license to the individual. Although such intended outcomes are administered and determined by others, they are interwoven into these apprenticeship programs.

In a collaborative effort to identify learning outcomes for multiple apprenticeship programs, a meeting of the Apprenticeship Training and Coordinators of Hawaii (ATCAH) meeting resulted in the identification of the following apprenticeship program outcomes:

- Safety Awareness
 - Awareness and application of safety procedures, rules, and regulations
 - Use of proper safety gear and/or equipments for protection
 - Use of tools and equipment in a safe and properly trained manner
 - Job awareness: being alert to unsafe or hazardous conditions and acting or reacting appropriately
 - Awareness of hazardous materials, knowledge of environmental safety regulations, and proper procedures applicable to the condition

- Individual Character or Traits
 - Practice punctuality
 - Perform duties drug and alcohol free
 - Has good ethical standards
 - Regards matters conscientiously
 - Maintains a good personal appearance
 - Is a life-long learner
 - Is a good citizen of the community
 - Is physically able to perform the duties of the trade
- Attitude Towards Work
 - Obey rules and regulations
 - Accepts suggestions readily and is open to improvement
 - Demonstrates self-initiative, making positive suggestions while having a willingness to learn
 - Approach job duties with a positive attitude and enthusiasm
 - Work in a professional manner
- Job Skills and Quality of Work
 - Produces satisfactory quality and quantity of work in a timely manner
 - Demonstrates problem solving and critical thinking skills, thinks clearly and objectively
 - Use tools and equipment skillfully and proficiently
 - Use acquired knowledge of materials and working properties of materials
 - Take pride in work
 - Apply group or team goals in relation to job duties
- Relations to Others
 - Be respectful, courteous, and cooperative with others
 - Listen and be able to follow instructions as a team player
 - Demonstrate openness, appreciation, and tolerance of all others having diverse backgrounds or interests
 - Communicate with others clearly
 - Regard all others equally without discrimination or sexual harassment

In summary, it can be said that: if you are able to complete the requirements of an apprenticeship program, you have shown that your Learning Outcome (level of acquired experience, work proficiency, work ethic, and knowledge) has been validated in the workplace. The primary and intended outcome is that an individual will then be considered a journeyworker in the applicable trade.

Most programs are nationally or internationally organized and affiliated. This means that the outcome of program completion is recognized beyond Hawai'i and wherever the respective program's affiliates are located across the country. Such an outcome can be valuable to one's ability to transfer the acquired journeyworker-status to other parts of the country.

Part VII. Unit Summary

Alignment with College Mission

Although it is true that most apprenticeship programs were established before both the UH-CC system and the College's Mission Statement were created, the Apprenticeship Program remains aligned.

All segments of the island community are being served in the adopted spirit of *E 'Imi Pono*. For the reasons already mentioned, the following *Imperatives* are met:

- *Community Development*
- *Workforce Development*
- *Healthy Communities*

Alignment with HawCC Strategic Plan: 2008-2015

It is again relevant to state that apprentices are recruited and indentured by *Sponsors* outside of the University system. For this reason, performance measures such as: increasing Native Hawaiian enrollment by 3% per year, increase by 3% per year the level of extramural fund support expended, increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated shortage of qualified workers, and increasing CCSSE support for learners benchmark, are primarily focused on instructional (credit) programs and do not necessarily apply to apprenticeship programs.

However, the *Strategic Plan: 2008-2015* (dated October 29, 2009) does make the assumption that the construction boom of 2004-2006 has slowed. It can now be said that this slow-down has continued into November, 2010.

Nevertheless, the focus of apprenticeship programs must remain, as conceived from its inception, as a work-based training format that is supplemented by *related-instruction*. This is also regulated under federal law (*National Apprenticeship Act* or also known as the *Fitzgerald Act*) concerning apprenticeship and on-the-job training programs.

Goals

The previous Apprenticeship Program Review (November 14, 2005) listed goals as:

- "...to comply with the intent of the Apprenticeship Law and the mission of the college to its fullest intent."
 - The program continues to understand this and meet its assigned responsibilities within this goal.
- To improve a space in Manono, Bldg. 385A-5 for efficient use of this space.
 - The improvements have since been addressed by the apprenticeship program. The result is a functional and usable restroom and shop space. The restroom was not previously used or maintained and the shop space was under-utilized.
- To obtain clerical support for the apprenticeship program.

- This goal has not been reached. The program must still operate without the benefit of an assigned 50% clerical position previously sought.

The OCET Unit Program Review (November 26, 2008) lists a primary goal as:

- To increase opportunities for island-wide training.
 - This program has not been able to increase island-wide opportunities. However, apprenticeship instruction has continued to be located in West Hawai`i with classes at Konawaena High School, UH Center at West Hawaii, Kealakehe Intermediate School, Kealakehe High School, the Carpenters Union Building (Kailua-Kona) and Kona Industries (Kailua-Kona).

Top Three Program Strengths During This Review Period

- A major strength has always been that apprenticeship programs are regulated, administered, and governed under State and Federal laws. The program's network extends into labor affiliates and government agencies beyond the purview of the college.
- The apprenticeship program connects closely with the needs of the workplace. The program can adapt, adjust and respond relatively quickly to changing trends and needs of the workforce.
- The proven skills and knowledge of the instructional staff. A majority of the instructors come from the workplace. They are able to draw from this experience and can translate such experience to the expectations of industry and the workplace. This is in alignment with the fundamental purpose of apprenticeship training.

Given the history and practice of apprenticeship programs, it is unlikely that these strengths will change significantly in the foreseeable future. The program continues to systemically operate within a well-organized, labor-based structure.

Three Main Areas for Improvement/Weaknesses

- A weakness in the program continues to be the lack of college facilities in West Hawai`i. Without the current support of the Department of Education (DOE) and other entities, existing college facilities is simply not able to serve apprenticeship training needs in West Hawai`i.
- A continuing weakness has been the lack of clerical support. The entire program is positioned by one faculty (hence, only one writer for this review). To maintain and administer the program, the coordinator serves in a six-day-a-week capacity for 75% of the year (fall and spring semesters). This is a reflection of this condition although it is what is needed to serve the on-going needs of the program.
- Potential funding (budget) support from the college. The annual apprenticeship operating budget is now approximately \$15,000. At this time, this is not a strength or weakness. However, any reduction in this budget would become a weakness.

Unit Goals/Plans for Next Review Period / Action Plan (Timeline, Who is Responsible)

It is difficult to identify specific goals for a program closely intertwined with jobs and thusly dependent on labor forecasts. The current recession is reflected in Fall-semester enrollment trends, which are now about 65% of peak (2007) levels. Although it has been said that the current recession “appears to have bottomed out” and that our economy is slowly improving, the future and expectations regarding local job opportunities for the next five years still appear to be anyone’s guess. In the previous Program Review, a EMSI-based Hawai`i County Workforce forecast indicated an increase of 15,303 new jobs from 2004 (87,559 jobs) to 2012 (103,336 jobs). In a few short years, this projection proved to be substantially inaccurate, primarily due to the then-unforeseen recession. Certainly, it is hoped that our economy will improve and recover soon. Ultimately however, this still remains to be seen.

Regardless, the apprenticeship program’s primary goal and mission must remain the same, which is to: adhere to the conditions set forth in Hawai`i’s *Apprenticeship Law* and to address the *related instructional* needs of all registered and established apprenticeship programs active in the County of Hawai`i.

Accordingly, another goal is to improve or increase support for *related instructions*. This is addressed in the Action Plan Tasks that follows.

Action Plan Tasks	Year	Responsible Party
<ul style="list-style-type: none"> • Acquire new equipment, tools, media equipment, and instructional aids to improve instructions. • Seek to provide awareness to the general community and all students in order to expand their awareness of options and to make informed career-path decisions. • Seek to inform potential <i>Sponsors</i> of the responsibilities of establishing and operating an apprenticeship program. • Explore new methods, trends, and practices in apprenticed occupations and seek to incorporate such innovations in <i>related instructions</i>. 	2010-2015	Apprenticeship Coordinator

Part VIII. Budget Implications

Does the unit have sufficient resources (include faculty/staff here) and are they being used efficiently?

Hereafter, the unit will be considered as the apprenticeship program. At this time, the apprenticeship program has the sufficient resources, or the access to the resources, to function adequately.

A few years ago, this was not the case. Numerous apprenticeship training areas or structures were proposed for development on the Manono Campus. The resulting improvements now meet current training needs.

The availability of college resources in West Hawai`i leaves much to be desired. Even with the decline in enrollments, the college's West Hawai`i facilities remain inadequate. The privilege of using other facilities (at no cost) has significantly compensated for this inadequacy.

Given these conditions, there is no doubt that whatever resources are available have been maximized and are being used efficiently.

In regards to "faculty/staff", there is one faculty and no staff. Clerical support has been provided by OCET in terms of class registrations, purchasing, and personnel (hiring) matters. There is no assigned clerical staff to support necessary record-keeping, file-management, or any related clerical duties of the program.

What does the program need in order to meet its goals over the next review period?

A 50% clerical support position is still needed. This was identified in the previous Program Review and perhaps best explained in the following a dialogue with the previous College Effectiveness Review Committee (CERC):

CERC (January 10, 2006): Does your action plan request funding for clerical help, or perhaps a position...if so, how much financial support will this require?

Response (January 18, 2006): Yes, this is a request for a half-time position. A position comparable to a half-time position that had been originally established for the Apprenticeship Program in 1974 and that had continued to 2000. Two separate positions, a Clerk-Steno II (Position 25060) and Clerk-Typist II (Position 46280) included 50% assignments that provided continuity in clerical support for the Program. A brief history of this clerical support follows.

Initially, a Clerk-Steno II position was established in 1974 under UH-Hilo (Trade and Industry) and assigned to provide half-time clerical support for the Program. This position supported the Apprenticeship Program until 1997. In 1997, the position was changed to a Secretary II title and assigned full-time to The Office of Continuing Education and Training.

During this time, a Clerk-Typist II position, originally established in 1992 under

HawCC's Apprenticeship, Outreach and Special Programs was re-assigned to assume the half-time apprenticeship clerical support duties vacated with the change described for the Clerk-Steno II. This provided for the continuity of clerical support until 2000, when the position became vacant and later transferred to the College's Business Office.

As a result, the Program has not received any permanently assigned clerical support specific to the Apprenticeship Program since 2000.

The amount of financial support should be comparable with the half-time amount comparable to the Clerk-Typist position described above. An estimate of this 50% amount is approximately \$12,000 a year, without fringes.

The position estimate needs to be revised and updated. But the fundamental request for clerical support remains. More so, this is a request for the reallocation or reinstatement of the clerical support that had been previously provided from 1974 to 2000.

Clerical support can also provide continuity of service. It would avoid a situation where the function of a program is dependent on a single position. This Writer is aware of the challenges encountered when one has to "start from scratch" in order to administer the services within the assigned responsibilities of this program. This request is to reinstate a 50% clerical position that was in place even before the basic growth of the program in the past decade.

CHART 1: FACILITIES ASSIGNED TO PROGRAM

List Bldg/Rm/Lab/Shop	Describe Renovation/Repair Needed	Estimated Cost
Manono, Bldg. 385A-1A (Apprenticeship Office)	None	N/A
Manono, Bldg. 385A-5 (Carpentry Apprenticeship Shop)	None	N/A
Manono, Bldg. 392-1 to 3 (Sheet Metal Apprenticeship, Plumbing/Refrigeration A/C Apprenticeship Shops)	None	N/A

CHART 2: INVENTORY LIST: EQUIPMENT and CONTROLLED PROPERTY

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: E =item value > than \$5K CP =item value \$1K - \$5K	Expected Depreciation Date	Estimated Replacement Cost
14" Masonry Saw (6/2005)	CP = \$1,800	2011	\$2,000
Laser Level (11/2007)	CP = \$1,600	2012	\$1,800
Radial Arm Saw (5/2007)	CP = \$2,400	2013	\$2,600
Unisaw (Table) Saw (11/2007)	CP = \$2,100	2014	\$2,300
Pipe Thread Drive (5/2007)	CP = \$1,100	2015	\$1,600
Scaffold Components (7/2007)	CP = \$1,800	2015	\$2,500
Pittsburgh Roll-Former (6/2005)	CP = \$3,500	2016	\$4,000
Pick-Up Truck (8/2007)	E = \$16,100	2017	\$20,000
Quad Bender (3/2007)	E = 10,400	2017	\$18,000
"Matson" Container (2/2007)	E = \$6,900	2017	\$9,000
"Matson" Container (2/2007)	E = \$6,900	2017	\$9,000
"Matson" Container (2/2007)	E = \$6,900	2017	\$9,000
"Matson" Container (11/2007)	E = \$4,000	2017	\$6,000
"Matson" Container (11/2007)	E = \$4,000	2017	\$6,000
"Matson" Container (11/2007)	E = \$4,000	2017	\$6,000

“Matson” Container (6/2008)	E = \$4,900	2018	\$7,000
“Matson” Container (6/2008)	E = \$4,900	2018	\$7,000
“Matson” Container (6/2008)	E = \$4,900	2018	\$7,000
“Matson” Container (11/2008)	E = \$5,100	2018	\$7,000
“Matson” Container (11/2008)	E = \$5,100	2018	\$7,000
“Matson” Container (11/2008)	E = \$5,100	2018	\$7,000
Horizontal Carport (10/2007)	CP = \$3,700	2018	\$8,000
Mechanical Hand Break (3/2007)	E = 7,100	2025	\$14,000
4,000 lb. Cap. Fork-Lift (7/2007)	E = 26,100	2027	\$35,000

CHART 3: BUDGET REQUESTS

Describe Item	Biennium Request – 1 st Yr.	Biennium Request – 2 nd Yr.	Reallocation of Funds and/or Positions	X Amt. Line Item
Clerk-Typist II (50%)	?	?	?	