HAWAI`I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW

Office of Continuing
Education and Training

November 15, 2012

Deborah Shigehara, Interim Director
Estee Nathanson, Coordinator
Marsha Okajima, Support Specialist
Sherri Fujita, IEP Coordinator
Wilt Watanabe, Apprenticeship Coordinator
I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the unit, including the target student population;

In 1990, the Board of Regents (BOR) approved the separation of Hawaii Community College from the University of Hawaii at Hilo. This was based on the recommendation of UH President Albert Simone to have a fully functioning community college. One of the first consequences of this separation decision was the establishment of the Office of Continuing Education and Training (OCET) in 1992. This community-based, non-credit unit of Hawaii Community College presently offers training in Workforce and Professional Development, Personal Enrichment, Summer Youth and High School Career Exploration Programs, Short-term International Educational Study Programs, the Intensive English Program, and the Apprenticeship Program. These classes are offered to the public on-site, online, or are funded through contracts and grants.

This unit supports the College by seeking grants and extramural funding which assists programs. Through the Pacific Center for Advanced Technology Training grant, the Model Home Project received $21,637 to support the expansion of the Model Home projects on Oahu, Maui, and Kauai. Additionally, the Interim Career and Technical Education Dean and the Architectural, Engineering and CAD Technology faculty were supported with funds to visit the Lawrence Livermore Laboratory and attend a Rapid Technology workshop at Saddleback Community College.

OCET assisted in organizing a Perkins-funded island-wide Comprehensive Economic Development Strategy (CEDS) Conference in April 2012 for faculty and community leaders. There were approximately 119 participants from East and West Hawaii. Industry experts highlighted the topics of Health, Energy, Science and Technology and Agriculture followed by staff facilitated group discussions. This conference was planned to assist faculty in improving the campus understanding of the CEDS approved projects and their impact on the local and regional communities.

The federally-funded Rural Development Project (RDP) grant, which focuses on addressing the ever-changing workplace demands for appropriately educated and work-ready employees and assisting the college and faculty, falls under the auspices of OCET. The RDP Project has contributed to the College by providing much needed distance education equipment for classrooms on both the Manono campus, upper campus, and at West Hawaii.

In January 2012, OCET hired a full time Sustainability Coordinator to work with the non-credit and credit programs, and the College in general, to help integrate sustainability concepts and practices into curriculum and campus operations. By June 2012 instructors from the Electrical, Drafting, Agriculture and Construction Academy received sustainability focused training and Certification in topics relating to their programs. These instructors have begun to integrate sustainability concepts into their curriculum. In other areas of the campus progress has also been
made. The cafeteria has switched over to using compostable to-go containers instead of styrofoam. Working with the campus Planning Operations and Maintenance (POM) on AC and lighting improvements the Sustainability Coordinator identified about $20,000 in rebate money for the College. Using Campus Energy Efficiency as a focus, the Sustainability Coordinator has outlined a campus “energy audit” project that will work with both the POM, and the Drafting and Electrical Programs to define the campus’ baseline Electrical consumption and provide recommendations for improvements. The sustainability coordinator has also been working with Leeward CC and KauaiCC to develop a Biofuels Process Technician program that should start in spring 2013.

Through the RDP Agriculture Education Center, business planning and marketing support to new or existing farmers in the Hamakua area has been provided. A marketing document was produced to assist the farmers in identifying possible crops to grow.

Another statewide initiative that is in the initial stages is the C3T grant of which OCET will play a critical role in offering a Workplace Readiness Certificate, non-credit certificate in agriculture training and Meatcutter/Slaughterhouse training.

The State of Hawaii’s Workforce Development Council awarded State Energy Sector Partnership and Job Training Grant funds to the University of Hawaii Community Colleges to train for green jobs and to improve current employees’ skill sets. Hawaii Community College worked with the Workforce Investment Board and the Dept. of Labor Workforce Development Division to identify training needs for green and sustainable jobs in Hawaii County. In the last year, OCET trained 54 Big Island residents in renewable energy.

b. Information on external factors affecting the unit:

1. The unemployment rate for Hawaii County in August 2012 was 9.2% which was higher than the state average of 8.3%, Honolulu at 5.8%, Kauai at 8.1%, and Maui County at 6.8%. Due to the poor economic situation in Hawaii County, employers are downsizing and hiring fewer workers. They also have diminished training funds. Hawaii Island job growth shows the same pattern as for the state as a whole—on the rise, but at a slow rate.

2. Not only have the general workforce training monies through the Workforce Investment Act been substantially cut but also the earmarked monies through the Rural Development Project grant have been negatively affected.

3. Other external factors that affect OCET Programs are:
   - Employer’s Training Fund (ETF) monies were reenacted but with reduced funding.
   - Workforce needs that may arise due to business closures or new industry initiatives (i.e. new telescope, forestry, technology, green and sustainability training, biofuels production, etc.)
   - Nationwide and statewide economic downturn
   - Certification requirements (i.e., Certified Nurses’ Aide, First Aid/CPR, Occupational Safety and Health Association, Recreational Water Craft, Ocean Safety, Certified Medical Reimbursement Specialist, Certified Professional Coder)
   - Learning initiatives such as on-line training
- Local and world economy and/or events that may affect the international students’ ability to travel or study abroad.
- Other businesses, organizations, and institutions offering similar types of training at lower or free tuition.
- Increased interest in short term international educational study tours.
- Civil Service has discontinued the need for required civil service typing certification.
- Funding through APEC and SESP enabled training sessions in the Green Energy and tourism sectors.
- University of Hawaii Hilo CCECS is offering workforce development training.

c. **Required external measures, if applicable;**
   - Electricians and Plumbers Continued Competency Programs
   - Typing, Shorthand, and 10-key certification required for Hawaii Electric Light Company (HELCO) employment screening
   - Occupational Health and Safety Administration (OSHA) certification
   - Recreational Water Craft, Ocean Safety
   - Community Test Center for Prometric ASE, Iso-Quality, and Pearson VUE vendors
   - Motorcycle Safety Training
   - Passport Acceptance Agency

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

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Accomplishments/Progress</th>
<th>Budget Request</th>
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</thead>
<tbody>
<tr>
<td>Solicit businesses and organizations to offer customized training for their specific needs</td>
<td>73 classes were coordinated for the following businesses and organizations: Carpenters’ Union, Plumber’s Union, International Brotherhood of Electrical Workers (IBEW), and Hawaii Electricians Training Fund, Aloha Security</td>
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</table>
| Continue to seek partnerships that will provide tuition assistance          | - Tuition assistance was provided through the Workforce Investment Act (WIA), Alu Like, and through State Vocational Rehabilitation  
- Investigated partnership with Dept. of Hawaiian Homelands to pay tuition for Keaukaha Panaewa Farmer’s Association |                |
| Increase online class enrollment to communities island-wide through improved marketing | - Online enrollment increased by 55 during FY12 with a total of 308 enrollments                                                                                                                                                                                                                       |                |
| Enhance marketing strategies for all programs                               | - Continued to collect email addresses to send flyers electronically  
- Continued to use the community calendar                                                                                                                   | Create 1.0 FTE APT Marketing                                                              |
<table>
<thead>
<tr>
<th>Area</th>
<th>Details</th>
<th>Specialist position</th>
</tr>
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</table>
| Seek event planning opportunities         | - Coordinated ʻIolani School’s annual Senior Class Trip for 203 students  
- Comprehensive Economic Development Conference (CED) 127 participants  
- Earth Day, 1,500 participants  
- Hula workshop for group from Japan, 21 participants  
- Partnered with County of Hawaii Research and Development, Hawaii County Ag Tourism Association, and Alii Kula Lavender Farm to offer Ag Tourism Workshop, 35 participants  
- Partnered with Friends of NELHA and County of Hawaii Research and Development to plan Tech Con Kona, a technology marketing and sustainability conference, 150 participants | Specialist position |
| Continue to support the Rural Development Project Grant | - Interim Director & RDP Program Assistants continued projects under three RDP grants, totaling over $2.6 million | Specialist position |
| Determine the need for emerging specializations in the workforce. Create partnerships between college and community representatives to address new program initiatives | - Interim Director sits on the Recruitment and Retention Committee, a sub-committee of the Hawaii Island Health Care Alliance, to identify health care training needs for Hawaii Island  
- OCET attended Statewide Workforce Development Council Healthcare Skills Panel meeting  
- OCET participated in the Workforce Summit and attends the Astronomy Workforce Task Force meetings  
- OCET Director is on the Workforce Investment Board which addresses workforce needs  
- OCET is a member of the Educational Resource Group formed from the economic workforce summit. | Specialist position |
| Review OCET personnel needs to provide island-wide services | - Due to current economy, dwindling workforce training monies, and a hiring freeze of clerical staff, existing staff needs to provide island-wide coverage  
- PCATT provided funding for 3 OCET staff to acquire LERN Program Planner Certification  
- CEDS funded 3 staff to attend facilitator training  
- Staff member attended a four day intensive certified energy manager training | Create positions in West and East Hawaii:  
1.0 FTE Ed. Spec. (WH);  
1.0 FTE Office Asst. III (WH);  
1.0 FTE Ed. Spec. (EH) .50 FTE Grantwriter (EH or WH) |
| Partner with the community to identify educational and training needs and to determine how the college can best meet those needs | - Interim Director, as a member of the Workforce Investment Board (WIB), WIA Youth Council, Hawaii Island Chamber of Commerce, Japanese Chamber of Commerce, Kanoelehua Industrial Area Association, Going Home Consortium, and Hui Ka Ua, is the liaison between the college and the community  
- OCET Program Coordinators are active with a number of community groups and committees including; Huiana Governance, Hoowaiwai Network, Big Island Workplace Connection (BIWC), Hawaii Island Healthcare Alliance Recruitment and Retention committee, and the Rural Outreach Service Initiative, and Kona Kohala Chamber, Going Home Consortium |  |
| Continue partnerships and collaborations with Hawaii County and State Departments | - Partnered with the Department of Education’s Hilo Community School for Adults to offer the Academic Enhancement Program for HawCC a students and the community as a remedial education option  
- Administered Civil Service Typing, 10-key and Shorthand certification exams for 217 individuals  
- Partnered with the Department of Education to award ½ high school elective credit for 40 students over a two week period through the High School Summer Career Exploration Program where students experience various |  |
| Continue memberships, partnerships, and collaborations with organizations to establish professional networks | **Interim Director** is a member of the American Culinary Federation (ACF), Zonta International, Japanese Chamber of Commerce and Industry of Hawaii, Kanoelehua Industrial Area Association, Hawaii Island Chamber of Commerce, Statewide Apprenticeship Council, Hui Ka Ua, and Society for Human Resource Management (SHRM)  
**IEP Coordinator** is a member of the National Association of Foreign Student Advisors (NAFSA), the Commission for English Association, American Association of International English Program, and Teachers of English to Speakers of Other Languages (TESOL)  
**Apprenticeship Coordinator** is a member of the Apprenticeship Training Coordinator’s Association of Hawaii (ATCAH), Construction Career Day Committee, and Hilo/Kona Carpenter’s Joint Apprenticeship Training Committee  
**OCET**, as part of the college is a member partner of Global Corporate College and National Association for Community College Entrepreneurship (NACCE)  
**5 OCET staff** are members of Learning Resources Network (LERN) |
|---------------------------------------------------------------|----------------------------------------------------------------------------------|
| **Continued memberships, partnerships, and collaborations with University of Hawaii system** | **Interim Director** attends monthly meetings with Directors of Continuing Education and Training (DOCET)  
**Collaborates with Pacific Center for Advancement Technology Training (PCATT) to seek funds to advance training on campus** |
• Partners with Windward Community College to offer Ocean Safety course, 30 participants attended
• Planning for the State Energy Sector Partnership activities have begun and will include coordination of green technology classes island-wide
• 9 students began the Natural Farming Series
• Completed Human Resources Certification Exam Prep for 17 individuals with funding provided by Rapid Response
• Completed 7 Habits for Managers training for 9 individuals with funding provided by Rapid Response
• PCATT provided funding for three coordinators to receive training and take exam to earn Certified Program Planner (CPP) designation
• Coordinator attended training and passed an exam to become a Certified Energy Manager, which was paid for by the Rural Development Project (RDP)
• Through RDP, published Farming Market Guide
• Planned training for APEC for 162 individuals
• The Agriculture Education Center’s New Farmer Initiative provided training for 4 individuals through the Rural Development Project (RDP)
• Statewide Energy Sector Partnership funding provided training in different energy-related fields for a total of 144 individuals, and certification exams for 53 individuals
• Collaborating with CC system on the C3T statewide initiative offering workplace readiness and sustainable agriculture certificates
• Collaborating with Leeward CC on Biofuels process tech program and motorcycle safety training program
• Hosted Windward Community College faculty to a tour of natural farms on the Big Island
| Establish internal partnerships with college programs and units | ● Partnered with Agriculture and Human Services to offer classes on HawCC’s campus to 23 high school students as a recruitment tool  
● Supported Machine, Welding, and Industrial Mechanics program through Rural Development Program funds in purchasing equipment and developing curriculum for the Industrial Mechanics program  
● Provided funding and administrative support for the implementation of the Refrigeration Air Conditioning (RAC) series for 16 students  
● Collaborating with Planning Operations and Maintenance (POM) on energy saving measures for the college  
● Collaborating with campus departments on sustainability improvement  
● Provided Fall Prevention training for 48 Hawaii CC students in Electrical and Construction programs  
● Provided Small Engine Repair training for 6 Hawaii CC POM staff  
● Acquired PCATT funding to expand the Model Home project statewide  
● Funded Agriculture instructor to acquire an International Permaculture Design Certificate  
● Funded 2 faculty members to attend the Solar Power International Conference  
● Funded OCET coordinator to attend Permaculture Eco Farm Conference |

| Support the collaboration of credit/non-credit offering through coordination of resources and other strategies | ● Collaborated with Business Education Department to offer credit/non credit classes for 14 students taking CISCO related courses and 5 students in a Medical Transcription course  
● Collaborated with Early Childhood Education Department to offer PACE credit/non credit classes  
● Worked with the University of Hawaii Center at West Hawaii to offer several credit/non-credit options for students, although there were no students that enrolled for the non-credit option |
| Seek agreement with educational institutions from abroad for short-term English Study programs | ● Coordinated English Study Tour for 13 Iiyamakita students from Japan  
● Coordinated Hula Workshop for 21 Japanese participants |
| Explore potential data management systems | ● A vendor has been selected and in the process of purchasing a statewide online non-credit registration system. |
| Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services | ● Strategic Planning held in August 2012 |
| The Action Plan for 2012-2013 will include all previous action items and the following: | • OCET is implementing Unit Outcome 1, which states: OCET provides continuing education and training that is relevant to the needs of the Hawaii Island community  
• OCET is implementing B2b of the Hawaii Community College 2008-2015 Strategic Plan, which is: Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes, and curriculum  
• OCET is implementing B.4 of the Hawaii Community College 2008-2015 Strategic Plan, which is: Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated State of Hawaii shortage of qualified workers, and where the average wage is at or above the U.S. average ($38,651 YR 2006) |
This data depicts the diverse interests of the community, ranging from leisure to professional development. The five programs highest in enrollment (excluding Apprenticeship) were Computers, Business/Finance/Management, Athletics/Recreation, Office/Clerical and Electrical. This reflects our community’s training priorities.
I. Narrative and Analysis of Data

a. Unit’s mission and summary of the services offered and clientele served:

Mission of the Intensive English Program
The mission of the Intensive English Program (IEP) at Hawai`i Community College is to provide academic English language instruction and comprehensive support services to international students seeking academic, personal, and professional goals in a rich, cross-cultural environment.

Services Offered
The IEP is a non-credit program which offers 20 hours a week of academic English instruction in reading, writing, listening, speaking and grammar skills. Students are prepared with the skills that they need to study in an American university.

To ensure the quality of the instruction and services that the IEP offers, the IEP is accredited by the Commission on English Language Program Accreditation (CEA) and is a member of the American Association of Intensive English Programs (AAIEP).

The program offers 5 eight-week sessions a year, 2 sessions in the spring, 1 session in the summer and 2 sessions in the fall.

The IEP has up to 3 proficiency levels with 3 core courses of Writing/Grammar, Reading/Vocabulary and Listening/Speaking for non-native English speakers. At least one elective class is scheduled every session.

In addition to a high-quality academic program, the IEP strives to provide students with well-rounded, comprehensive student services to transition students to mainstream college life. Services span social, academic, personal, and immigration-related needs of international students.

The IEP does its own:
- Marketing and recruitment
- Admissions (Banner entry)
- Preparation of documents needed for F1 (student) visa application (SEVIS)
- Orientation
- Pre-arrival support (finding housing for students)
- Arrival support (airport pick up, shopping, setting up a bank account, etc.)
- Student life activities (weekend trips, volunteer activities, community service etc)
- Graduation ceremony
**Clientele Served**

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with a TOEFL score of 45 iBT or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 45 iBT.

The IEP had 161 students (85 unduplicated) from the Fall I 2011 session to the Summer 2012 session. Last year’s enrollment for the same reporting period, was 137 students (73 unduplicated). (Table 1)

<table>
<thead>
<tr>
<th>Country</th>
<th>Number (unduplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>7</td>
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<tr>
<td>Hong Kong</td>
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</tr>
<tr>
<td>Germany</td>
<td>3</td>
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<tr>
<td>Japan</td>
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<tr>
<td>Korea</td>
<td>6</td>
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<tr>
<td>Ivory Coast</td>
<td>1</td>
</tr>
<tr>
<td>Peru</td>
<td>1</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>Russia</td>
<td>1</td>
</tr>
</tbody>
</table>

Out of the 85 unduplicated number of students, 64 (75%) were female and 21 (25%) were male with the median age of 32, ranging from 18 to 65 years of age. (Table 2)

Almost 64% of unduplicated students are in the US with an F-1 (student) visa. 13% are permanent residents (“green card” holders) who are non-native speakers of English, married to or a dependent of an American national. 14% were on tourist visas studying part time. The rest are here on other visa types (J, K, or R). (Table 3)

45 or 53% of IEP students studied for only one IEP session (8-weeks). 20% or 12 studied for 2 sessions, 6% studied for 3 sessions, 14% or 12 students for 4 sessions, and 2% or 2 students studied for all 5 sessions.

The average stay in this time period was 1.9 sessions (roughly two 8-week sessions) per student.

The profile of the average IEP student from abroad can be summarized in the following ways:

- Has visited the Big Island or Oahu before and has chosen the Big Island because of its environment
- Chose Hawaii CC because of its credit programs, particularly Hawai‘i Lifestyles
- Chose Hawaii CC and the IEP because of the TOEFL waiver option
- Has a strong interest in hula and Hawaiian culture
- Has friends or relatives on the island

As well as attracting students from abroad, the IEP also attracts students from various community-based local sources:

- Spouses of American citizens
• Relatives of American citizens or green card holders
• Subaru or Gemini Telescope (spouses and dependents)
• Religious organizations in East Hawai‘i
• Spouses of J visa holders at UH Hilo (researchers or graduate students)

b. Information on external factors affecting the program;
• US Customs and Immigration Enforcement visa regulations for F1 students wishing to receive language training in the US.
• The need for international students in their home country to have proficient English speakers
• Local demand for English as a Second Language courses for non-native permanent residents.
• Local demand from hotels and restaurants for proficient English speakers in their international workforce.
• Local and world economy and/or events that may affect the international students’ ability to travel to Hawaii Community College to study.

II. Provide a list of your Unit Outcomes and the assessment of those outcomes.

1. Intensive English Program students are satisfied with the program and support services.
2. The Intensive English Program Office will process inquiries and applications in a timely way

In the reporting period, the IEP chose to focus on the assessment of the first outcome.

In week 7 of each 8-week session, the IEP distributes a paper evaluation form to all students and gives them time at the end of their class to complete anonymously without a teacher or staff member in the room. The envelopes are collected and turned in by a designated student. The forms are processed and compiled. The results of the evaluation are reviewed in IEP Team meetings, and by the instructors in the pre-session meeting following the session being reviewed. Changes, if necessary, are implemented as a result of these reviews. A performance rate of 85% was set for the evaluation.

The IEP surveyed students twice in the spring 2012 semester: once in the “Spring I” session between February 21 and February 24, 2012 and again in the “Spring II” session on between May 1 and May 4, 2012. The results were compiled and can be seen in Tables 4 and 5.

Our performance rate was revised from 90% to 85% of students agreeing or strongly agreeing to the statements on the evaluation form based on our first iteration. Even though we were meeting some items at 90%, the performance rate was a little high given that we have added additional items to our survey to begin collecting more data, some we have not had time to address.

New items:
• I feel more confident using English.
• The IEP gave me the skills I need to live in Hilo.
• I have started to make local friends.
The Spring I data was reviewed in the Pre-Session Meeting on March 19, 2012 by IEP instructors and staff and the Spring II data in the Pre-Session Meeting on May 25, 2012. We were again concerned with the low marks for the Conversation Lounge (55% and 67%). The Assistant Coordinator who is responsible for the lounge set up, tried a variety of approaches to the set up and surveyed the participants more deeply.

Beginning in the fall 2012 semester, we are trying a radically new approach to conversation partners. Instead of having students meeting at a set time once a week to talk in small groups, we are going to have IEP students meet one-on-one with their partners with some specific tasks to cover such as discussing the book they are reading. We hope that this will improve the survey results.

Other items such as items 2, and 4, have been under discussion as well. The IEP coordinator attended the Annual NAFSA conference in which these questions are addressed in workshops to get more ideas.

Ideally, the IEP would like to see Hawai‘i Community College create an International Student Office to help service international students on a broader level. In the meantime, however, the IEP is planning to work with Hawai‘i CC and UHH to create a buddy system for new international students. We have already instituted more volunteer opportunities for IEP students, such as volunteering on Mauna Kea Visitors’ Station. We would like to expand this so that all IEP students at one time or another do some kind of volunteer work in the community.
III. Update or Create your Action Plan including Budget Requests with Justification, if needed

Recommendations to improve the efficiency and effectiveness of the Intensive English Program at Hawaii Community College.

2010-2011 Action Plan

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase Student Numbers</strong></td>
<td>The total number of students increased by 24 students, a 17% increase.</td>
</tr>
<tr>
<td></td>
<td>However, the IEP must continuously work to increase student numbers through a variety of marketing techniques.</td>
</tr>
<tr>
<td><strong>Create credit/non-credit classes in the IEP</strong></td>
<td>In spring 2012, the IEP coordinator and faculty from the English department met to create a comprehensive ESL program. From fall 2012, the IEP began offering crosslisted courses at Level 3 (ESL7 and ESL11)</td>
</tr>
<tr>
<td>Work with credit partners and counseling to make IEP classes available as credit so that resident students can get financial aid.</td>
<td></td>
</tr>
<tr>
<td><strong>Create fulltime APT position (Student Services Coordinator)</strong></td>
<td>An S-funded ½ time APT position was created. It is expected to be filled by February 2013.</td>
</tr>
</tbody>
</table>
VI: Data Charts

Student Demographics and Enrollment Data

FY2011 to 2007 (IEP Sessions Fall I to Summer) Comparison

Table 1

<table>
<thead>
<tr>
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<tr>
<td>Taiwan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Ukraine</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uruguay</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 2 FY2011 Gender Breakdown

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>64</td>
<td>75%</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Table 3 FY2011 (IEP Sessions Fall I to Summer)

<table>
<thead>
<tr>
<th>Students by status*</th>
<th>Number</th>
<th>F</th>
<th>PR</th>
<th>B</th>
<th>A</th>
<th>J</th>
<th>R</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated all nationalities</td>
<td>85</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>China</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hong Kong</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>64</td>
<td>46</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory Coast</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Russia</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Visa Classifications*

F = student
PR = permanent resident
B = visitor (tourist)
A = Foreign Government Official (e.g. Subaru Telescope)
J = Exchange visitor
R = religious worker
K = Fiancé(e)
Table 4—Spring I 2012 Data (January 10 to March 2, 2012)

<table>
<thead>
<tr>
<th>Spring I 2012</th>
<th>SA</th>
<th>A</th>
<th>Total</th>
<th>D</th>
<th>SD</th>
<th>?</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My English skill improved in the IEP</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>80%</td>
</tr>
<tr>
<td>2 I feel more confident using English.</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>20</td>
<td>80%</td>
</tr>
<tr>
<td>3 The IEP gave me the skills I need to live in Hilo.</td>
<td>4</td>
<td>13</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>20</td>
<td>85%</td>
</tr>
<tr>
<td>4 I have started to make local friends.</td>
<td>4</td>
<td>9</td>
<td>13</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>25</td>
<td>52%</td>
</tr>
<tr>
<td>5 Conversation Lounge helped me to improve my speaking.</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>20</td>
<td>89%</td>
</tr>
<tr>
<td>6 When I needed help, the IEP coordinator was helpful.</td>
<td>12</td>
<td>7</td>
<td>19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>90%</td>
</tr>
<tr>
<td>7 When I needed help, the IEP support staff was helpful.</td>
<td>10</td>
<td>8</td>
<td>18</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>21</td>
<td>86%</td>
</tr>
<tr>
<td>8 The weekly newsletter was helpful.</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>67%</td>
</tr>
<tr>
<td>9 IEP classrooms are comfortable places to study.</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>90%</td>
</tr>
</tbody>
</table>

Key:
Yellow = meets performance expectations
Green = almost meets performance expectations
White = does not meet performance expectations

Table 5—Spring II 2012 Data (March 20 to May 11, 2012)

<table>
<thead>
<tr>
<th>Spring II 2012</th>
<th>SA</th>
<th>A</th>
<th>Total</th>
<th>D</th>
<th>SD</th>
<th>?</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 My English skill improved in the IEP</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>89%</td>
</tr>
<tr>
<td>2 I feel more confident using English.</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>3 The IEP gave me the skills I need to live in Hilo.</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>89%</td>
</tr>
<tr>
<td>4 I have started to make local friends.</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>78%</td>
</tr>
<tr>
<td>5 Working with conversation partners improved my speaking.</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>67%</td>
</tr>
<tr>
<td>6 When I needed help, the IEP coordinator was helpful.</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>94%</td>
</tr>
<tr>
<td>7 When I needed help, the IEP support staff was helpful.</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>89%</td>
</tr>
<tr>
<td>8 The weekly newsletter was helpful.</td>
<td>4</td>
<td>11</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>83%</td>
</tr>
<tr>
<td>9 IEP classrooms are comfortable places to study.</td>
<td>4</td>
<td>13</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>94%</td>
</tr>
</tbody>
</table>
I. Narrative and Analysis of Data
   a. Mission or purpose of the program, including the target student population:

   Apprenticeship Program Mission Statement

   The basic purpose of Hawai`i Community College’s (HawaiiCC) Apprenticeship Program is to comply to the provisions of the State of Hawai`i’s Apprenticeship Law (Hawai`i Revised Statutes, Chapter 372). Accordingly, the mission and purpose of HawaiiCC’s apprenticeship training program is to adhere with the intent of this statute, which currently states: “Related instruction for apprentices and training of teachers and coordinators for the instruction shall be the responsibility of the community colleges of the University of Hawaii system” (HRS, 372-6). This is the applicable excerpt from HB2573 HD1 and Act 014 (12) which was recently signed into law on April 10, 2012 by Governor Neil Abercrombie.

   Although this is a “new” law, it is basically an amendment from a previous law, primarily to ensure that continuing federal recognition of Hawaii’s Apprenticeship Law, regulations, policies, and procedures are maintained by conforming to Federal regulations and guidelines that were included in the Federal Register of October 28, 2008.

   For HawaiiCC, this responsibility continues to apply to all established and registered apprenticeship training programs although many state-registered apprenticeship programs are primarily active on Oahu and not active on Hawai`i Island.

   Within these guidelines, HawaiiCC’s apprenticeship program is committed to serving the community. Apprenticeship programs promote the workforce training needs of industry and HawaiiCC support “related instructional” needs as it applies to the training and class instruction for apprentices in established programs.

   Target Student Population

   The “target student population” could be appropriately redefined as the “target apprentice population”. The apprentice is defined in the statutes as “…a worker at least sixteen years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticable occupation in accordance with the standards of apprenticeship established by this chapter” (HRS 372-2). Provisions for instructional aspects of the program, referred to as related instructions, are mainly coordinated by an applicable program sponsor. A sponsor is defined as “…any person, employer, association, committee, or organization operating an apprenticeship program and in whose name the program is registered and approved” (Hawaii Administrative Rules, Title 12, 12-30-1). Accordingly, the “target population” focuses on individuals who are in
compliance within these guidelines and can be formally recognized as an 
apprentice.

b. External factors affecting the program

- The primary external factor affecting enrollment and participation in 
apprenticeship programs is the economy and its impact on the availability of 
work. An on-the-job (OJT) training requirement is included in all 
apprenticeship programs and the ability for apprentices to progress in work-
dependent conditions is predicated on the availability of work. When the 
economy affects local conditions to where jobs and work opportunities are 
reduced to a lower level, the vitality of programs is affected. This is especially 
true in the construction industry, which is the primary source of 
apprenticeship trainings but highly dependent on market conditions and the 
availability of work. Any other external factors have not singularly affected 
this program as much as economic factors. However, other potential factors 
can be:
  o Any change to Hawai`i’s Apprenticeship Law that would apply to the 
    community college division of the University of Hawai`i. Although this 
    has not happened often in the past, it did in 2012. HawaiiCC should 
    continue and maintain its assigned responsibility accordingly and 
    recognize any changes to the law that can affect the program.
  o Any federal legislation, regulation, or rule 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. This also has not occurred often but the 
    Federal Register of October 28, 2008 did require changes to update the 
    National Apprenticeship System.
  o Any changes to the status, role, responsibility, and/or viability of 
    Sponsors.

c. Required external measures

- Completion in an Apprenticeship Program results in the issuance of a 
  Certificate of Completion of Apprenticeship by the Department of Labor and 
  Industrial Relations (DLIR). This certificate states: “This is to Certify that 
  (name of individual) has satisfactorily completed an apprenticeship program 
  in accordance with standards approved by the Department of Labor and 
  Industrial Relations and is hereby awarded this certificate attesting to skills 
  and knowledge for ...(name of program).” An apprentice’s success is measured 
  by the completion of program requirements and thereafter considered a 
  journeyworker. The organization and structure of apprenticeship programs, as 
  originally created by Hawaii’s Territorial and subsequent State Legislatures, 
  does not assign OJT related responsibilities to the UHCC’s. Accordingly, all 
  “external” apprenticeship programs include a separated OJT component while 
  the College itself is assigned the responsibility to coordinate the related
instruction component of apprenticeship trainings. The OJT component is therefore an external function and the progress of apprentices in this “dual-tracked” training format is primarily administered by the Sponsors.

II. Action Plan, Accomplishments/Progress, Budget Requests

A separate Program Review for OCET’s Apprenticeship Program was submitted under a separate cover on November 15, 2010. Accordingly, this portion of the OCET Annual Unit Review is the annual update related to the information provided in the separate submittal.

Action Plan

- 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 Sponsors 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 related instructions.

Accomplishments/Progress

As the economy is a fundamental factor affecting the program, the enrollments in apprenticeship classes has been affected by economic and high unemployment conditions. History shows that economic trends are cyclical and clearly the primary factor affecting enrollments.

In the past decade, enrollment had increased every consecutive year from 2001 to 2008. Since then, enrollment has been decreasing every year since 2008. Again, this is indicative of the economy and current recessionary conditions. This recession has resulted in a low-level of construction projects that are the primary source of work for the apprentice. The following data shows that the program has now returned to almost the same level of activity as in 2001-2002.

Enrollment data, when compared with Hawaii County unemployment rates (issued by the Department of Labor & Industrial Relations per Hawaii Labor Market Dynamics, Sept., 2011) shows that lower unemployment rates promote apprenticeship training activities while higher unemployment rates inversely decrease apprenticeship training needs. Clearly, this data supports the basic premise that the vitality of the program is dependent on the health of our local economy.
### Hawaii County Enrollment Change

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Change</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>265</td>
<td>+10 or 3.8% increase</td>
<td>5.0%</td>
</tr>
<tr>
<td>2002-03</td>
<td>275</td>
<td>+126 or 42.6% increase</td>
<td>4.6%</td>
</tr>
<tr>
<td>2003-04</td>
<td>296</td>
<td>+175 or 41.5% increase</td>
<td>4.6%</td>
</tr>
<tr>
<td>2004-05</td>
<td>422</td>
<td>+178 or 29.8% increase</td>
<td>3.0%</td>
</tr>
<tr>
<td>2005-06</td>
<td>597</td>
<td>+74 or 9.5% increase</td>
<td>3.4%</td>
</tr>
<tr>
<td>2006-07</td>
<td>775</td>
<td>-135 or 15.9% decrease</td>
<td>5.6%</td>
</tr>
<tr>
<td>2007-08</td>
<td>849</td>
<td>-82 or 11.5% decrease</td>
<td>9.7%</td>
</tr>
<tr>
<td>2008-09</td>
<td>714</td>
<td>-139 or 22.0% decrease</td>
<td>9.8%</td>
</tr>
<tr>
<td>2009-10</td>
<td>632</td>
<td>-139 or 22.0% decrease</td>
<td>9.8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>493</td>
<td>-216 or 43.8% decrease</td>
<td>Unavailable</td>
</tr>
</tbody>
</table>

The nature of apprenticeship training establishes the apprentice as a worker (the OJT component) and a student (the related instruction component). Unfortunately, current conditions are discouraging to many apprentices as they are not able to progress with OJT requirements without the availability of work.

On the other hand, regular enrollment conditions at the College shows that the College has grown in recent years, largely due to the very same economic factor that has adversely affected apprenticeship programs. The lack of work discourages idled or unemployed individuals (and apprentices) but also becomes an opportunity to go to school and improve their educational credentials and chances of finding future employment.

Despite of the recessionary effects of the economy, it should be noted that two established apprenticeship programs have been recently been added. In the Fall of 2008, the Roofers’ apprenticeship program became available. In the Fall of 2009, the Ironworkers’ (Reinforcing) apprenticeship program was added to the College’s apprenticeship programs.

In the Fall of 2011, a Telecommunications/CATV Installer Technician apprenticeship program has been added. This training format has been developed by the Sponsor to allow apprentices to attend classes in Hilo and Kona concurrently (via vidcom) and shows that new technologies and methods are being developed and implemented.

As of June 30, 2012, the roofer, ironworker, and telecom installer programs have remained active at HawaiiCC. However, the “lack of work factor” has noticeably affected attendances, making it increasingly difficult for program sponsors to maintain and continue. To date, HawaiiCC has been able to accommodate and support these new training programs and support apprentices who are seeking to become productive and engaged citizens in our community.
Budget Request and Relevant Information

A 50% clerical position was initially requested in the Apprenticeship Program Review (dated November 14, 2005). A 50% clerical position was again requested in the Apprenticeship Program Comprehensive Unit Review (dated November 15, 2010).

The apprenticeship program has operated without the benefit of assigned clerical support since 2000. Previously, the HawaiiCC had provided such clerical support from 1974 to 2000. Specifically, this is in reference to a Clerk-Steno II Position (1974-1997, No. 25060) and a Clerk-Typist II Position (1997-2000, No. 46280). In essence, this was not a request for a “new” position, but really a request for the reinstatement of the clerical position that had existed for sixteen years and during a time when enrollments were notably smaller.

In 2011, the College Effectiveness Review Committee (CERC), per a Memorandum dated March 28, 2011, stated that “CERC supports the request for a 50% clerical position for the Apprenticeship Program. Furthermore, “…The CERC Reviewers commend you for presenting a strong review that explains the needs of your program and justifies its budgetary request. In light of the program’s complex challenges, the Reviewers support your request for a 50% clerical position for the Apprenticeship Program.”

To date, the Apprenticeship Program has not received the 50% clerical position. However, at the same time, enrollment has continued to decline to nearly the lowest level of the past decade. The previous request for a 50% clerical position is now rescinded as program activity has not sustained itself at the higher levels it has in the past.

The enrollment data does show that large fluctuations can occur and that there is definitely the potential to increase to over three times the current level once more. It is suggested that apprenticeship enrollment data continue to serve as the key program indicator to measure the need for support and a 50% clerical position in the future.

It is hoped that this will happen soon as it would also mean that our local economy has improved.