

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

OFFICE OF CONTINUING EDUCATION & TRAINING – APPRENTICESHIP PROGRAM

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Unit Description

Hawaii Community College's (HawCC) Apprenticeship Program is a non-credit program offering apprenticeship classes to registered and indentured apprentices primarily in the construction trades. There are many separate and individual programs in Hawaii and at HawCC. Each program is individualized by a specific trade or craft skill (for example: carpenter, electricians, plumber, sheet metal worker...) and recognized and approved by the Department of Labor and Industrial Relations (DLIR). Each program is operated by an entity known as a *Sponsor*. A *Sponsor* is defined in Hawaii's Law as "...any person, employer, association, committee, or organization operating an apprenticeship program and in whose name the program is, or is to be, registered and approved." A *Sponsor* is therefore a separate external entity operating an apprenticeship program.

Apprenticeship is a model of training that were created and formalized by government and federal legislation. The U. S. Congress established apprenticeship program guidelines and standards as part of the *National Apprenticeship Act of 1937* (aka: *Fitzgerald Act*). This is the foundation of apprenticeship programs and the specific federal law that regulates apprenticeship and on-the-job training programs in the United States.

Thereafter, similar guidelines were adopted and acted upon by Hawaii's Territorial Legislature in 1941. In 1959, Hawaii's *Apprenticeship Law* was updated from a Territorial Law to a State Law. This Law was again revisited, revised, updated, and signed into Law by Governor Neil Abercrombie in 2012.

The actions of the U. S. government and Hawaii state government has continued to support and provide for a broad and well-established foundation for training. In apprenticeship programs - government, education, and industry are all active partners in the training endeavor. Hawaii's Law assigns the Director of the DLIR with the responsibility of administering apprenticeship programs. The community colleges of the University of Hawaii system (UHCC's) are assigned with the *related instructional* responsibilities, or the classroom component of these programs. The Industry itself is represented by the aforementioned *Sponsors*, who would be the registered and primary operator of an apprenticeship program serving in Hawaii.

With the DLIR and the *Sponsors* being active partners in this model of training, the UHCC's are responsible for only a portion of this expanded format. It is this inherent condition of this format that will also limit the ability of the UHCC's to completely evaluate the broader base of apprenticeship programs. The DLIR and the *Sponsors* are separate entities by design and intent.

Although apprenticeship programs have about a 75-year history in America and Hawaii, they predated and were created in a very different manner from most collegiate programs. However, it is also believed that these programs will continue to sustain and remain successful simply because it has proven itself as a model of training through the years. It is also believed that the work-based requirement and related instructional requirement can fundamentally ensure that successful apprentices are already experienced and competent to perform the duties of the trade as a journeyworker.

If you complete an apprenticeship program, you are not trying to find a job or join the workforce, you are already in the workforce and have been for a minimum amount of years (work hours) just to complete the program.

Unit Mission

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

3yr Review Report Summary— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

This 3-yr. report is based on the period from July 1, 2010 to June 30, 2014. There were no major changes with the class programming system during this period. All apprenticeship classes are coordinated and offered based on the request(s) of a *Sponsor*.

However, there have been notable changes or trends in the past ten years. During this time, the following number of classes were offered with the total enrollment for each period also listed:

Academic Year	Apprenticeship Enrollment
1. 2004 Fall – 2005 Spring Semesters = 46 Classes Offered (0 Cancelled)	381
2. 2005 Fall – 2006 Spring Semesters = 52 Classes Offered (0 Cancelled)	564
3. 2006 Fall – 2007 Spring Semesters = 65 Classes Offered (1 Cancelled)	676
4. 2007 Fall – 2008 Spring Semesters = 79 Classes Offered (1 Cancelled)	840
5. 2008 Fall – 2009 Spring Semesters = 77 Classes Offered (1 Cancelled)	722
6. 2009 Fall – 2010 Spring Semesters = 79 Classes Offered (2 Cancelled)	668
7. 2010 Fall – 2011 Spring Semesters = 55 Classes Offered (3 Cancelled)	489
8. 2011 Fall – 2012 Spring Semesters = 49 Classes Offered (6 Cancelled)	325
9. 2012 Fall – 2013 Spring Semesters = 44 Classes Offered (12 Cancelled)	278
10. 2013 Fall – 2014 Spring Semesters = 32 Classes Offered (6 Cancelled)	178

Data from the extended 10-yr. “look-back” period is presented because it is believed that the information from the past 3 years would not adequately describe past conditions that will provide a much better insight to the enrollment characteristics of this program.

In the late 2000s, there was a tremendous construction boom on the Island of Hawaii. During this time, many classes were fully enrolled and the quantity of apprentices enrolled also boomed. This is primarily a reflection of the economy and the vitality of the construction industry at the time, which occurred from about 2004 to 2010. This is the condition that was described in the prior Comprehensive Unit Review Report and reviewed by CERC. CERC’s comments and feedback is included in the appropriate section that follows.

Since 2010, there has been a decline in the amount of classes offered. This is a reflection of a reduction in training needs of the *Sponsors*, who recruit apprentices according to the demands of the workplace. During this time, the construction industry remained at a slow pace and unemployment rates remained relatively high. Current economic forecasts are projecting the continuation of an improving economy and this could again culminate with similar conditions that brought about the past construction (and apprenticeship enrollment) boom of the late 2000’s.

There were no major changes made to program planning procedures. During the “boom years”, the system of class planning and implementation did not identify systematic problems to warrant procedural changes. Therefore, it is believed that the program planning system is able to accommodate large class and enrollment changes. However, the volume of classes to coordinate also becomes a workload concern.

It was the volume of work that was the basis to request a 50% clerical support request in the *Comprehensive Unit Review Report* of November, 2010. In March, 2011, CERC supported the request. As the data above now shows, the high enrollment conditions that had prompted the request declined and the 50% clerical support was no longer applicable.

Given the past ten years, it is now known that the apprenticeship program has a very high tendency to expand or contract. It is difficult to expect a stable or constant level in the size of apprenticeship programs through time. There is a level of volatility that is

directly connected to the level of construction activities or the economy.

It is the volatility of enrollments that is the primary factor affecting the function of this program. Every apprentice that is recognized by the *Sponsor* is provided with the opportunity to enroll. Each apprentice is committed to a larger program and expected to enroll in classes to comply with the requirements of the program. Recruitments in apprenticeship are conducted by the *Sponsor*. To date, HawCC's apprenticeship program has been able to meet all apprenticeship needs given these external and variable conditions.

The enrollment information shows that this program can expand or contract relatively quickly and in a few short years. It was the boom conditions that provided the basis to previously request a 50% clerical support. Given the past, it is believed that similar boom conditions may again return to the island and that economic indicators are reasonably able to foresee these trends. If and when this happens, it is believed that proactive planning would identify and alleviate coordination over-load conditions.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

"March 28, 2011"

"The process of Unit Reviews assures quality in all facets of our operation at Hawaii Community College. It encompasses planning, assessment, and evaluation. Thank you for conducting and submitting the comprehensive program review for the Apprenticeship Program. This is not an end in itself but a part of a process that leads to a much greater end. It answers the questions:

- Did our programs and services work to our expectations?
- Did we get the results we expected?
- How can we improve what we are doing?

CERC supports the request for a 50% clerical position for the Apprenticeship Program. Apprenticeship is a complex program with public and private partnerships requiring considerable coordination and clerical support. The number of island wide students, classes and instructors with existing faculty and financial support deems this request as essential.

The Reviewers commend the writer for single handedly leading the Apprenticeship Program. The Program Review is thorough and descriptive. The Reviewers found the report informative and it increased their knowledge and understanding of the program."

CERC provided recommendations intended as suggestions for improvement.

"Suggestions for improving the Program Review Report:

- The review could be more succinct, especially in the mission and history sections.
- An organizational chart outlining Apprenticeship's relationships to OCET and the College would provide greater understanding to the Reviewers.
- The funding for the program and all its components could be stated more clearly.

These recommendations are intended as suggestions for improvement to be considered in the next program review. 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."

Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however*

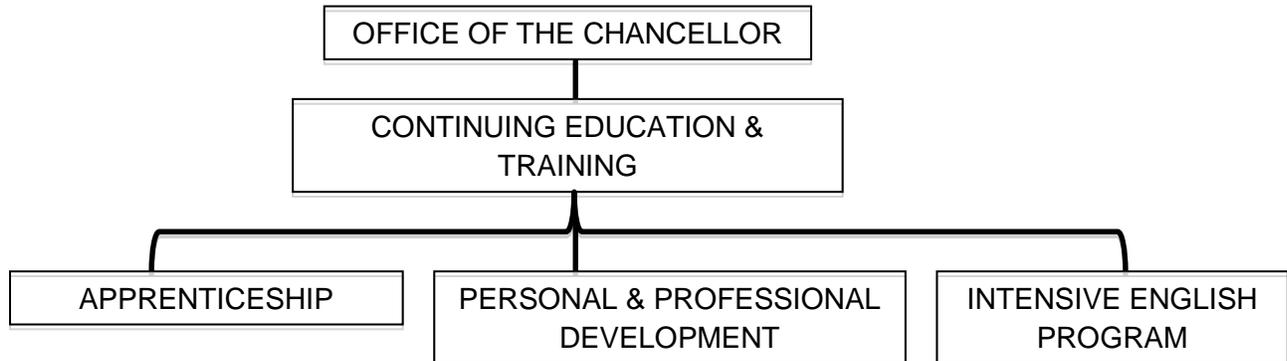
changes will be made in (AYs) and will be reported in that review.

- If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”

Changes were made to condense the narrative of the mission and history of the program. With Apprenticeship Programs, a thorough understanding of the historical events is essential to understanding the definition, intent, and formal structure of Apprenticeship Programs in the U.S. and Hawaii. Apprenticeship Programs were established as a result of federal and state legislative actions. Therefore, the purpose and intent of Apprenticeship Programs is defined by congressional or legislative acts within our government.

Apprenticeship Programs in the U. S. were largely unregulated until 1934. There was a national need to regulate apprenticeship and on-the-job training programs to protect the health, safety, and general welfare of the apprentices and to encourage the use of contracts in the hiring and employment of them. The National Apprenticeship Act was passed by Congress in 1937.

An organizational chart is provided outlining Apprenticeship’s relationships to OCET and the College.



Regarding the funding of the program. Given the multitude of partner entities, the funding of “the program” comes from various sources that present complex conditions. The *Sponsors* are a separately funded partner in apprenticeship training. At HawCC, the Apprenticeship Coordinator position is a G-funded position and the ongoing funding support for tools, equipments, or materials are provided by both the *Sponsor* and HawCC. The College’s funding criteria is primarily based on class enrollment.

All class textbook distributions and disbursements are coordinated by the *Sponsors*. The *Sponsors* can also furnish materials relative to the needs of a specific class. The *Sponsors* also fully compensate “their” instructors when HawCC is not able to provide the instructor’s compensation. HawCC is able to provide instructor’s compensation provided there is a minimum of (10) apprentices registered for the class. There have been many classes that do not meet this requirement. Therefore, the *Sponsor* will need to furnish the instructor’s compensation in order to hold these cases although the College coordinates the following class related services in: semester scheduling, registration procedures, facility-support, and implementing the record-keeping and reporting functions.

B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- *Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy*
- *If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.*

Demand Health	Efficiency Health	Effectiveness Health

Overall Health

C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

Example:

There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.

Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

The fundamental factor affecting the apprenticeship program is enrollments. The primary external factor affecting enrollments, as previously mentioned, is the economy. Unemployment conditions are a function of the economy. The availability of work and on-the-job training opportunities are affected by the health of the local economy. The economy is the same fundamental factor that had provided a construction (and enrollment) boom previously. The need for apprenticeship training is almost singularly dependent on the vitality and health of the local economy, which has proven to be highly cyclical.

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

- *Changes in government standards and regulations regarding Apprenticeship Program. Any change to the current Apprenticeship Law (HRS 372) that would affect the assignment of related instructions to the UH-Community Colleges.*
- *Any changes to the Federal Register or any changes to federal standards and regulations. It was changes to the Federal Register in 2008 that required changes to Hawaii's Apprenticeship Law necessary for a renewal of federal recognition as a State Apprenticeship Agency to administer apprenticeship programs in the State of Hawaii.*
- *Any changes to the administration, operation, and function of the Sponsors. Sponsors are basically external to the College. The management, performance, and capabilities of Sponsors may vary.*

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

OCET's Apprenticeship program supports Hawaii Community College's mission by providing apprentices the training to develop and improve worker skills and competencies which serves the needs of the industry and the community's workforce. HawaiiCC's Apprenticeship Program promotes the health and vitality of the Hawai'i Island community by providing related instructions for apprentices to train, develop, and improve worker skills and competencies.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."

Example:

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

The work-based requirement of the apprenticeship program courses can ensure completing apprentices are experienced and competent to perform the duties of the trade as a journeyworker. Each program is individualized by a specific trade or craft skill.

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."

No alignment to ILO2

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."

The Apprenticeship Program and its courses provide education, safety, knowledge, and skills in a trade or craft skill. Apprentices are better able to perform their jobs in a safe and professional manner, amongst the community, colleagues, and inferiors.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> OCET hires knowledgeable and responsive instructors</p>	<p><i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.</p>
<p>A foundation of broad support with the involvement from <u>Government</u> (U.S. Dept of Labor & Hawaii's Dept. of Labor and Industrial Relations), <u>Education</u> (UHCCs), and <u>Industry</u> (Program Sponsors).</p>	<ol style="list-style-type: none"> 1. The program was created by Congress with the National Apprenticeship Act or Fitzgerald Act of 1937. The program is regulated by the U. S. Department of Labor. 2. The standards for Hawaii's programs were established and created in the early 1940's by the Territorial Legislature. 3. 1959: Hawaii's Apprenticeship Law was enacted to become current as a State Law as Territorial Laws were outdated. 4. 2012: Hawaii's existing Apprenticeship Law was reviewed and updated to conform to new changes to federal standards listed in the Federal Register.
<p>The Apprenticeship Coordinator is knowledgeable and able to plan and organize apprenticeship activities according to the needs of Industry (represented by the Apprenticeship Sponsors).</p>	<p>2014 evaluations show that the Sponsors and apprenticeship instructors assessed the following program or program coordinator's professional performance:</p> <ol style="list-style-type: none"> 1. Job Knowledge: 100%=Excellent 2. Analytical Ability and Judgement: 100%=Excellent 3. Program Planning and Organization: 94%=Excellent, 6%=Above Average 4. Conduct: 94%=Excellent, 6%=Above Average 5. Resourcefulness and Initiative: 94%=Excellent, 6%=Above Average
<p>HawCC's Apprenticeship Program is able to meet the changing needs of apprenticeship training at a time of tremendous growth and expansion in Industry.</p>	<p>Supporting evidence regarding the "boom conditions" is presented in the 3yr Review Report Summary. In 2009, a professional (and/or program) assessment was made during this boom. Shown below are the results (5 years prior to the 2014 survey above):</p> <ol style="list-style-type: none"> 1. Job Knowledge: 90%=Excellent, 7%=Above Average, 3%=Satisfactory 2. Analytical Ability and Judgment: 83%=Excellent, 17%=Above Average 3. Program Planning and Organization: 97%=Excellent, 3%=Above Average 4. Conduct: 93%=Excellent, 7%=Above Average 5. Resourcefulness and Initiative: 87%=Excellent, 13%=Above Average <p>There are performance improvements reflected in the evaluation results from 2009 to 2014. However, in the Fall semester of 2009, 40 total apprenticeship classes were offered compared to 21 classes in 2014. The 2009 assessment was made during the latter part of the "boom cycle" (2004-2010) and after peak conditions. Therefore, this assessment reflects the program's performance at a time when the Industry's need for apprenticeship training from HawCC was at its peak.</p>

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<p>Lack of adequate College</p>	<p>The College's current location in Kealakekua is</p>	<p>Maintain current working relationships with</p>

<p><i>facilities in West Hawaii.</i></p>	<p><i>generally considered substandard and is not a desirable site for most apprenticeship classes. The program relies on cooperation from West Hawaii’s DOE schools (Kealakehe HS, Konawaena HS, and Kealakehe Intermediate School) to facilitate apprenticeship classes. Shown below is the class locations in West Hawaii during the critical “boom years” in the past:</i></p> <ol style="list-style-type: none"> <i>1. 2005 – 2006: DOE schools = 16 classes, UH@WH = 0 classes</i> <i>2. 2006 – 2007: DOE schools = 19 classes, UH@WH = 2 classes</i> <i>3. 2007 – 2008: DOE schools = 24 classes, UH@WH = 4 classes</i> <i>4. 2008 – 2009: DOE schools = 25 classes, UH@WH = 2 classes</i> <i>5. 2009 – 2010: DOE schools = 20 classes, UH@WH = 2 classes</i> <p><i>The above conditions show that DOE school facilities were utilized in about 91% of West Hawaii’s apprenticeship classes. The UH Center – West Hawaii provided the remaining 9% in classroom support.</i></p>	<p><i>the DOE school while seeking college-based facility support at the UH – Center at Palamanui, now in development and construction in West Hawaii.</i></p>
<p><i>Lack of the system’s ability to respond to quickly changing conditions.</i></p>	<p><i>Enrollment growth, based on Sponsor recruitments, has experienced high and quickly changing conditions. The apprenticeship program is primarily focused on the construction trades and industry conditions can change relatively quickly as had already occurred in the past. The fluctuations can cause overloaded conditions when the volume of program coordination increases tremendously in a relatively short time.</i></p>	<p><i>Plan and understand future economic and planning projections to anticipate enrollment surges. Seek clerical assistance when an increase or “enrollment boom” can be foreseen. An enrollment “marker” of 500 or more apprentices annually enrolled can be used as an indicator as it has signaled the growth trend of the past (2005-2010) when coordination overload conditions occurred and help was needed. Annual enrollments of less than 500 can also indicate that clerical help may not be needed under this condition.</i></p>

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Apprenticeship unit outcomes will be based on the individual assessment of the Apprenticeship Coordinator. The College's Apprenticeship Program is essentially coordinated by a sole coordinator. Since the program's performance is substantially managed by one Coordinator, the assessment of the coordinator will reflect the performance assessment of the Program.

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

After many years of serving as an Apprenticeship Coordinator, it is the expectation that evaluations will positively support the five following areas of program and professional evaluation:

- 1. Job Knowledge – Understanding and application of the basic coordination duties required of an apprenticeship coordinator. Ability to keep up with new developments or changes in program needs and competence in being able to serve changing needs.*
- 2. Analytical Ability and Judgment – Ability to analyze problems, obtain and identify relevant facts, correlate and evaluate them, and apply sound judgment to the solution to these problems.*
- 3. Program Planning and Organization – Ability to plan and organize job functions and duties efficiently. Ability to identify goals and avoid duplication of effort.*
- 4. Conduct – Demonstration of mature and professional behavior.*
- 5. Resourcefulness and Initiative – Ability to evaluate and further refine or devise improvement in planning, procedures, and methods.*

The rating system for the above criteria is shown below:

- Excellent – Exceptional performance the rule, few instances of slight deficiencies and almost no errors. Contributions are significant.*
- Above Average – Consistently exceeds performance requirements more than off sets any incidents of lesser performance.*
- Satisfactory – Meets all requirements of the job. Exceptional strengths in some areas balance lesser strengths in others.*
- Needs Improvement – Barely meets minimum standard of performance. Requires close attention or supervision.*
- Unsatisfactory – Below minimum standard for adequate performance. Deficiencies occur that affect the value of the employee's work. Requires constant attention, supervision, and review.*

It is expected that all evaluations will be rated either Satisfactory, Above Average, or Excellent.

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

The Apprenticeship Program seeks feedback on program and professional coordinating performance collected periodically from Sponsor coordinators and apprenticeship instructors. It is believed that those who have a professional working relationship with the Coordinator would be able to provide the most knowledgeable and informed evaluation.

Assessment evaluations were sought in the Fall Semester of 2014. The criteria and rating system are shown above (Part IIIA.B.).

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to

better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

The following information is the results of the assessments conducted in the Fall semester of 2014:

1. **Job Knowledge:** *Understanding and application of the basic coordination duties required of an apprenticeship coordinator. Ability to keep up with new developments or changes in program needs and competence in being able to serve changing needs.*
Excellent = 16 (100%) Above Average = 0 Satisfactory = 0 Needs Improvement = 0 Unsatisfactory = 0
2. **Analytical Ability and Judgment:** *Ability to analyze problems, obtain and identify relevant facts, correlate and evaluate them, and apply sound judgment to the solution to these problems.*
Excellent = 16 (100%) Above Average = 0 Satisfactory = 0 Needs Improvement = 0 Unsatisfactory = 0
3. **Program Planning and Organization:** *Ability to plan and organize job functions and duties efficiently. Ability to indentify goals and duplication of effort.*
Excellent = 15 (94%) Above Average = 1 (6%) Satisfactory = 0 Needs Improvement = 0 Unsatisfactory = 0
4. **Conduct:** *Demonstration of mature and professional behavior.*
Excellent = 15 (94%) Above Average = 1 (6%) Satisfactory = 0 Needs Improvement = 0 Unsatisfactory = 0
5. **Resourcefulness and initiative:** *Ability to evaluate and further refine or devise improvements in planning, procedures and/or methods.*
Excellent = 15 (94%) Above Average = 1 (6%) Satisfactory = 0 Needs Improvement = 0 Unsatisfactory = 0

The Apprenticeship Program has met and surpassed the expected level of achievement. The feedback of evaluations previously obtained in the Fall semester of 2009 (see Part II.B.) also shows improvement in every category except for Item 3 that statistically changed from 97% to 94% - due to a smaller sampling and a single evaluation.

As stated, HawCC's Apprenticeship Program is solely coordinated by the Apprenticeship Coordinator. The performance of the Apprenticeship Coordinator is inherently integrated with the performance and assessment of the program. It is summarized that the program has been successful in meeting the current apprenticeship needs of industry and has the planning and organized capacity to accommodate future expansion and growth.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>No changes were warranted and implemented as a result of the latest Assessment. Out of 80 rated items; 77 (96%) were rated Excellent and 3 (4%) were rated Above Average.</i></p>	<p><i>N/A</i></p>
<p><i>Change 2:</i></p>	<p><i>Evaluation of Change 2:</i></p>

E. Next Steps – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

As predicated in this report, the performance of the program is primarily reflected by the performance of the sole Apprenticeship Coordinator. If there is a planning change to consider, it is that the Apprenticeship Coordinator (this writer) is planning to retire in 2015. Consequently, it is difficult for the writer to plan or foresee future changes with respect to the level of program performance or expectations.

In addition, the duties and responsibilities of the future coordinator are not currently known as it is this writer's understanding that the future position description is being reviewed and is subject to change. Accordingly, it is speculative for this writer to plan the "next steps" under current conditions.

Part IIIB: Course Assessment & 20% Course Review

(Section IIIB pertains only to units with courses)

A. Course Assessment

1) Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

2) Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

3) Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example: SAMPLING- College records for seven (all) 2009 program graduates

Strategy/Instrument 2:

Strategy/Instrument 3:

Strategy/Instrument 4:

4) Results of Course Assessment -- Provide a summary of assessment results.

Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:

Change 2:	Evaluation of Change 2:

5) Next Steps -- Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.

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B. 20% Course Review

1) Courses Reviewed -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title

2) 20% Course Review Schedule -- Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i> Goal: Increase opportunities for island-wide training AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i> Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.</p>
<p><i>Acquire new equipment, tools, media equipment, and instructional aids to improve instructions. (2010-2015)</i></p>	<p><i>The Apprenticeship Program acquired an ElmoVisual Presenter, ladders, a table saw, refrigeration system components, industrial heat gun, job site tool boxes, miscellaneous fasteners and work tools, gravel base course to develop campus work areas.</i></p>
<p><i>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. (2010-2015)</i></p>	<p><i>The program coordinator has promoted apprenticeship programs to the community by involvement with Construction Career Day events throughout the State from 2010. The program coordinator was involved with originating events (4 Apprenticeship Expos in Hilo from 2006 – 2009).</i></p>
<p><i>Seek to inform potential Sponsors of the responsibilities of establishing and operating an apprenticeship program. (2010-2015)</i></p>	<p><i>The economy and industry did not support employment and training conditions. Generally, the apprenticeship enrollment declined and conditions did not support new growth.</i></p>
<p><i>Explore new methods, trends, and practices in apprenticed occupations and seek to incorporate such innovations in related instructions. (2010-2015)</i></p>	<p><i>The apprenticeship coordinator explored new methods, trends, and practices as part of a sabbatical in San Diego (Palomar College) in 2012 and 2013. Many advanced conditions were observed, primarily due to the management and direction of the Sponsors, who do not rely on Palomar College for facility support but have progressed to the point where they are able to maintain their own specialized training facility.</i></p>

B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p>Goal 1 -- Example: Reduce non-credit course cancellation rates to less than 20%.</p>
<p><i>There are no new goals. Economic and employment conditions remain to be an important but external factor originating from Industry. The program planning and class implementation process, although it is dependent on various internal and external facility availabilities, has proven to be capable of accommodating a high level of island-wide classes and enrollment changes in the past. The primary concern is the CERC's recognition that HawCC's apprenticeship training program has the potential for quick changes that require attention and may need action in the form of additional clerical support to sustain boom conditions when</i></p>

encountered. The goal is to learn from the past.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale

Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		

<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • include collaboration efforts w/other campuses • include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture). <p><i>Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.</i></p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts. 	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015

Define Goal (Action Strategy) 2

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Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- include collaboration efforts w/other campuses

include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place

Define Goal (Action Strategy) 3

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Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>

Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- include collaboration efforts w/other campuses
include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
<i>Cost Item 1: 0.50 (50%) Clerk-Typist II, OCET (previously approved by CERC in 2011 but not utilized due to subsequent decline in enrollment).</i>	<i>Personnel</i>	\$25,000

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p><i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i></p>

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p><i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i></p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p><i>Cost Item 1 aligns with the following (2) Unit Strengths:</i></p> <ol style="list-style-type: none"> <i>1. The Apprenticeship Coordinator is knowledgeable and able to plan and organize apprenticeship activities according to the needs of Industry (as represented by the Sponsors).</i> <i>2. HawCC's Apprenticeship Program is able to meet the changing needs of apprenticeship training at a time of tremendous growth and expansion in Industry.</i> <p><i>The strengths of HawCC's Apprenticeship Program will continue to be dependent on additional College support when enrollment increases and program expansion causes "coordination overload" conditions that clerical support can reduce. This is basically the recognition that the potential for program expansion exists and that this expansion can occur in a relatively short time. If and when this happens, it is hoped that the lessons of the past will alleviate work-load challenges given planning and foresight.</i></p>

Alignment of Cost Item 1 to Weaknesses(s)

<p>Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>

Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

C. Cost Item 3

Description	Type	Estimated
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	<ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

The value of the apprenticeship program at HawCC is primarily that it addresses the lawful and legislative intent of the Apprenticeship Law (HRS 372), which assigns the responsibility of providing related instructions for approved apprenticeship programs to the University of Hawaii - Community Colleges. The concept and model of apprenticeship training was created and established by the federal and state governments over 70 years ago.

In Hawaii, the UHCCs serve the communities by coordinating apprenticeship training at Kauai CC, Honolulu CC, Maui College, and Hawaii CC. This serves the entire state as it provides for apprenticeship training opportunities in every County within the State.

It is believed that the College should support this program and adhere to the intent of Hawaii's Apprenticeship Law (HRS 372) which, by design, includes external components from Industry. HawCC's program has exhibited the programming capacity to sustain an expansion of the Industry's training needs, given diligent attention and coordination.

The Apprenticeship Program can be both sustainable and unsustainable. The Apprenticeship Program compensates instructor's at UHPA's non-credit fee schedule (currently \$37.00/hr.) and is required to assess tuition rates at \$0.45/class hr. (per UH Executive Memorandum No. 12-13, Apprentice and Journey Worker Per-Clock-Hour Tuition Schedule). HawCC's policy is to support instruction and provide instructor compensations with a class enrollment of 10 apprentices or more.

- *When class enrollments do not meet the class size minimum, the Sponsor must compensate the instructor in order to run the class. These classes are sustainable because they do not incur instructor compensation costs.*
- *Classes with 10 apprentices or more are not sustainable because the cost of instruction far outweighs the tuitions collected. An 80-hr. class for example, will include the instructor's compensation at \$2,960 and tuitions collected ranging from \$360 - \$600 (at \$36/apprentice). The College must subsidize this training given the conditions of: the minimum class size policy, the instructor's compensation rate, and the apprenticeship tuition rate. An unreasonable class size of 82 apprentices would be needed just to break even given.*

Therefore, it is believed that Apprenticeship Programs are intended to be subsidized by the State of Hawaii because they are "...designed to increase the economic security, physical and economic well-being, and productivity of workers, and to achieve good labor-management relations..."

Hawaii Apprenticeship Law (Section 1), Approved by the Governor on April 10, 2012