

**HAWAI‘I COMMUNITY COLLEGE
COMPREHENSIVE UNIT REVIEW (CUR)**

Apprenticeship Program, EDvance/OCET

Date: February 28, 2019

**3-Year Review Period:
July 1, 2015 to June 30, 2018
AY15-16, AY16-17 and AY17-18**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.

Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: UNIT DATA AND ACTIVITIES

Unit Description

Provide the short unit description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.

Hawai'i CC's Apprenticeship Training Program provides related classroom instruction for apprentices registered in various apprenticeship programs. Classes are offered in the evenings or on Saturdays and are currently related to training programs specific to the following building trades: carpenter, electrician, plumber, refrigeration and air-conditioning, mason, tile setter, roofer, sheet metal worker, and ironworker. Class instruction supports requirements established by State Apprenticeship Law and makes it possible for apprentices to comply with related instructional requirements in conjunction with on-the-job training requirements of each program. In addition, journeyworker-upgrade training courses are also accommodated for journeyworkers seeking skill-upgrading or self-improvement in their respective trades.

It is important to note that Hawai'i CC is not involved with the recruitment and selection of apprentices. This recruitment process is administered by separate Sponsor organizations and enrollment into apprenticeship classes is limited to individuals registered with the respective Sponsor. All Sponsors have established and registered apprenticeship programs that meet guidelines established by the Department of Labor and Industrial Relations (DLIR) and the U.S. Bureau of Apprenticeship Training (USBAT).

Previous Comprehensive Unit Review Information

Provide the year and URL for the location of this unit's last Comprehensive Unit Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>

Year	2014
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_apprenticeship_comprehensive_unit_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those	The CERC's evaluation and recommendations for the last 2011-2014 Apprenticeship Comprehensive Unit Review provided commendations for the unit description and historical background of apprenticeship training and the Hawaii Apprenticeship Law (Hawaii Revised Statutes 372-6 – Related instruction) as well as the discussion and reflection on the fluctuations inherent to apprenticeship training as it relates to the cyclical economic growth and recession periods of the overall economy.

recommendations but are not discussed elsewhere in this report.

A: Alignment with the Intuitional Mission and ILOs

While there was commendation for the effort in aligning the unit’s mission with the college’s, the review put forth that the alignment discussion was weak and that the narrative could be improved by making a better alignment with ILO2 and the use of apprentice’s analytical skills in their coursework.

B. Analysis of Strengths and Weaknesses

Accommodations were given to the evidence that supported the unit’s strengths but it was recommended that the units described weakness and solution; “lack of the system’s ability to respond quickly to changing conditions” in terms of increased enrollment, and that clerical help would be a solution, should instead look at what the “system” can do to help increase enrollment given that the past three years had a steadily declining enrollment. However, enrollment of apprentices into any of the trade unions is not a function of the “system” or the apprenticeship training program. (This is described in detail in the ARPD section paragraph 2).

Part III A: Unit Outcomes and Assessment

It was highly recommended that the unit develop measurable Unit Outcomes and course assessments that are not based on the individual assessment of the Apprenticeship Coordinator.

Part IV: Action Plan

A: Previous Goals. Commendations were given for the program coordinator accomplishing the set goals from the previous reporting period.

B. New Goals and Alignment

It was recommended that the unit should develop new goals and provide explanation of how they align with the: ILO’s, UH Strategic Plan, and the Academic Master Plan (AMP). There was also concern about the decreasing enrollment and the pending retirement of the coordinator and it was suggested that it would be advisable to re-evaluate the program so that it could continue to be viable. However, the States apprenticeship law states that the University of Hawaii Community Colleges are assigned with the related instructional responsibilities, or the classroom components for apprenticeship programs that are recognized by the State of Hawaii’s Department of Labor and Industrial

	Relations (DLIR) and approved by the State Apprenticeship Council (SAC).
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UNIT DATA: Analysis of Quantitative Indicators

Describe, discuss and analyze the unit's relevant data for the 3-year review period.

The apprenticeship training program follows the same semester system as the College with courses running during the Fall session from August to December and the Spring session from January to May. However, unlike other College programs, the apprenticeship training unit does not have any control over student admissions to the program nor their successful completion of the apprenticeship training. This is overseen by each individual approved union apprenticeship training programs' coordinator and union' administrative personnel.

The number of and timing of apprentices being indentured into each individual apprenticeship program is also determined by each trade union and is based on economic indicators and the projected construction projects for the coming years. An indentured apprentice will take approximately 4 years to complete the required related instructional courses set forth by each individual program and then provided by the College's Apprenticeship Training unit.

The coursework and hands-on skills training courses have been developed by each approved apprenticeship training program with support and oversight of Hawai'i Community College. While there is an increased interest in developing new approved apprenticeship training programs in order to provide greater opportunities for workforce development in several key areas, today the primary apprenticeship programs that are involved with the College's apprenticeship unit are all construction-union related fields. The courses and training curriculum have been well developed to meet industry needs, but unlike other College programs, any changes or additions to instruction and training courses to better meet industry needs are controlled and put forth by each union' apprenticeship training program with the College providing support and oversight to the changes requested.

A majority of the courses consist of 80 hours of instruction with some consisting of two 40-hour courses. The 80-hour courses typically include classroom sessions, where the apprentices are provided comprehensive instruction via chapter readings in assigned text books, handouts and lectures, coupled with "hands-on" skills training related to the subject matter. Some of the 80-hour courses and all of the combined 40-hour classes are lecture only, where the apprentices are schooled in related mathematics, blueprint reading, building codes, estimating, and other related instruction that do not require "hands-on" skills training.

Apprentices are provided a letter grade for each course completed, which is based on reading and comprehension, unit and chapter tests and attendance. Due to the requirement that apprentices participate in the related instruction courses as part of their apprenticeship training program, attendance requirements are strictly enforced and apprentices are only allowed to miss up to 8 hours of instruction for an 80-hour course and 4 hours of instruction for a 40-hour course. Unexcused absences that exceed the maximum allowed result in an automatic "F" for the course and can result in the apprentice being terminated from the union and the apprenticeship training program. Apprentices do have the right to an appeal with their union's apprenticeship training board and can be re-instated upon board approval. This typically results in a loss of accrued work hours and the apprentice must re-take the failed course or courses. Apprentices can also be terminated from the training program for breaches in the union's apprenticeship code of conduct.

The College's Apprenticeship Training Program Unit Coordinator does not have any rights or authority regarding an individual apprentice's status in a union's apprenticeship training program, nor decisions regarding apprentices being terminated or re-instated. However, the College's Coordinator does have the right to have an apprentice removed from the College campus, or any of the other hosting campuses, for any infractions of the Hawai'i Community College Student Conduct Code HAW 7.101. However, it is then up to the apprentice's union's training program as to whether or not the apprentice would be terminated from that union's apprenticeship training program.

Enrollment in the College's Apprenticeship Training Program follows a fairly consistent pattern with greater enrollment during times of economic prosperity and dramatic decreases during times of economic down turns. This pattern is in contrast to the enrollment patterns for Hawai'i Community College as a whole, wherein enrollment typically increases during economic down turns and decreases during times of economic prosperity. The table below illustrates this pattern with low enrollments in the 2015 – 2016 semesters and steadily increasing enrollments during the 2016-2017 and 2017-2018 semesters as most of the union's trades apprenticeship training programs have increased the indenture of apprentices to meet the increase in construction projects within Hawai'i County. The Carpenters Apprenticeship Training Program, as the largest apprenticeship program on our campus, has seen the greatest increase over the past three years of nearly 25% from the Spring 2015 semester to the Fall 2018 Semester. However, the Carpenters Apprenticeship Training Program also has the greatest attrition rate of apprentices as indicated between the Fall 2017 to the Fall 2018 semesters. This attrition can be attributed to the physical demands of the trade, the intense pace of work on most jobsites and apprentices not completing or attending the required related training courses. The Carpenters Apprenticeship Training Program compensates for this attrition by opening up their enrollment period for the indenture of new apprentices more frequently than other training programs.

Thus, enrollment rates in the Carpenter’s Training Programs have greater fluctuation than the other trades programs.

Apprenticeship Enrollment Summary by Trade

Trade	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	3-year Total
Carpenters	27	91	63	130	165	196	162	107	941
Electricians	9	8	8	8	8	13	13	22	89
Plumbing and A/C	22	24	22	34	48	60	61	58	329
Masons and Plasterers	26	30	24	40	15	18	17	30	200
Sheet Metal	3	2	2	3	1	2	1	5	19
Roofers	0	0	0	0	0	11	0	18	29

It is also important to note that the Hawai’i Community College Apprenticeship Training Program, as the mandated service provider of the related instruction courses, under the Hawaii Apprenticeship Law, for any SAC (State Apprenticeship Council) approved apprenticeship program, is obligated to provide and coordinate any requested training course put forth by any approved apprenticeship training program regardless of the class size.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the 3-year review period, including the unit’s meaningful accomplishments and successes.

Also discuss the challenges or obstacles the unit faced in supporting student success. Explain what the unit has done to address those challenges.

For example, discuss:

- Changes to the unit’s services, operations and/or functions;
- Personnel and/or position additions and/or losses;
- Changes to the unit’s operating facilities or other major resources;
- Changes or expansions/contractions in client groups served.

Personnel Changes:

The previous Apprenticeship Coordinator retired July 31st, 2015 and Estee Nathanson, with the Office of Continuing Education and Training, acted as the interim program coordinator until May 9th, 2016 when the new Apprenticeship Coordinator, Richard T. Cowan started work.

The apprenticeship training program, with its emphasis on “learning while earning” and “learning by doing,” has continued a tradition of completing work projects for the Hawai’i Community College campus and the community. This year, we focused on the renovation and upgrade of existing

facilities in order to expand our workshop spaces by renovating dilapidated and unused spaces as well as improving upon existing spaces in order to increase instructional capacity and productivity for the training programs.

The Plumbers' union apprentices and the Masons' union apprentices, in collaboration with the College's EIMT students completed a renovation project of the plumbers' workshop area in bldg. 391. The existing electrical service was inadequate for the workshop and severely limited the use of vital refrigeration training units during the hands-on sessions. With the help of the EIMT students and the plumbers' and masons' apprentices, we were able to complete an electrical upgrade for the shop space and pour a concrete pad for the installation of a split AC training unit. The plumbers' apprentices are now able to operate several training units simultaneously providing greater flexibility for the instructors and greater productivity for the apprentices.

The carpentry and drywall apprentices worked on the renovation and repair of an existing classroom building that had been left idle due to the dilapidated and unserviceable condition. The carpenters' apprentices gutted the interior, made structural repairs, installed new training bays and installed new windows for the building. The drywall apprentices installed a new drywall ceiling and fire taped the seams. This project helped to reclaim an unused classroom and workshop space and has provided a much-needed workshop space for the carpentry apprenticeship training. The carpenters and masons will continue with the renovation project in the coming semesters in order to cosmetically upgrade the exterior of the building and add possibly a needed covered lanai area in order to increase the usable workshop space.

The carpentry and drywall apprentices also renovated the covered eaves on the apprenticeship building in order to provide greater protection from wind and rain that were severely impacting the exterior doors and siding of the building. The renovated eaves will greatly improve the longevity of the newly installed office and classroom doors of the building. The drywall apprentices also framed out an underutilized covered container unit in order to create a much-needed drywall hands-on workshop space where drywall apprentices will be able to practice the installation of sheetrock and other finishing materials.

These types of Hawai'i Community College and community-based apprenticeship work projects are an integral part of the program as they not only benefit and enhance the training for the apprentices but also foster "good will" between the related trades, their apprentices and the College.

Developing a degree pathway for apprentices has also been a priority for the unit and this year the Apprenticeship Unit Coordinator, along with the Chancellor and the EDvance Director, were able to successfully get Hawai'i Community College registered with RACC, the Registered Apprenticeship-

College Consortium (<https://www.doleta.gov/oa/racc.cfm>), a network of colleges and Registered Apprenticeship Programs working together to provide college-to-career opportunities for apprentices. This is a first step in the greater goal of providing a college degree pathway for the apprentices that complete their related instruction at Hawai'i CC or any other approved apprenticeship training program. The Unit Coordinator, Chancellor, EDvance Director and ATE Department Chair are continuing to work on developing a degree pathway and will hopefully be able to make this available to apprentices by the 2020 academic year.

In addition to the oversight and coordination of the Apprenticeship Training Program the Unit Coordinator has also been assigned, by the Director of EDvance, with the coordination and oversight of the Kulani Correctional Facilities Workforce Training Programs. These programs are provided, under contract with the Public Safety Divisions - Education Division, to the men at the Kulani Correctional Facility. At present, EDvance provides 15 courses that are all related to workforce skills training and re-entry preparation. In addition, the program also provides a college pathway for the participants by aligning numerous courses directly to degree programs offered at Hawai'i Community College, with several being eligible for college credits via the non-credit-to-credit application process, should a participant decide to enroll at Hawai'i Community College once they have re-established themselves in the community.

KULANI COURSE TITLE	HAWCC - RELATED PROGRAM	CREDIT
Ke Ala Hou - Re-Entry Program	NA	NA
Introduction to Ho'oponopono	Hawaiian Studies (HWST)	3
Introduction to Philosophy	Liberal Arts (LBRT)	3
Sustainable Crop Production	Agriculture (AG)	4
Greenhouse Construction	Agriculture (AG)	4
Poultry Production for Small Farm	Agriculture (AG)	NA
Small Business Basics for Micro Farms	Agriculture (AG)	NA
Construction Trades Program: Carpentry, Plumbing and Electrical	Carpentry (CARP) Electrical Inst and Maint Tech. (EIMT)	NA
Computer Basics		NA
Fundamentals of Information Tech	Information Technologies (IT)	NA

Small Engine Maintenance and Repair	NA	NA	
Intro to Diesel Mechanics	Diesel Mechanics (DISL)	NA	
Intro to Shield Metal Arch Welding	Machine, Welding and Industrial Mechanics (MWIM)	NA	
Forklift Certification	NA	NA	
Aerial Lift Certification	NA	NA	

The Unit Coordinator is responsible for course development, hiring and oversight of instructors, procurement of materials and supplies, coordination with the Kulani Correctional Facilities education department and security staff, and the fiscal management of the contract between HawCC and Public Safety Division. The Coordinator is also responsible for drafting and submitting the end of year reports and submitting the request for courses and budgets for the next fiscal year.

Unit Outcomes Assessments

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs) (if applicable). Indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the [HawCC ASSESSMENT](#) website.

UNIT OUTCOMES & STUDENT LEARNING OUTCOMES

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1.	Apprentices will develop skills and knowledge to be successful in the workplace.	not aligned
2.	Apprentices will develop thinking and working skills to be able to make decisions and solve field problems	not aligned
3.	Apprentices, upon completion, will continue to be employed or obtained in gainful employment.	not aligned
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #

Unit SLOs are in development.

Discuss the unit's successes and challenges in achieving its UOs/SLOs.

The past two years have been a true learning curve for the new apprenticeship coordinator in terms of understanding the importance of well-developed and meaningful Unit Outcomes and Student Learning Outcomes, and how they align to the Institutional Learning Outcomes. In working with the Assessment Coordinator and being an active member of the Assessment Committee, the Apprenticeship Coordinator has developed a basic working knowledge of the assessment process and its importance.

In reviewing the current UO's the coordinator has determined that they are not well aligned to the unit's activities and has developed new UO's that have been submitted to the EDvance Director and Assessment Coordinator for approval;

- **The Apprenticeship Unit supports apprentices in the development of trades-related skills and knowledge to be successful at the jobsite.**
- **The Apprenticeship Unit collaborates with local apprenticeship training program coordinators to support the related instructional requirements for apprentices.**
- **The Apprenticeship Unit supports apprentices in successfully completing required coursework to advance towards journeyman status.**

Once the new UO's are approved, new assessment tools can then be created, implemented and assessed. In terms of SLO's, this will need to be discussed further with the Assessment Coordinator and the EDvance Director as the unit is restricted in its ability to implement changes in the curriculum, instruction, instructional staff and the "hands-on" training provided as this is under the purview of each union and their apprenticeship training program and not a function of the unit. In addition, the employment of apprentices upon completion of and during their required related instruction and whether or not the instruction and training is meeting the needs of industry is also under the purview of each trade union. However, assessment tools can be developed to help determine if the quality of instruction is in alignment with the college ILO's as the unit can implement changes to improve upon the quality of instruction provided.

Apprentice and instructor evaluations are currently utilized, collected and compiled for each apprenticeship course the unit facilitates. However, the questions are too general and do not relate well to the new proposed UO's. Therefore, new apprentice and instructor evaluations are being developed that will better align with the new UO's and will be implemented in the AY19-20. These changes should provide the unit's coordinator with more comprehensive and meaningful assessment tool going forward.

PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Resource Gap Analysis

Describe the unit's current resources and resource needs in each category below.

Resource Category	Resources the unit needs to operate effectively:	Resources the unit already has:	What is the unit's resource gap?
A. Personnel			
1) Positions (Functions)			
2) Professional Development			
B. Operating Resources			
1) Supplies			
2) Contracts			
3) Equipment			
4) Space and Facilities	<p>Additional workshop and classroom spaces and renovations to existing dilapidated spaces.</p>	<p>One (1) apprenticeship designated classroom, and One (1) office space, one (1) 20' x 30' carpentry shop space, and one (1) detached 20' x 30' classroom. Plus three (3) workshop bays. One (1) covered workshop space for the masons training that is very dilapidated.</p>	<p>The current training area for the Masons Apprenticeship Training Program is in disrepair with rusted roofing, rotted and termite damaged rafters and continual leak issues in areas where power tools are utilized as part of the training program. This poses a real health and safety issue for the apprentices and instructors. The training area requires new rafters, perlins and metal roofing in order to resolve these safety issues.</p>

			<p>In addition, the limited shop and classroom spaces for the apprenticeship training program. Primarily for the Carpenters Apprenticeship program. The addition of modular containerized workshops and classroom spaces will help rectify this situation and provide the needed additional workshop and classroom spaces.</p>
C. Technology			
1) Hardware	<p>Modern AV equipment for the apprenticeship classroom space.</p> <p>New Large Screen Smart TV with computer and access to internet and a new Polycom system</p>	<p>1990 27” Sanyo TV with a Toshiba combo VHS and DVD player.</p>	<p>The existing equipment is very outdated and the TV screen is very small. No access to the internet via the existing equipment. This severely limits instruction capabilities.</p>
2) Apps or Software			
3) Tech Support			
4) Tech-related Professional Development			

5) Tech labs / facilities			
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Action Plan

Where are you going? How are you going to get there?

Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan.

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

The Apprenticeship Program Coordinator has worked with the Director of EDvance and the Chancellor to get the Hawaii Community College registered with the RACC (Registered Apprenticeship College Consortium) in order to help with the development of a college degree pathway for the apprentices we serve as well as open up the college’s ability to tap into federal funds that are available for the enhancement and development of existing and new apprenticeship programs.

The goal would be to continue with our work on developing the college degree pathway for our apprentices and journey persons who have completed their apprenticeship training and education with the Hawaii Community College. We have selected the ATS (Associate in Technology Studies) degree as the most suitable degree pathway for the diverse apprenticeship trade programs we serve. We will continue to seek the required reviews and approvals of the course curriculums for each trade we service and outline the core requirements that will be required in order for the apprentices to receive this degree. This goal will help with achieving the **Hawai’i Graduation Initiative (HGI)** by *“Increasing the educational capitol of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations, and preparing them for success in the workforce and their communities”*. This goal also relates to the **High Performance Mission – Driven System (HPMS)** by *“ensuring UH’s ability to provide a diverse student body throughout Hawai’i with affordable access to superb higher education experience...”*

The unit will also continue working on the approvals and funding for the proposed modular temporary workshop and classroom spaces for the both the Pālanui and Manono campuses as well as the repair work to the Mason’s training areas. Once this is completed we can then Relocate the apprenticeship training facilities on the west side, currently located at the Kealakehe High School, to new facilities on the Pālanui Campus and provide the much-needed additional workshop spaces and classroom for the Manono campus.

The benefit to these proposed renovations to the existing spaces and the addition of the containerized classroom and workshop spaces will benefit both campus’ by helping to *“eliminate the university’s deferred maintenance backlog and modernize facilities and campus*

environments to be safe, sustainable, and supportive of modern practices in teaching, learning and research.”

Action Items

Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.

Action Item 1:

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

The unit will continue to work with the ATE Department Chair and the Vice Chancellor of Academic Affairs to review and approve each of the related training modules for each apprenticeship training programs in order to have them applied towards the ATS degree. The unit will also work to have the core education courses specified for the ATS degree in order to provide the outlined degree pathway for the apprentices and what courses they will need to take in order to complete the ATS degree.

How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

By developing and implementing the ATS degree pathway for apprentices we will be providing a greater opportunity for each apprentice to excel in the workplace and open up advancement opportunities that a college degree provides.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit’s Action Plan.

Include the total cost and timeline for purchase or re-allocation.

No budget asks related to this action item.

Action Item 2:

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

The unit will continue to work with the Planning, Operations and Maintenance Manager on the approvals for the proposed modular temporary workshop and classroom spaces for the both the Pālamānu and Manono campuses as well as the repair work to the Mason's training areas. The unit will do this by providing any additional details, drawings, budgets and plans that are requested in order to obtain the approvals from the system office.

How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

The implementation of this action plan will help the unit provide the apprentices with greater learning opportunities and skills development in modern and updated facilities with adequate spaces to conduct the numerous 'hands-on' training activities required for each union trade.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan.

Include the total cost and timeline for purchase or re-allocation.

Manono Campus - Masons' Workshop Space; Trusses and New Metal Roof

Materials: \$12,650.00

Labor: To be provided by apprentices as work project.

This project will hopefully begin this summer, 2019, if all approvals are received. Gene Harata, Carpentry program, has agreed to utilize his summer student workers to assist with the dismantling of the existing roof and truss'. The Mason's Apprenticeship program will work on

renovating the existing columns and releveling the concrete floor at the beginning of the Fall 2019 semester. The Carpenters Apprenticeship program will work on the fabrication of the new trusses during the first ½ of the Fall semester and install them during the second half of the Fall Semester. If time permits, we will also install the new roofing at the end of the Fall 2019 semester or complete at the beginning of the Spring 2020 semester.

Manono Campus - Modular Containerized Shop and Classroom Space.

Materials: \$16,567.00

Labor: Provided by the apprentices

This project may be discontinued if the current temporary storage containers, erected for the remodel of bldg. 391, are made available to the apprenticeship program once the materials are removed and placed back into bldg. 391.

Pālanui Campus - Modular Containerized Shop and Classroom Space.

Materials: \$23,845.00

Labor: Provided by the apprentices

At this point and time, it is difficult to provide a timeline for this project as we are still waiting on the approval for the building of the Modular Containerized shop and classroom space from the System Office. Should the approval come through before the end of the current Spring 2019 semester, and the requested funding be provided, we could begin the planning of the project during the 2019 summer break and commence with project at the beginning of the Fall 2019 semester. Given the scope of work, we feel that the project could be completed by the end of the Fall 2020 semester.

Action Item 3:

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

The unit would like to upgrade the only designated Apprenticeship Classroom with modern AV equipment to include a new large screen smart TV with a new computer and access to the internet. A new polycom system would also be beneficial in order to expand the instructional opportunities for the apprenticeship program.

How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

21st Century Facilities (21CF) - Modern Teaching and Learning Environments

Eliminate the university's deferred maintenance backlog and modernize facilities and Campus environments to be safe, sustainable and supportive of modern practices in teaching, learning, and research.

The current AV equipment in the only designated apprenticeship classroom is outdated and in semi-functional condition. The current AV equipment severely limits the instructional capabilities of the apprenticeship program by limiting the types of instructional technology and information that could be incorporated in to the courses provided in order to enhance the learning of the apprentices and incorporate more distance learning opportunities.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan.

Include the total cost and timeline for purchase or re-allocation.

New AV Equipment: \$4,600.00

New Polycom System: \$8,200.00

The timeline for this project is subject to the approval and allocation of funding. The goal would be to have a new system installed by the start of the Fall 2019 semester.