

**HAWAII COMMUNITY COLLEGE
ANNUAL UNIT REVIEW**

**OFFICE OF CONTINUING EDUCATION
AND TRAINING**

December 2, 2009

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ANNUAL UNIT REVIEW
Office of Continuing Education and Training
July 1, 2008 – June 30, 2009

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 Hawaii Community College from the University of Hawaii at Hilo. This was based on the recommendation of UH President Albert Simone to have a fully functioning community college. One of the first consequences of this separation decision was the establishment of the Office of Continuing Education and Training (OCET) in 1992. This community-based, non-credit unit of Hawaii Community College presently offers 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.

Hawaii Community College Vision Statement

To promote student learning, Hawaii 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.

Hawaii Community College Mission Statement

Hawaii Community College promotes student learning by embracing our unique Hawaii 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 Hawaii Island community.

Hawaii 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. The unemployment rate for Hawaii County is currently 10.8% which was higher than the national average of 10.2% and the state average of 7.5%. 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:
 - Moratorium on Employer's Training Fund (ETF) monies that subsidizes training for businesses by 50%
 - Workforce needs that may arise due to business closures or new industry initiatives (i.e., new telescope, forestry, technology, etc.)
 - Nationwide and statewide economic downturn
 - Certification requirements (i.e., CNA, SHRM, CDL, First Aid/CPR, Tour Driver, OSHA, Motorcycle Safety, Recreational Water Craft)
 - Learning initiatives such as on-line training
 - Local and world economy and/or events (i.e., H1N1 Virus) 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, Shorthand, and 10-key certification required for Civil Service Employment
- Tour Guide certification
- Occupational Health and Safety Administration (OSHA) 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"> • 96 classes were coordinated for the following businesses and organizations: Carpenters’ Union, Plumber’s Union, International Brotherhood of Electrical Workers (IBEW), Kanoelehua Industrial Area Association, Micronesian United-Big Island, and Destination 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) • Kamehameha Schools provided funds for the High School Summer Career Exploration Program 	
Increase online class enrollment to communities island-wide through improved marketing.	<ul style="list-style-type: none"> • Online enrollment increased by 31.85% • An Institutional Support Specialist continued to focus on the marketing of online classes <ul style="list-style-type: none"> • Google Analytics is being used to determine the marketing value of the website: received 2,467 hits of which 78.13% were new visitors 	
Enhance marketing strategies for all programs.	<ul style="list-style-type: none"> • Discussions are ongoing regarding marketing plans as the focus of training 	

	<p>changes</p> <ul style="list-style-type: none"> • Joined Social Networking sites Twitter and Facebook to market classes to members • Continued to collect email addresses to send flyers out electronically • Continued to use the free section of the local newspapers to market classes 	
Seek event planning opportunities.	<ul style="list-style-type: none"> • Successfully coordinated: <ul style="list-style-type: none"> ○ 6 islandwide Energy Efficiency workshops with 285 participants in attendance ○ Iolani School Senior Excursion for 53 students ○ Apple Summer Institute for Educators as part of the Honolulu Community College Apple Partnership, 50 educators attended ○ “Technology in the Workplace Expo” to showcase campus technology initiatives, highlight vendors, and provide guest presenters 	
Continue to support the Rural Development Project Grant.	<ul style="list-style-type: none"> • OCET Interim Director and RDP Director expended 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"> • Interim Director has been meeting with the Health Care Community to investigate medical billing, medical procedural coding and other health related training 	
Review OCET personnel needs to provide island-wide services.	<ul style="list-style-type: none"> • Due to current economy and dwindling workforce training monies, staff positions were cut and we are not able to hire staff for island-wide coverage • OCET staff travels, as necessary, to other parts of the island 	
Explore the feasibility of travel study programs.	<ul style="list-style-type: none"> • Project on hold due to the poor state of the current economy 	
Partner with the community to identify educational and training needs and to determine how the	<ul style="list-style-type: none"> • Hawaii Island Chamber of Commerce (HICC) – Interim Director is a member • Japanese Chamber of Commerce and 	

college can best meet those needs.	<p>Industry of Hawaii (JCCIH) Interim Director is a member</p> <ul style="list-style-type: none"> • Kanoiehua Industrial Area Association (KIAA) – Interim Director is an associate member • Business Education Partnership (BEP) • Friends of NELHA 	
Continue memberships, partnerships, and collaborations with Hawaii County and State Departments.	<ul style="list-style-type: none"> • Workforce Investment Board (WIB) member – OCET Interim Director attended quarterly meetings and special events • WIA Youth Council member – OCET Interim Director attended monthly meetings and special events • Mayor’s Task Force on Employment Solutions member – OCET and RDP Directors attended monthly meetings and special events • Mayor’s Task Force member – OCET and RDP Director attended 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 – Coordinated semi-annual tax workshops, 188 tax professionals attended during this period • State Department of Education – <ul style="list-style-type: none"> ○ Partnered with Hilo Community School for Adults to offer the Academic Enhancement Program as a remedial education option for HawCC students and the community ○ Partnered with the DOE for the Summer Career Exploration Program, 62 students participated in this program • State Department of Public Safety – Coordinated non-credit Horticulture and Auto Mechanics classes for 29 inmates at Kulani Correctional Facility • County of Hawaii Civil Service – Administered Civil Service Typing and Shorthand certification exams. 273 	

	<p>exams were administered during this period</p> <ul style="list-style-type: none"> ○ Coordinated with Civil Service to offer various test prep classes as needed 	
<p>Continue memberships, partnerships, and collaborations with organizations to establish professional networks.</p>	<ul style="list-style-type: none"> ● American Culinary Federation (ACF) member – OCET Interim Director attends monthly meetings and special events in West Hawaii ● Society of Human Resource Management (SHRM) member – OCET Interim Director attends meetings ● Zonta Club International member – OCET Interim Director attends monthly meetings and special events to network with professionals in the community, state, and western United States ● National Association of Foreign Student Advisors (NAFSA) member – IEP Coordinator attends conferences to learn about current practices regarding international students ● Japanese Chamber of Commerce and Industry of Hawaii – OCET Interim Director attends quarterly meetings and special events; she is a Taste of Hilo planning committee member and liaison for HawCC; JCCIH through the Taste of Hilo fundraiser presented \$8,000 to HawCC to support its educational programs ● Visitor Aloha Society of Hawaii – OCET coordinators volunteer to assist distressed visitors with special needs ● Collaborated with Lyman House Memorial Museum to plan and execute the “The Key Ingredients” activities ● Alu Like, Inc. – Partners to provide job experience for high school students throughout the year ● Interim Director 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 	

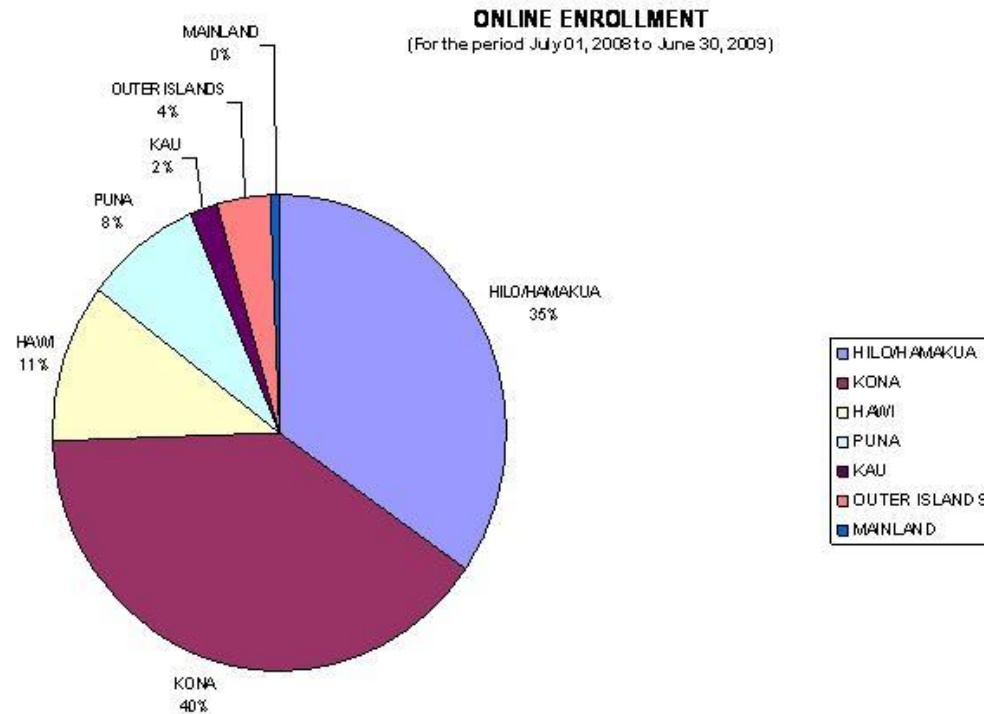
	<p>English Programs (AAIEP)</p> <ul style="list-style-type: none"> • IEP Director is member of the Teacher’s of English to Speakers of Other Languages (TESOL) 	
<ul style="list-style-type: none"> • Continue memberships, partnerships, and collaborations with University of Hawaii system. 	<ul style="list-style-type: none"> • UHCC System-OCET Interim Director attends OCET Directors’ monthly meetings • UHCC System – Coordinators attend OCET Coordinators’ quarterly meetings • UHCC System – OCET is part of the Statewide program for electricians “National Electrical Code” (NEC) • Windward Community College – Partnered to offer Ocean Safety Course for thrillcraft operators, 35 students from East and West Hawaii completed this course during this period • Leeward Community College – Collaborating to offer classes in motorcycle safety and training • Pacific Center for Advancement Technology Training (PCATT) – Collaborating 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 – Assisted with design and marketing for various college projects • Digital Media – Supported program through RDP funds • Machine Welding and Industrial Mechanics (MWIM) – Supported program through RDP funds • Summer Career Explorations Program – Partnered with FOREST Team, Hawaiian Lifestyles, Electronics, Auto Mechanics, Auto Body, and Human Services to offer career exploration classes to 62 high school students • Partnered with Nursing to offer Certified Nurses’ Aide and Recertification courses; classes were offered in Hilo and Kau, 68 students graduated 	
<p>Support the collaboration of credit/non-credit offerings through coordination of resources and other strategies.</p>	<ul style="list-style-type: none"> • Business Education – Collaborated to offer credit/non-credit classes for Business Education and CISCO • Early Childhood Education – Continued to offer PACE classes 	

	<ul style="list-style-type: none"> • Electronics - Offered Optics and Photonics classes as non-credit class 	
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 due to the downturn of the world economy 	
Explore potential data management systems.	<ul style="list-style-type: none"> • Ongoing system-wide discussions with UH-CC OCET's currently 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 held 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 partial tuition subsidies for the Summer Career Exploration Program for 62 students from High Schools islandwide 	

The Action Plan for 2009-2010 will include all previous action items with the following additional items.

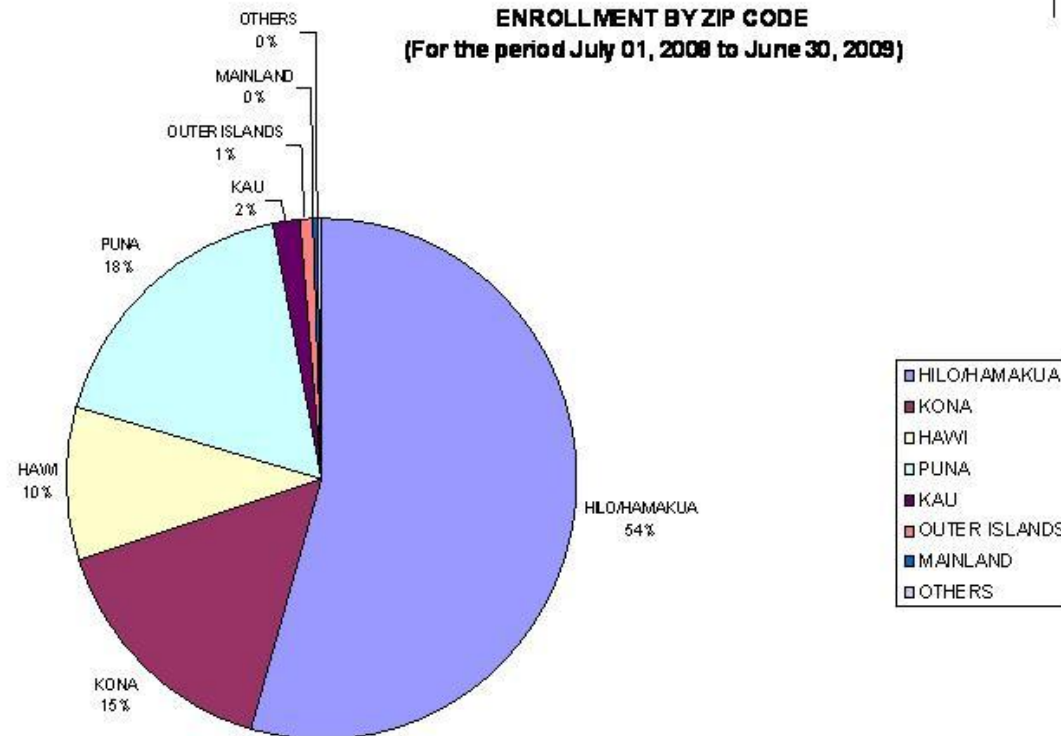
Additional Action Items		
Explore agreements with international educational institutions for ESL and Hawaiian cultural programs to HawCC.	Thus far, OCET IEP has active agreements with 8 agents, 4 pending; IEP has received 11 students from these agents	
Review current data management system to improve the import and export of data.	In progress with UH system	
Explore a variety of income generating opportunities.	Youth Summer enrichment classes for elementary school students	
Find new strategies for workforce development	<ul style="list-style-type: none"> • Developing a CISCO Virtual Training Center for Entrepreneurs • Planning "Buy Local/Go Green" Expo 	
Develop new training opportunities	<ul style="list-style-type: none"> • Exploring workforce training in Energy Efficiency and Sustainability 	
Improve marketing strategies		

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 81 (40%) enrollments.

Student Demographics Average Enrollment by Area

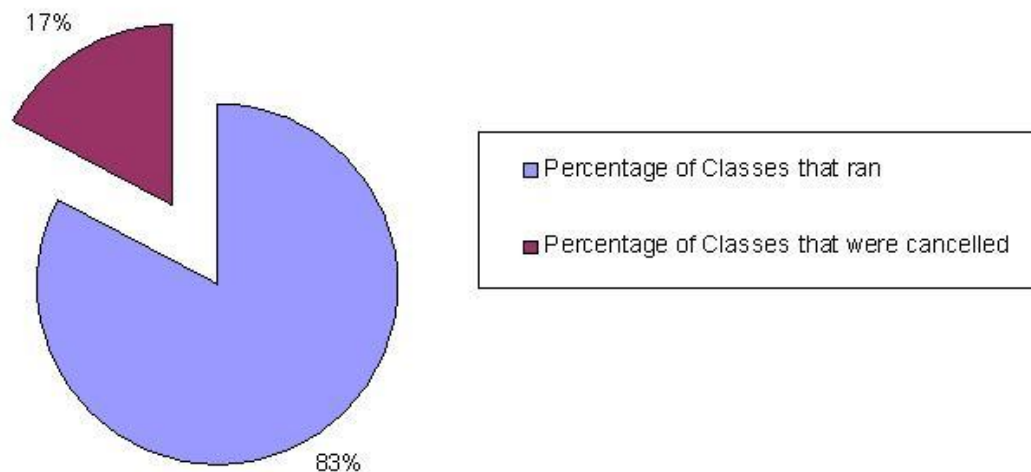


The Big Island is the largest of the Hawaiian Islands with a land mass of 4,028 square miles - twice the combined size of the other islands. It is 92 miles long and 76 miles wide. This data shows enrollment in Hawaii, Mainland, International countries. This chart shows the dense population of enrollment lies in the Hilo/Hamakua sector with a total of 1883 (54%) enrollments.

Class Status Rate



CANCELLATION RATE
(For the period July 01, 2008 - June 30, 2009)

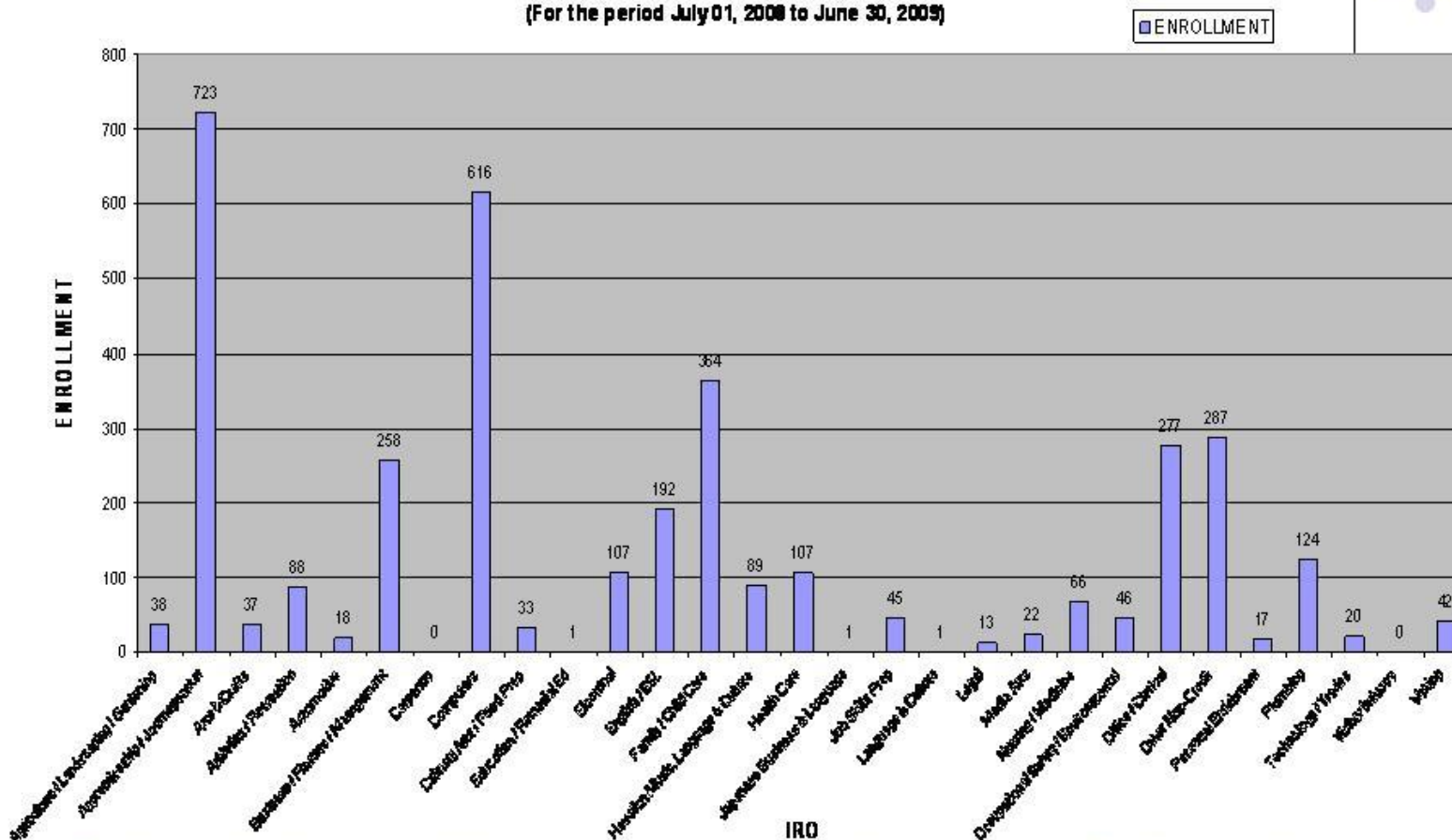


Out of the 628 classes that were offered (with 3539 enrollments) during this period, 83% of the classes ran and 17% cancelled.

Enrollment by IRO Program



ENROLLMENT BREAKDOWN BY IRO PROGRAM
(For the period July 01, 2008 to June 30, 2009)



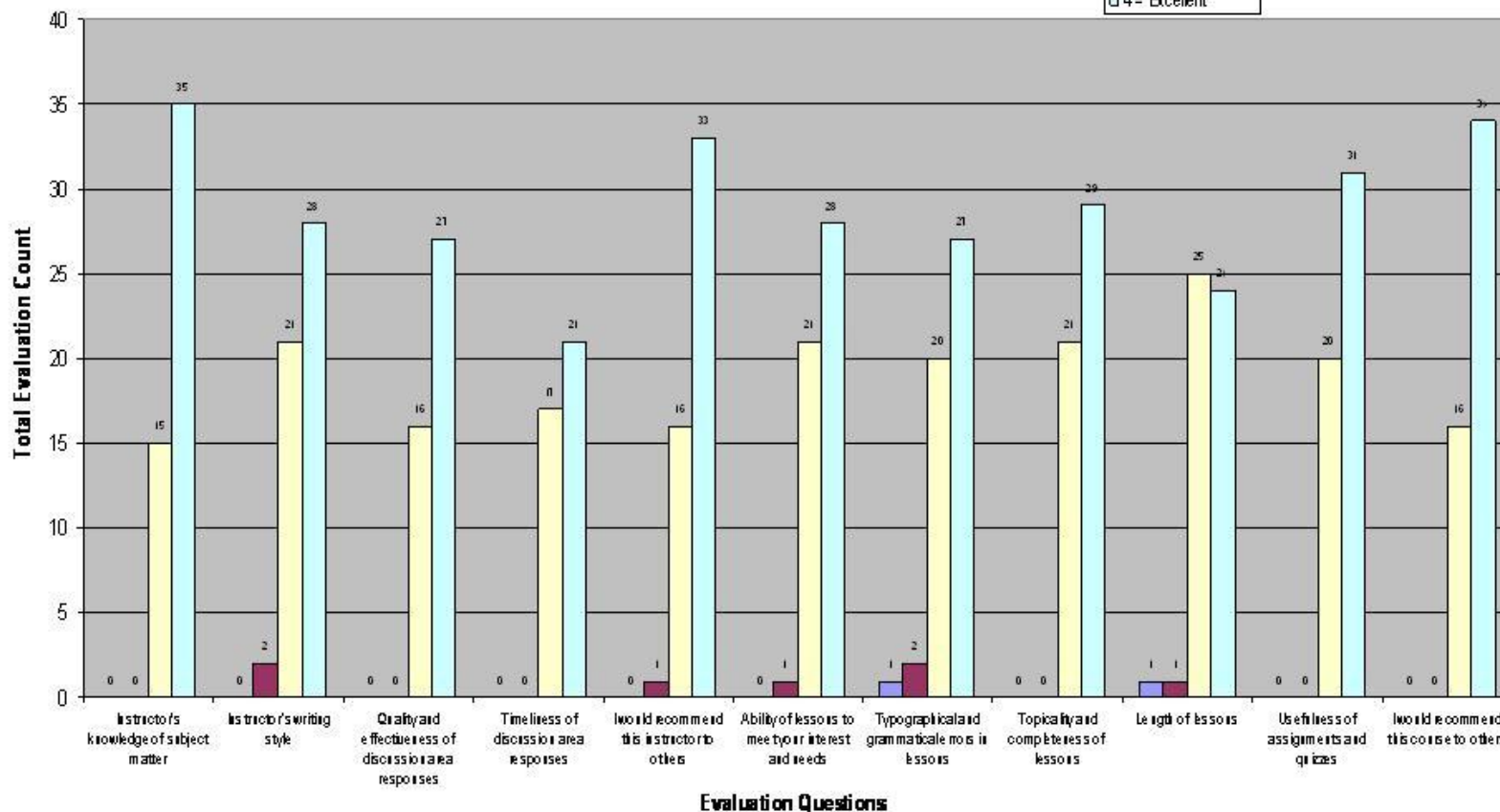
This data depicts the diverse interests of the community, ranging from leisure to professional development. The five programs highest in enrollment (excluding Apprenticeship) were Computers, Family/Child Care, Other Non-Credit, Office/Clerical, and Business/Finance/Management. This reflects our community's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

Online Course Evaluations



Course Evaluations of All Classes Offered
(For the period July 01, 2008 to June 30, 2009)

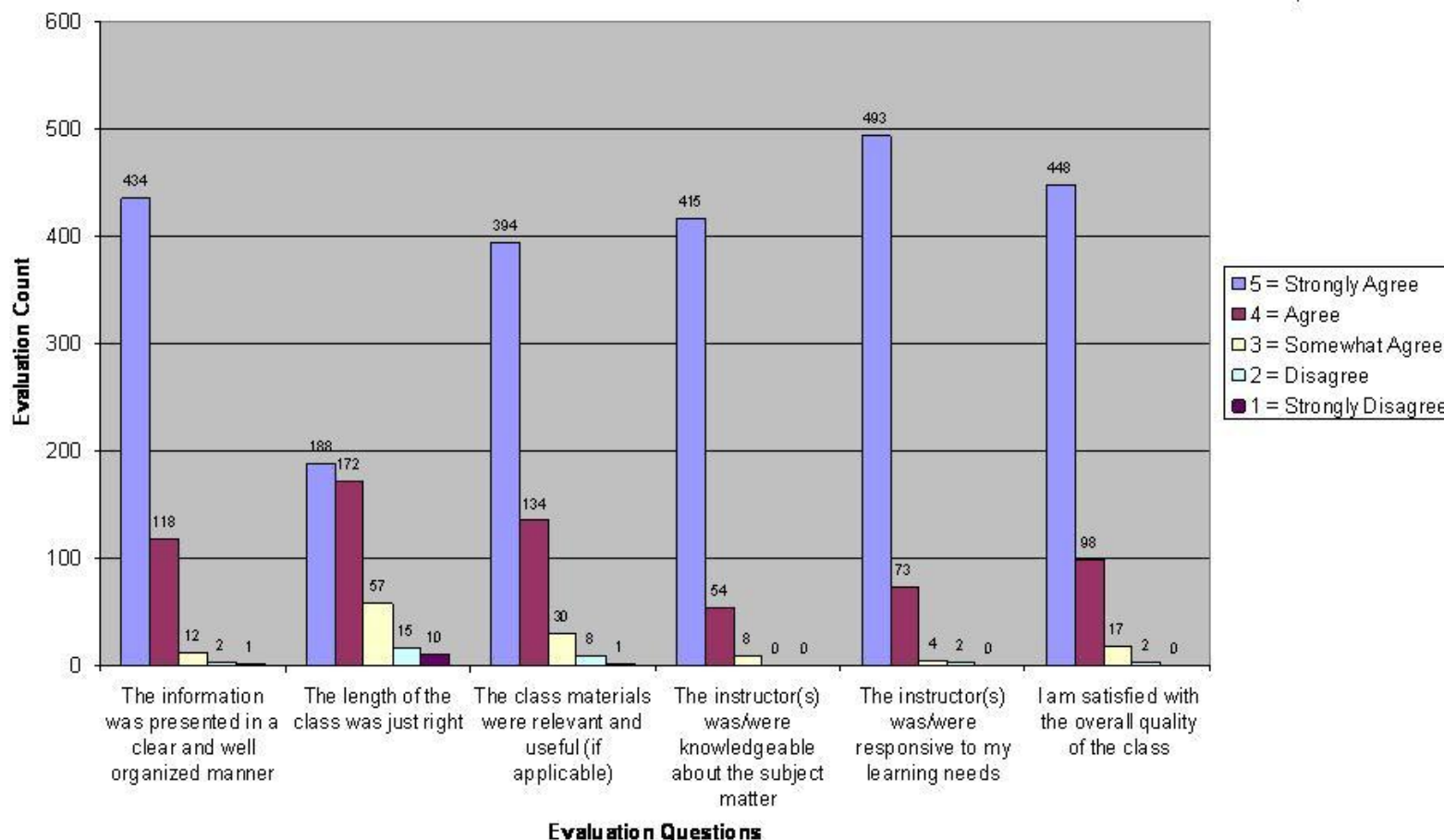
1 = Below Average
 2 = Average
 3 = Above Average
 4 = Excellent



Course Evaluations



Course Evaluations for All Classes Offered
(For the period July 01, 2008 to June 30, 2009)



ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Intensive English Program
July 1, 2008-June 30, 2009

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the unit, 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 functions as an access point for non-native English-speaking students, both domestic and international, to the college. The IEP is a non-credit program which offers 20 hours a week of academic English instruction in reading, writing, listening, speaking and grammar skills. Students are prepared with the skills that they need to study in an American university.

Target Student Population

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with an iBT TOEFL (internet-based Test of English as a Foreign Language) score of 45 or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 45 and resident students who do not place high enough to enter credit classes on the Compass Test.

The IEP had 119 students (77 unduplicated) from the Fall I 2008 session to the Summer 2009 session. The total enrollment decreased by 27 students from last year due. The number of unduplicated students decreased by only 1. The decrease in numbers can be attributed to the economic downturn and the H1N1 pandemic.

Nation	Number (unduplicated)
Bulgaria	1
China	6
Colombia	1
Hong Kong	1
Japan	51
Korea	5
Mexico	1
Palestine	1
Philippines	1
Poland	1
Sweden	1
Taiwan	2
Thailand	3
Vietnam	1

Out of the 77 unduplicated number of students, 47 (62%) were female and 29 (38%) were male.

68% of unduplicated students are in the US with an F-1 (student) visa. 18% are permanent residents (“green card” holders) who are non-native speakers of English, married to or a dependent of an American national. 13% were on a Visitor’s visa (B2). The average stay in this time period was 2 sessions (two 8-week sessions) per student.

After leaving the IEP, 29 students transferred to credit classes at Hawaii Community College, 3 transferred to the University of Hawaii, Hilo and 1 to UH Manoa. Others either returned to their home country or continue to study with the program.

From Fall 2008 to Spring 2009, former IEP students made up roughly 75% of the total international student population at Hawaii Community College, and took 1,320 credits at non-resident rates. This tuition contributed \$359,000 in revenue to the college.

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, especially Hawaii Lifestyles
- Chose Hawaii CC and the IEP because of the TOEFL waiver option
- Has a strong interest in hula and Hawaiian culture
- Has friends or relatives on the island

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

- Spouses of American citizens
- Relatives and friends of American citizens or green card holders

b. Information on external factors affecting the unit;

- US Customs and Immigration Enforcement visa regulations for F1 students wishing to receive language training in the US. Recently we have experienced almost 100% rate of visa denials from applicants in Vietnam and China.
- 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. The recent economic downturn has greatly affected the IEP. Fewer students can apply and the students, who do come here, stay fewer sessions.
- World health conditions. The H1N1 pandemic made traveling appear to be unsafe, and potential students put their study plans on hold.

c. Required external measures, if applicable;
N/A

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

Action Plan Tasks	Budget Request
<p>Increase Student Numbers</p> <ul style="list-style-type: none"> • Continue to meet with the International Education Task Force form up and run a campus-wide marketing strategy. • Attend more student fairs in Japan and Korea • Make more agreements with educational agents • Increase visibility by enhancing the college’s and IEP’s websites • Keep abreast of current trends in international education, and knowledge of SEVIS (Student and Exchange Visitor Information System) regulations 	<p>\$20,000 (marketing)</p> <p>\$10,000 (professional development)</p>
<p>Create fulltime APT position (APT Band A Education Specialist, 11-month)</p> <ul style="list-style-type: none"> • Work with HR to create positions when the IEP is able to fiscally support them or g-funds become available 	<p>\$47,300</p>
<p>Create credit/non-credit classes in the IEP</p> <ul style="list-style-type: none"> • Work with credit partners and counseling to make IEP classes available as credit so that resident students can get financial aid. 	<p>No cost</p>

Data Chart
Student Demographics and Enrollment Data

FY 2007, 2008 and 2009 (IEP Sessions Fall I to Summer) Comparison

	FY2009	FY2008	FY 2007
Unduplicated total	77	78	58
Bulgaria	1		
Chile	0	2	0
Colombia	1	0	1
Hong Kong	1		
Italy	0	1	0
Japan	51	60	52
Korea	5	2	0
Mainland China	6	5	3
Mexico	1		
Netherlands	0	1	0
Palestine	1		
Philippines	1		
Poland	1		
Sweden	1		
Switzerland	0	0	2
Taiwan	2	2	0
Taiwan	2		
Thailand	3	5	0
Thailand	3		
Vietnam	1		

FY2009 (IEP Sessions Fall I to Summer)

Students by visa*	Number	F1	PR	B2
Unduplicated all nationalities	77	52	14	10
Bulgaria	1			1
China	6	2	4	
Colombia	1		1	
Hong Kong	1	1		
Japan	51	40	2	9
Korea	5	5		
Mexico	1		1	
Palestine	1		1	
Philippines	1		1	
Poland	1		1	
Sweden	1	1		
Taiwan	2	2		
Thailand	3	1	2	
Vietnam	1		1	

<p>*Visa Classifications F1= student B2= visitor (tourist) PR= permanent resident</p>

FY2008 (IEP Sessions Fall I to Summer)

Students by status*	Number	F1	PR	B1	R1
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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		

Further study after leaving the IEP (FY 2009)

College	Number
Transfer to credit classes at Hawaii CC	29
Transfer to University of Hawaii, Hilo	3
Other colleges (Manoa)	1
Returned home	na

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

IEP Students Entering Credit Programs

Semester	IEP Origin	Total F1	% IEP	Revenue	No of Credits
Fall 2008	45	59	76.27%	\$220,592	811
Spring 2009	41	54	75.93%	\$138,448	509
Total	86	113		\$359,040	1320

ANNUAL UNIT REVIEW
Office of Continuing Education and Training – Apprenticeship Program
July 1, 2008 – June 30, 2009

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 Hawaii Community College’s (HawCC) Apprenticeship Program(s) is to comply with the provisions set forth in the State of Hawaii’s Apprenticeship Law (*Hawaii Revised Statutes, Chapter 372*). Accordingly, the mission and purpose of this training program is to comply with the intent of this Statute, which includes: “*Related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for the instruction shall be the responsibility of the community college division of the University of Hawaii*” (HRS, 372-6). For HawCC, this assigned responsibility applies to established and active training programs on the island of Hawaii.

Target Student Population

The target “student” population is really the Apprentice: “...*a person participating, through employment, in an approved schedule of work experience supplemented by related instruction and who is a party to an apprenticeship agreement registered with the department in accordance with this chapter*” (HRS 372-2). Instructions are coordinated with a participating Sponsor: “...*any person, corporation, association, committee, or organization operating an apprenticeship program and in whose name the program is approved and registered*” (Hawaii Administrative Rules, Title 12, 12-30-1) and usually with a coordinator representing the Sponsor.

b. External factors affecting the program

- It is important to understand this significant external factor: apprentices are indentured and thereby committed to a training program with a Sponsor who in turn, is regulated under the DLIR and the U.S. Bureau of Apprenticeship Training (USBAT). Sponsors are separately established entities operating outside the governance of the College. However, Sponsors have very similar concerns with the College because they are also focused on occupational training and need to be closely connected with the needs of the workplace. The Apprenticeship Law is intended to recognize such programs and support its training through the community college system. It is noteworthy to recognize that most Sponsors are labor-based organizations (unions). As it is, Sponsors need to understand, maintain, and continually assess the workforce needs of their defined skill or craft. They are also primarily responsible for the recruitment of new apprentices as it is in their best interests to train and maintain a group of skilled workers capable of meeting the immediate needs of the workforce. The recruitment of apprentices is therefore not the responsibility of the College. Apprenticeship enrollments are therefore wholly dependent and directly affected by the decisions of the Sponsors. Many concerns common to the instructional programs at the College (such as recruitment, retention,

workforce integration, or other relevant matters) are reduced. It is also important to note that apprenticeship training classes are non-credit in nature and certificates are not issued by the College.

- Global, national, or local events can affect the economy and industry, impacting the needs of trained and skilled workers in the industry. Any external condition that will have an effect on the local economy and workforce needs to be recognized.
- Impact of new materials, installation techniques, methodologies, innovations, technologies, and/or work processes can affect the training requirements needed to keep abreast with changing conditions in the workplace.
- State or Federal legislation(s) or administrative decisions that may affect the intent, structure, organization, or administration of apprenticeship training programs and practices. This occurs very infrequently, but such action(s) can potentially have a great impact.

c. Required external measures

- Completion in an Apprenticeship Program results in the issuance of a *Certificate of Completion of Apprenticeship* by the DLIR. This certificate states: “*This is to Certify that (name of individual) has satisfactorily completed an apprenticeship program in accordance with standards approved by the Department of Labor and Industrial Relations and is hereby awarded this certificate attesting to skills and knowledge for...(name of program).*” An apprentice’s success is measured by the completion of program requirements and thereafter considered a journey-worker. The structure of apprenticeship programs, by nature, separates the College from active involvement or participation in the on-the-job training component, a very large part of the overall training format.

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 is an annual update to the information provided in aforementioned submittals.

Action Plan

- Continue to assist and support the efforts by the *Hawaii Laborers Training Program* in developing an operational apprenticeship program on the Big Island. This Sponsor is well-established on Oahu but has been challenged in extending this training program to the Big Island.
 - *Construction Craft Laborers* perform a variety of tasks on construction projects, usually working with other trades in a utility capacity. This occupation is very common in our local workforce.
- Seek opportunities that allow the College to support new activities from established apprenticeship programs that attempt to expand training programs on the Big Island.
- Continue to strive to maintain or improve the role of the College in supporting apprenticeship programs on the Big Island. The value and continuing relevance of these programs are further described in the paragraphs that follow.

- Strive to adjust to budget reductions and focus on providing the best possible training conditions recognizing the realities of the economy and resulting budget constraints. Additional information is also provided in the following paragraphs of this review.

Accomplishments/Progress

Enrollment in apprenticeship classes has been dramatically increasing from 2002 to 2008. Enrollment increased significantly in 2004-05, 2005-06, and 2006-07 (see data below). In 2007-08, increases continued at a smaller growth rate. However, the smaller growth rate of 9.5% should still be significant for one year.

1.	2001-02	265 apprentices	
2.	2002-03	275 apprentices	(+ 10 or 3.8 % increase)
3.	2003-04	296 apprentices	(+ 21 or 7.6 % increase)
4.	2004-05	422 apprentices	(+126 or 42.6 % increase)
5.	2005-06	597 apprentices	(+175 or 41.5 % increase)
6.	2006-07	775 apprentices	(+178 or 29.8 % increase)
7.	2007-08	849 apprentices	(+ 74 or 9.5 % increase)
8.	2008-09	714 apprentices	(- 135 or 15.9 % decrease)

In 2008-09, enrollment decreased for the first time since 2001. This is a reflection of the slow-down in our economy and the increase in unemployment data for our island. The needs of our workforce have now been severely reduced by the current recession affected by national and global conditions.

In apprenticeship programs, a reduction usually occurs when the economy slows. Apprentices often become disenchanted and disassociated with the lack of work and ability to advance. This is because on-the-job training is an important part of progressing in apprenticeship training programs. The “earn-while-you-learn” concept becomes unattractive when there is little or no work.

Conversely, credit enrollment at the College has increased largely due to the same reason. Less employment opportunities encourage idled people to go back to school to “retool” or earn a degree.

In spite of the effects of the economy, it should be noted that two established apprenticeship programs have been recently been added. In the Fall of 2008, the Roofers’ apprenticeship program became active. In the Fall of 2009, the Ironworkers’ (Reinforcing) apprenticeship program was added under the College’s apprenticeship umbrella. As the College is able to accommodate and support new trainings, the resulting upgrade with the knowledge and occupational skills of workers should definitely benefit our community that depends on this workforce.

Budget Request and Relevant Information

The construction boom a few years ago fueled a system-wide effort led by Honolulu Community College and resulted in a proposal to the Legislature. *The Workforce Development Initiative:*

Proposal to Address Employee Shortages in the Construction Industry was submitted in November, 2005.

This proposal led to Legislative appropriation of the following General Funded (G-funded) allocations beginning July 1, 2006 (FY 2007):

1. Funds for the establishment of HawCC's *Construction Academy* Program.
2. Funds in support of *Apprenticeship* programs in the UH-CC 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.

In the following fiscal year (FY 2008), this amount was re-allocated by the College and reduced by approximately 50%. In FY 2009, it was again re-allocated and further reduced to \$26,500. For FY 2010, the apprenticeship budget is \$17,686 and reduced to an amount that is only 8.8% of the original G-funded allocation appropriated by the Legislature.

In all fairness, one cannot disregard the current budgetary "crisis" existing throughout State and within the University system. Therefore, one must recognize that there is simply not enough money to go around and that sacrifices need to be shared by all.

However, it is also important to note that the strong need for clerical support (50% Clerk-Typist II at approximately \$16,000/yr.) remains. This is a reference to the fact that from 1994-97, a Clerk/Steno II position with 50% assignment to apprenticeship existed at HawCC. On October 16, 1997, this position was reclassified.

Since this reclassification, now over twelve years ago, the College's apprenticeship activities have grown significantly. Roofer and Ironworker (Reinforcing) apprenticeship programs have recently been added. There has been a definable expansion in enrollment and Sponsor activities. Despite this growth, no clerical support has been reinstated although it has been requested in previous reviews.

It is noteworthy that OCET has provided some clerical support to this situation, but **a formal solution is herein requested to reinstate the clerical support previously supported by the College.**

Apprenticeship is an old concept, already relevant centuries ago at the beginning of industrialization. Research will show that a form of apprenticeship training occurs in all industrial economies requiring skilled trades and crafts in producing goods and services.

In Hawaii, many apprenticeship programs were established in the 1940's when the economic conditions in the Territory of Hawaii was fueled by WWII and post-war growth. Today, almost 70 years later, most programs are still relevant to the training of skilled workers in our workforce.

In the past five years, the enrollment has averaged 336 participating apprentices per semester. This is the quantitative indication of the program's value to the island's workforce. This "Budget Request" simply seeks support from the College for apprenticeship training programs that is relevant and has shown sizeable growth patterns during the past decade.

Apprenticeship training is wholly consistent within Hawaii Community College's *Vision*, *Mission*, and dedicated commitment (*Imperative*) to *Workforce Development*. It is hoped that the College can recognize its value and support the needs of this non-credit program by "reallocating" a 50% (G-funded) clerical position for this program at the College.

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