

HAWAII COMMUNITY COLLEGE ANNUAL UNIT REVIEW

OFFICE OF CONTINUING EDUCATION AND TRAINING

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ANNUAL UNIT REVIEW
Office of Continuing Education and Training
July 1, 2007 – June 30, 2008

I. Narrative and Analysis of Data

a. Mission or purpose of the program, including the target student population

In 1990, the Board of Regents (BOR) approved the separation of Hawai'i Community College from the University of Hawai'i 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 Hawai'i Community College presently offers classes in Workforce and Professional Development, Cultural and Personal Enrichment, High School Summer Exploration, the Intensive English Program, and the Apprenticeship Program. These classes are offered for the public on-site, online, or are funded through contracts and grants. OCET also oversees the federally-funded Rural Development Project (RDP) grant which focuses on workforce training and community development.

Hawai'i Community College Vision Statement

To promote student learning, Hawai'i Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities.

As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

OCET Vision Statement

To be the primary lifelong learning center for the Big Island. We are dedicated to provide learning opportunities to enhance the professional and personal lives of our students to meet the challenges of our global community.

Hawai'i Community College Mission Statement

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

Hawai'i Community College Imperatives

- Community Development – The College will provide students with opportunities to serve their community.
- Workforce Development – The College will teach the skills needed to succeed in the workforce.
- Cultural Competency – The College will respect and learn from all its students.
- Environment – The College will build an awareness, appreciation, and sense of personal responsibility for the natural, social, and economic environments.
- Hawaiian Culture and Values – The College will be the center for the study of Native Hawaiian cultural knowledge.
- Healthy Communities – The College will work with students to build healthy

communities.

- Technology – The College will provide access to current technology that supports student learning.

OCET Mission Statement

Our mission is to create lifelong learning opportunities for personal and professional development locally and globally. We take pride in offering quality training and educational classes that are customized to meet the needs of our community. Although all of the College's Imperatives are met by the varied course offerings and educational opportunities that are provided throughout the year, workforce development is the major mission of OCET programs.

Target Student Population

The target student population for OCET includes the Big Island community and international students that come to study English and/or the Hawaiian and American culture.

b. External factors affecting the unit

There are three major external factors that are currently impacting the OCET programs.

1. Within the past three months there has been an economic downturn where the unemployment rate for Hawaii rose to 6.8% which was higher than the national average. Due to the poor economic situation in Hawaii, employers are downsizing and hiring fewer workers. They also have diminished training funds.
2. Federal monies have been further reduced because of the on-going war effort and the steeply declining economic conditions of the nation, state, and county. 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 Grant have also been negatively affected.
3. Other external factors that affect OCET programs are:
 - Workforce needs that may arise due to business closures or new industry initiatives (i.e., sugar plantation closing, forestry, airline closing, etc.)
 - Nationwide and statewide economic downturn
 - Certification requirements (i.e., CNA, SHRM, CDL, First Aid/CPR, Tour Driver, Motorcycle Safety, Recreational Water Craft)
 - Consumer demand for leisure classes (i.e. culinary skills and crafting)
 - New 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

c. Required external measures

- Omnibus Budget Reconciliation Act (OBRA) certification for Certified Nurse's Aides (CNA)
- Society of Human Resource Management (SHRM) certification for human resources personnel

- Electricians Continuing Competency Program, Plumbers Continuing Competency Program, Automotive Service Excellence certification.
- Typing and Shorthand certification required for Civil Service Employment
- Tour Guide certification

II. Action Plan, Accomplishments/Progress, Budget Requests

| Action Plan | Accomplishments/Progress | Budget Request |
|---|--|----------------|
| Solicit businesses and organizations to offer customized training for their specific needs. | <ul style="list-style-type: none"> • 27 customized classes were coordinated for the following businesses and organizations: Carpenters' Union, Kanoelehua Industrial Area Association, State of Hawai'i Department of Taxation, Destination Hilo, Hawaii County Police Department, Hawaii County Department of Human Services, County of Hawaii Civil Service, State of Hawaii Department of Health and County of Hawaii Senior Training and Employment Program, Hawaii Volcano's National Park, Hui Malama Ola Na Oihi, and University of Hawaii at Hilo | |
| Continue to seek partnerships that will provide tuition assistance. | <ul style="list-style-type: none"> • The Rural Development Project provided tuition assistance through its partnership with the Department of Labor, Workforce Development Division. • Department of Labor, Workforce Development Division provided books and supplies for the Certified Nurses' Aid Program. • Other tuition assistance was provided through the Employer's Training Fund (ETF) and Workforce Investment Act (WIA). | |
| Increase online class enrollment to communities island-wide through improved marketing. | <ul style="list-style-type: none"> • Online enrollment increased by 17.2% • An Institutional Support Specialist was assigned to focus on the marketing of online classes. • Blogs and Google Analytics are being used on the IEP website and Analytics is also being used on the OCET website. • Began tracking website hits | |

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| Enhance marketing strategies for all programs. | <ul style="list-style-type: none"> Discussions are ongoing regarding marketing plans as the focus of training changes. A marketing team was established in the OCET office. | |
| Seek event planning opportunities. | <ul style="list-style-type: none"> Successfully coordinated the District Conference with the Zonta Club of Hilo for September 2007. | |
| Continue to support the Rural Development Project Grant. | <ul style="list-style-type: none"> OCET Director and RDP Director continue to expend many hours understanding the federal requirements to execute the projects of the multi-year grants and addressing numerous findings regarding statewide processes and procedures and past funded projects. | |
| Determine the need for emerging specializations in the workforce. Create partnerships between college and community representatives to address new program initiatives. | <ul style="list-style-type: none"> The Fire Science program was accepted as an associate degree program. OCET had partnered with Hawai'i County Fire Department to address this initiative. | |
| Review OCET personnel needs to provide island-wide services. | <ul style="list-style-type: none"> Island-wide coverage of services is still a challenge as the sources of workforce training monies continue to dwindle. Due to current economy and dwindling work force training monies, personnel cuts were necessary. OCET has not been able to hire personnel for island-wide coverage. | |
| Explore the feasibility of travel study programs. | <ul style="list-style-type: none"> OCET is planning to assist instructors on travel abroad programs during the summer. Research "Travel Learn", a program that is utilized by Kapiolani Community College. This is still in progress at the time this review is submitted. | |
| Modify class evaluation form to improve statistical data research. | <ul style="list-style-type: none"> OCET developed Student Learning Outcomes and refined the assessment tool. | |
| Partner with the community to identify educational and training needs and to determine how the college can best meet those needs. | <ul style="list-style-type: none"> Hawai'i Island Chamber of Commerce (HICC) – member Japanese Chamber of Commerce and Industry of Hawai'i (JCCIH) – board member Kanoelehua Industrial Area Association (KIAA) – associate member Hawai'i Tea Society – board member Business Education Partnership (BEP) | |

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| <p>Continue memberships, partnerships, and collaborations with Hawai'i County and State Departments.</p> | <ul style="list-style-type: none"> • Workforce Investment Board (WIB) member – OCET Director attends quarterly meetings and special events. • WIA Youth Council member – OCET Director attends monthly meetings and special events. • Mayor's Task Force on Employment Solutions member – OCET and RDP Directors attend monthly meetings and special events. • Mayor's Task Force member – OCET and RDP Directors attend monthly meetings and special events. This taskforce is actively working on developing strategies to include various underutilized workforce groups through Operation Mainstream. • State Department of Taxation – Coordinate semi-annual tax workshops. 87 tax professionals attended during this period. • State Department of Education – Partner with Hilo Community School for Adults to offer the Academic Enhancement Program as a remedial education option for HawCC students and the community. Partner with the DOE for the Summer Career Exploration Program. Students participating in this program acquire ½ high school credit. • State Department of Human Resource Development (DHRD) – Annually provide training for state workers island-wide. 94 state employees registered for trainings during this period. • State Department of Public Safety – Coordinate non-credit Horticulture and Auto Mechanics classes for 17 inmates at Kulani Correctional Facility. • County of Hawai'i Civil Service – Administer Civil Service Typing and Shorthand certification exams. 91 typing exams were administered during this period. Coordinate and plan with Civil Service to offer various test prep classes as needed. | |
| <p>Continue memberships,</p> | <ul style="list-style-type: none"> • Ke Anuenue, HMSA Foundation, | |

| | | |
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| <p>partnerships, and collaborations with organizations to establish professional networks.</p> | <p>Hawai'i County Research & Development, Hawai'i County Elderly Activities Division, UH-Manoa Agriculture Department, UH College of Tropical Agriculture and Human Resources – Wrote and receiving grant (\$20,737.64 to coordinate the Healthy Cooking and Diabetes Education Program at 15 senior centers islandwide serving 454 participants</p> <ul style="list-style-type: none"> • American Culinary Federation (ACF) member – OCET coordinator attends monthly meetings and special events in West Hawai'i. • Society of Human Resource Management (SHRM) member – OCET coordinator attends monthly meetings. 26 human resource professionals attended PHR and SPHR certification prep classes during this period. • Zonta Club International member – OCET coordinator attends monthly meetings and special events to network with professionals in the community, state, and western United States. • Rotary Club of South Hilo member – OCET Coordinator attends monthly meetings and special events to network with business leaders. • National Association of Foreign Student Advisors (NAFSA) member – IEP Coordinator attends conferences to learn about current practices regarding international students. • Hospice of Hilo member – OCET Coordinator attends monthly meetings and special events. • Japanese Chamber of Commerce and Industry of Hawai'i board member – OCET coordinator attends monthly Board of Director's meetings, quarterly meetings, and special events. The coordinator is a Taste of Hilo planning committee member and liaison for HawCC. JCCIH through the Taste of Hilo fundraiser presented \$10,000 to HawCC to support its educational | |
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| | <p>programs.</p> <ul style="list-style-type: none"> • Visitor Aloha Society of Hawai'i – OCET coordinators volunteer to assist distressed visitors with special needs. • Alu Like, Inc. – Partner to provide job experience for high school students throughout the year. • Coordinator is a member of the Hui Okinawa club. • IEP Director is member of the Commission for English Association (CEA) • IEP Director is a member of the American Association of International English Programs. • IEP Director is member of the Teacher's of English to Speakers of Other Languages (TESOL). | |
| <ul style="list-style-type: none"> • Continue memberships, partnerships, and collaborations with University of Hawai'i system. | <ul style="list-style-type: none"> • UHCC System OCET Directors' monthly meetings • UHCC System OCET Coordinators' quarterly meetings • UHCC System – Statewide program for electricians "National Electrical Code" (NEC). • Windward Community College – Partner to offer Ocean Safety Course for thrillcraft operators. 27 students from East and West Hawai'i took course during this period. • Leeward Community College – Collaborating to offer classes in motorcycle safety and training. • Pacific Center for Advancement Technology Training (PCATT) – Collaborate to seek funds to advance technology on the campus. | |
| <p>Establish internal partnerships with college programs and units</p> | <ul style="list-style-type: none"> • HawCC Administration, Faculty, and Staff – Assist with design and marketing for various college projects. • Digital Media – Support program through RDP funds. • Machine Welding and Industrial Mechanics (MWIM) – Support program through RDP funds. • Architectural, Engineering & CAD Technologies (AEC) – Awarded \$6,000 | |

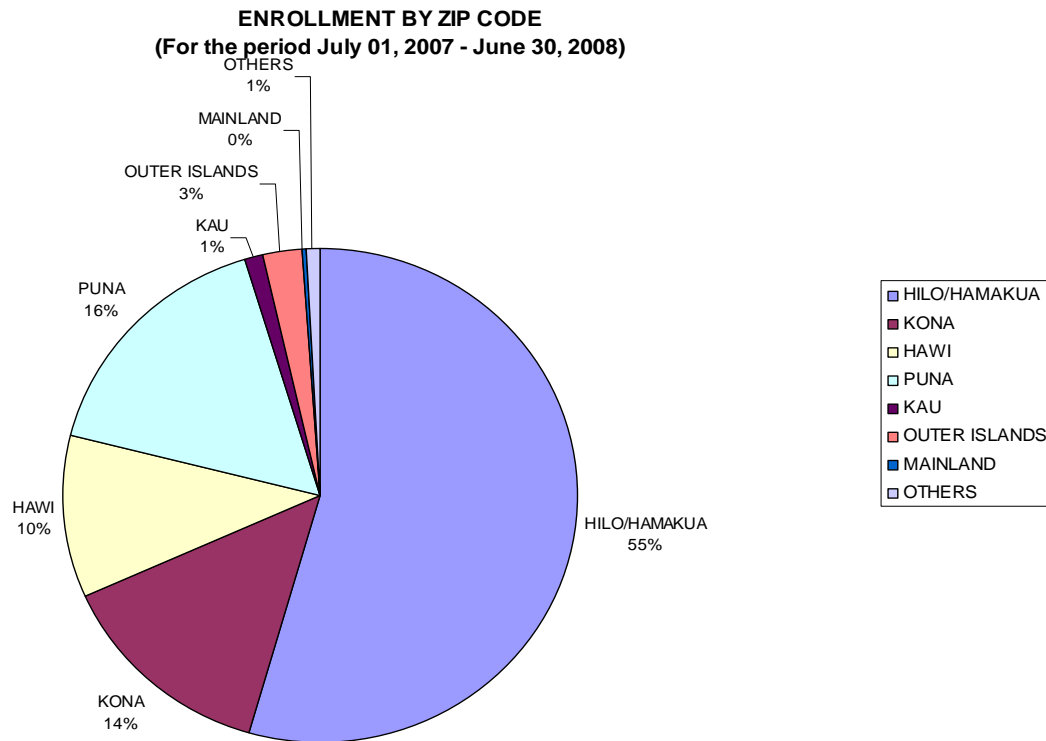
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| | <p>from PCATT to provide professional development for 2 AEC faculty in REVIT software training and to upgrade 3 faculty computers with 1.0 gig memory to accommodate new software. \$4,000 awarded to OCET for Introduction, Intermediate, and Advanced AutoCad training for a total of 30 incumbent workers.</p> <ul style="list-style-type: none"> • Summer Career Explorations Program – Partnered with FOREST Team, Early Childhood Education, Auto Mechanics, Auto Body, Carpentry, and Construction Academy (West Hawaii) to offer career exploration classes to high school students. • Partner with Nursing to offer Certified Nurses' Aide courses. Also, Re-Training and Recertification courses for incumbent CNA's. These classes have been offered in Hilo, Laupahoehoe/Honokaa, and currently expanding to Kau. | |
| Support the collaboration of credit/non-credit offerings through coordination of resources and other strategies. | <ul style="list-style-type: none"> • Business Education – Collaborate in offering credit/non-credit for business education and CISCO classes. • Early Childhood Education – Continue to offer PACE classes. | |
| Seek agreements with educational institutions from abroad for short term English Study programs. | <ul style="list-style-type: none"> • None of the short term international programs planned came to fruition because of the world economy downturn. | |
| Explore potential data management systems. | <ul style="list-style-type: none"> • Ongoing system-wide discussions with UH-CC OCET's being held. | |
| Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services. | <ul style="list-style-type: none"> • Strategic Planning session was with all OCET and RDP staff present. • Annual Strategic Planning sessions will be scheduled. | |
| Secure Extramural Funding* | <ul style="list-style-type: none"> • IEP Perkins Grant obtained to support credit/non-credit international students. • Secured funding from Kamehameha Schools to fund full tuition subsidies for the Summer Career Exploration Program for 65 High School students islandwide. | |

***These items were not on the 2007-2008 Action Plan, however they were accomplished.**

The Action Plan for 2008-2009 will include all previous action items with the following additional items.

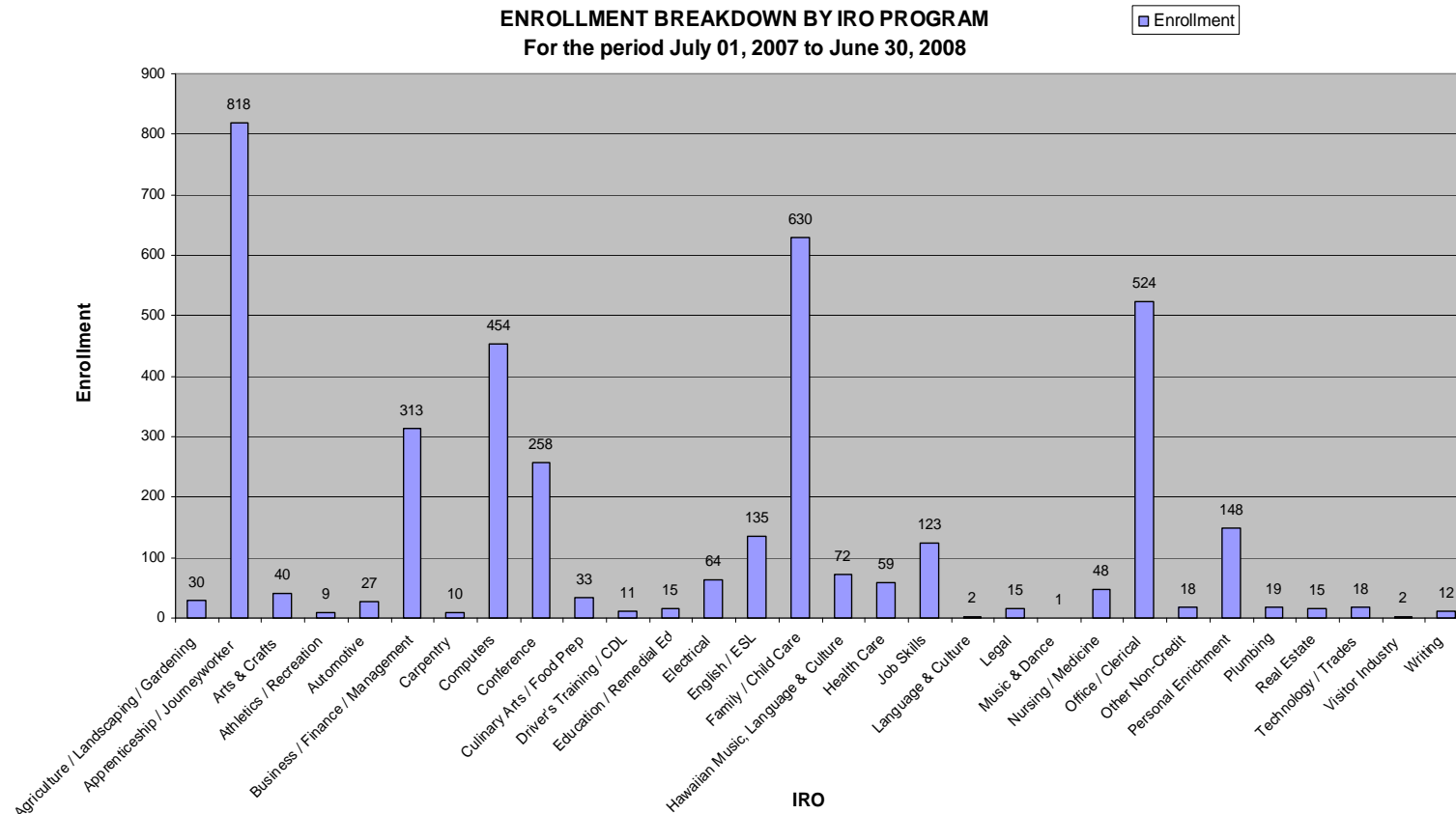
| Additional Action Items | | |
|---|--|--|
| Explore agreements with international educational institutions for ESL and Hawaiian cultural programs to HawCC. | Started discussions with Echo Learn to explore a variety of activities for international students. | |
| Develop a standardized pricing and promotional materials for short-term international programs. | In process. | |
| Review current data management system to improve the import and export of data. | In progress with UH system. | |
| Explore a variety of income generating opportunities. | | |

Student Demographics Average Enrollments by Area



The Big Island is the largest of the Hawaiian Islands with a land mass of 4,028 square miles - twice the combined size of the other islands. It is 92 miles long and 76 miles wide. This data shows the Big Island broken down into 8 main segments. This chart shows the dense population of enrollment lies in the Hilo/Hamakua sector with a total of 2138 (55%) enrollments.

Enrollment by IRO Program

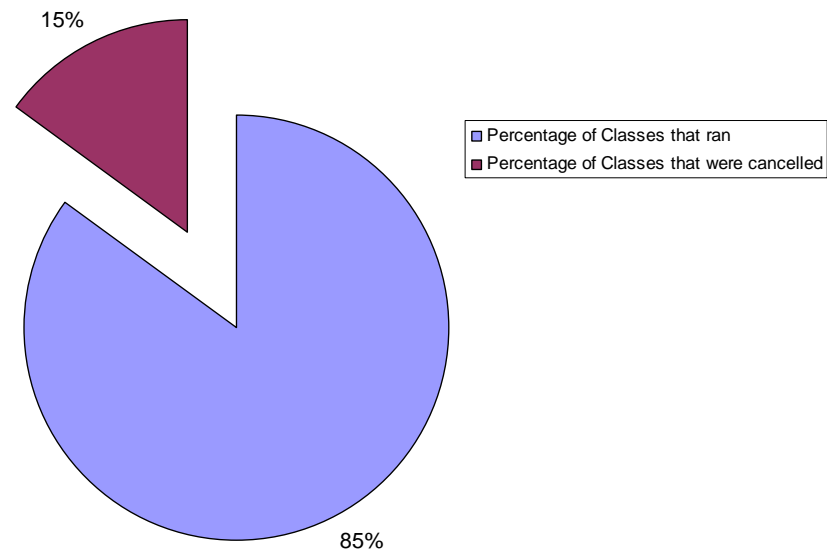


This data depicts the diverse interests of the community, ranging from leisure to professional development. The five programs highest in enrollment (excluding Apprenticeship) were Family/Child Care, Office/Clerical, Computers, Business/Finance/Management, and Conference. This reflects our community's workforce training priorities.



Class Status Rate

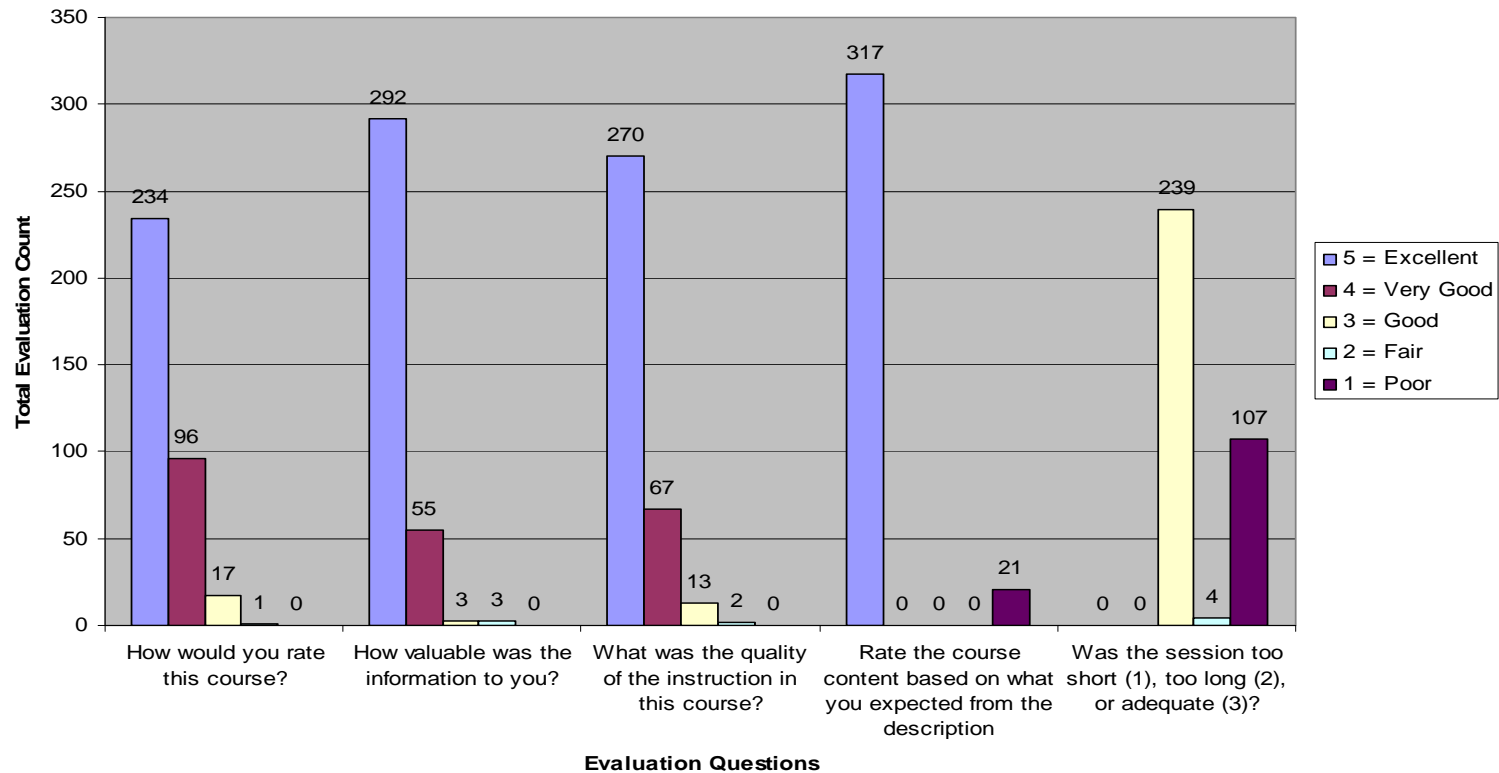
CANCELLATION RATE
(For the period July 01, 2007 to June 30, 2008)



Out of the 795 classes that were offered (with 3923 enrollments) during this period, 85% of the classes ran.

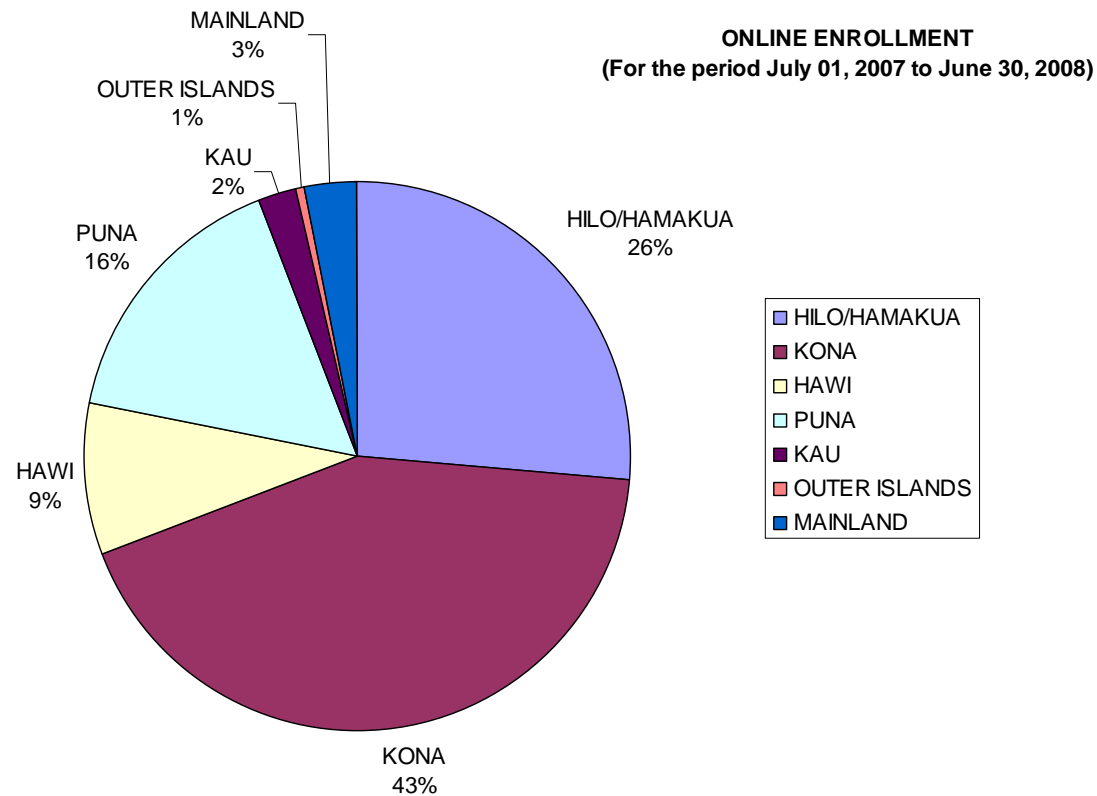
Course Evaluations

Course Evaluation of All Classes Offered
(For the period July 01, 2007 to June 30, 2008)



After reviewing the data, we discovered that our evaluation process doesn't adequately collect evaluation data from all classes. The planning agenda for the next year will include a review of the evaluation instruments and collection procedures for student satisfaction data. From the collected data, 97% of students rated classes as being "Good" to "Excellent".

Online Enrollment



Ed2go and Gatlin offers over 300 courses that provide classes ranging from leisure to professional development. Students were highly satisfied with this mode of learning. This chart shows the dense population of enrollment lies in the Kona sector with a total of 58 (43%) enrollments.

ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Intensive English Program
July 1, 2007-June 30, 2008

I. Narrative and Analysis of Data

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

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.

The IEP is a non-credit program 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.

Target Student Population

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with a TOEFL score of 450 or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 450.

The IEP had 146 students (78 unduplicated) from the Fall I 2007 session to the Summer 2008 session. The total enrollment increased from last year almost 25%.

| Country | Number (unduplicated) |
|----------------|------------------------------|
| Chile | 2 |
| China | 5 |
| Netherlands | 1 |
| Italy | 1 |
| Japan | 60 |
| Korea | 2 |
| Taiwan | 2 |
| Thailand | 5 |

Out of the 78 unduplicated number of students, 55 (71%) were female and 23 (29%) were male with the median age of 28, ranging from 18 to 78 years of age. The number of unduplicated students increased by 20.

Almost 83% of unduplicated students are in the US with an F-1 (student) visa. The other 17% are mainly permanent residents ("green card" holders) who are non-native speakers of English, married to or a dependent of an American national. The average stay in this time period was 3 sessions (two 8-week sessions) per student.

After leaving the IEP, 25 students transferred to credit classes at Hawaii Community College, 5 transferred to the University of Hawaii, Hilo. Others either returned to their home country or continue to study with the program.

The profile of 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
- 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)
- Buddhist temples in East Hawaii

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.

c. Attach PHI Report (CTE Programs only)

N/A

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

N/A

II. Updated Action Plan including Budget Request with justification, if needed.

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

Follow other Community Colleges in the University of Hawaii System in their initiatives to promote International Education and increase enrollment. This requires full administrative and instructional support college-wide which includes:

| Action Plan | Progress | Budget Request |
|---|--|----------------|
| <p>A budget to promote and advertise the college to international markets.</p> <p>The IEP has 5, 8-week sessions a year and has to constantly recruit new international students to replace the students who transfer to Hawaii Community College credit classes.</p> | <p>A college-wide marketing budget was requested in the Strategic Enrollment Management Task Force (SEM) in October 2007 which would include the international market.</p> <p>This request was not granted. At the moment, the IEP funds all international marketing effort for the IEP and the college.</p> | |
| <p>IEP Students assigned an affiliation with Hawaii CC in Banner in order to get immediate access to campus facilities and services and to verify their status as Hawaii Community College students.</p> | <p>Completed in Spring 2008.</p> | |
| <p>Creating an International Student Advisor position to assist students with admissions, visa issues, and making academic plans.</p> | <p>Filled in February 2008.</p> | |
| <p>Working with the admissions department to create a system of conditional acceptance to the college for international students who require language training.</p> | <p>The process of creating a system for conditional acceptance has been completed.</p> | |
| <p>Searching for alternative funding possibilities to enhance learning opportunities for international students.</p> | <p>A Perkins Initiative request was granted for the academic year 2007-2008 for the amount of \$37,000 to cover the costs of new computers, software, and iPods for ESL students at Hawaii Community College.</p> | |
| <p>Address the fiscal cash flow.</p> | <p>IEP was able to have a positive cash flow at the end of the fiscal year due to aggressive marketing efforts which resulted in a 25% increase of students.</p> | |

| Action Plan | Progress | Budget Request |
|---|--|----------------|
| Address the lack of job stability (full or half time positions) for IEP instructors and support staff. This would also ensure quality and stability of services and instruction for international students as well as ensure that accreditation standards are maintained. | Currently we are looking into having IEP instructors treated the same way as those teaching in the lecturer pool so that they may receive health benefits. | |

Data Charts

Student Demographics and Enrollment Data

FY2007 and 2008 (IEP Sessions Fall I to Summer) Comparison

| | FY2008 | FY 2007 |
|---------------------------|-----------|-----------|
| Unduplicated total | 78 | 58 |
| Japan | 60 | 52 |
| Mainland China | 5 | 3 |
| Colombia | 0 | 1 |
| Switzerland | 0 | 2 |
| Chile | 2 | 0 |
| Netherlands | 1 | 0 |
| Italy | 1 | 0 |
| Korea | 2 | 0 |
| Taiwan | 2 | 0 |
| Thailand | 5 | 0 |

FY2008

| Gender | Number | Percent |
|--------|--------|---------|
| Female | 55 | 71% |
| Male | 23 | 29% |

FY2007

| Gender | Number | Percent |
|--------|--------|---------|
| Female | 37 | 64% |
| Male | 21 | 36% |

FY2008 (IEP Sessions Fall I to Summer)

| Students by status* | Number | F1 | PR | B1 | R1 |
|--------------------------------|---------------|-----------|-----------|-----------|-----------|
| Unduplicated all nationalities | 78 | | | | |
| Japan | 60 | 55 | 1 | 3 | 1 |
| Mainland China | 5 | 1 | 4 | | |
| Chile | 2 | | 2 | | |
| Netherlands | 1 | 1 | | | |
| Italy | 1 | | | 1 | |
| Korea | 2 | 1 | 1 | | |
| Taiwan | 2 | 2 | | | |
| Thailand | 5 | 1 | 4 | | |

FY2007 (IEP Sessions Fall I 2006 to Summer 2007)

| Students by status* | Number | F1 | F2 | PR | B1 |
|--------------------------------|---------------|-----------|-----------|-----------|-----------|
| Unduplicated all nationalities | 58 | 47 | 1 | 7 | 3 |
| Japan | 52 | 44 | 1 | 4 | 3 |
| Mainland China | 3 | 1 | | 2 | |
| Colombia | 1 | | | 1 | |
| Switzerland | 2 | 2 | | | |

***Visa Classifications**

F1= student

F2= dependent of student

B1= visitor (tourist)

R1= religious worker

PR= permanent resident

Further study after leaving the IEP (FY 2008)

| College | Number |
|---|---------------|
| Transfer to credit classes at Hawaii CC | 23 |
| Transfer to University of Hawaii, Hilo | 5 |
| Other colleges | 5 |
| Returned home | 21 |

Further study after leaving the IEP (FY 2007)

| College | Number |
|---|---------------|
| Transfer to credit classes at Hawaii CC | 21 |
| Transfer to University of Hawaii, Hilo | 3 |
| Other colleges | 1 |
| Returned home | 11 |

ANNUAL UNIT REVIEW
Office of Continuing Education and Training – Apprenticeship Program
July 1, 2007 – June 30, 2008

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 (HawCC) Apprenticeship Training Programs is to comply with the requirements of Hawai'i's Apprenticeship Law (*Hawai'i Revised Statutes, Chapter 379*). In accordance with this Law, the mission of this program is to address the related instructional needs of registered and established Apprenticeship Programs. For HawCC's Apprenticeship Training Program, this applies to compliant apprenticeship training endeavors active on the island or County of Hawai'i.

Target Student Population

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

b. External factors affecting the program

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

c. Required external measures

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

II. Action Plan, Accomplishments/Progress, Budget Requests

The initial Program Review for OCET's Apprenticeship Program was submitted under a separate cover in November, 2005. Accordingly, this portion of the OCET Annual Unit Review will provide an update to the information provided in the aforementioned submittal.

Enrollment in apprenticeship classes has been increasing in every year from 2002. Enrollment has increased significantly in 2005, 2006, and 2007 (see data below). In 2008, increases continued, but at a "smaller" growth rate of 9.5%.

| | | |
|---------|-----------------|--------------------------|
| 1. 2002 | 265 apprentices | |
| 2. 2003 | 275 apprentices | (+ 10 or 3.8 % increase) |
| 3. 2004 | 296 apprentices | (+ 21 or 7.6 % increase) |

| | | |
|---------|-----------------|---------------------------|
| 4. 2005 | 422 apprentices | (+126 or 42.6 % increase) |
| 5. 2006 | 597 apprentices | (+175 or 41.5 % increase) |
| 6. 2007 | 775 apprentices | (+178 or 29.8 % increase) |
| 7. 2008 | 849 apprentices | (+ 74 or 9.5 % increase) |

Enrollment in 2008 has now grown to a level over three times the enrollment total for 2002. This increase is directly related to our island's economic vitality and directly reflects the island's construction-boom activities of the past few years.

This construction boom is the reason for the growth in apprenticeship activities statewide. In recognition of this growth, a collaborative effort led by Honolulu Community College resulted in a proposal to the State Legislature. The *Workforce Development Initiative: Proposal to Address Employee Shortages in the Construction Industry* was submitted in November, 2005.

It was this proposal that led to Legislative action and the appropriation of the following General Funded (G-funded) allocations beginning in July, 2006:

1. Funds for the establishment of HawCC's Construction Academy Program.
2. Funds in support of Apprenticeship Programs in the Community College System (ie: HonCC, KauaiCC, MauiCC, and HawCC). Total amount appropriated: \$1,417,900.
 - a. Of this amount, \$201,500 was designated for HawCC's Apprenticeship Program.

For the following fiscal year (2007-2008), this allocation was reduced to approximately 50% of the original budget. For the current fiscal year (2008-2009), it was further reduced to \$26,500 or about 13% of the original G-funded allocation of 2006.

While there has been a 42% enrollment growth from 2006 to 2008 (from 597 to 849 apprentices) the original allocation has been reduced by 87% during this same period. Hopefully, the g-funded support will be able to accommodate the proportional growth and continued need for apprenticeship training.

There is also continued need for a dedicated half-time clerical support clerk (50% Clerk Typist II at approximately \$15,000/yr). Although OCET's clerical support has provided temporary assistance, a stable and long-term solution is sought.

The Apprenticeship Programs have been established under and governed by Hawaii Law and many Apprenticeship Programs were developed well over fifty years ago. Accordingly, Apprenticeship is not a new idea, concept, or part of a newly-created innovative program. It continues to be based on the simple, age-old concept that one can receive training by learning a specific skill or craft from those who are accomplished, skilled, and experienced.

It remains consistent within Hawaii Community College's *Vision, Mission*, and dedicated commitment (*Imperative*) to Workforce Development. It is hoped that the College can recognize its growth and value to the workplace by providing increased support and clerical stability.