

**COLLEGE EFFECTIVENESS REVIEW COMMITTEE (CERC)  
Evaluation Tool for Comprehensive UNIT Reviews**

**Purpose:** This tool is used to evaluate Comprehensive Unit Reviews for the 2010-2011 academic year. Each CERC member will be completing one of these for each of the unit reviews.

**Part I. Report Summary**

<b>Evidence:</b>	<b>Is evidence included? (✓)</b>	
	<b>YES</b>	<b>NO</b>
<b>Mission</b>	18	
<b>History</b>	18	
<b>Organizational Chart</b>	8	10
<b>Recommendations/Comments:</b> <i>Mission quoted is not the complete stated mission of Hawai'i Community College. Stating the mission of the program is to comply with the law missing the point of a mission statement—the program doesn't exist to comply with the law, it exists because of the law; what the program does as a result of that law would be a program mission.</i> <i>Organizational chart missing. May have been easier to have a timeline chart for the history.</i> <i>Excellent discussion of alignment of mission with Apprenticeship Laws, with the mission of OCET and with the college as well.</i> <i>Very detailed history, however there was no organizational chart present in the report summary</i> <i>The primary mission appears to be compliance with statute and an incidental relationship to the mission of OCET.</i> <i>Chart would have been helpful as a visual tool to represent the amount of external assistance that is utilized by the program. Detail and description provided is much appreciated by the reader.</i> <i>Do reviewers need all the history, and could your time be better used for other areas of review? An organizational chart might help to highlight information in narrative.</i> <i>No org chart included. Mission is clearly related to the HRS requirements of State law and the HawCC mission.</i> <i>Workforce imperative is also connected.</i>		

**Part II. Program**

Evidence:	Is evidence included? (✓)	
	YES	NO
Services provided by unit	18	
Top 3 or more goals of unit for review period	18	
Faculty & staff listing	18	
Funding source of faculty & staff	14	4
Brief description of facilities & equipment	18	
<p><b>Recommendations/Comments:</b>  <i>Excellent description of services provided and thorough explanation of how apprenticeship fits into the framework of the college and of the community.</i>  <i>There is not enough information on the funding source of faculty and staff. It is ambiguously and briefly addressed.</i>  <i>Sponsor funding of instructors is discussed, but no mention of the source for the coordinator and other instructor funds. General?</i>  <i>Evaluator not sure if Pos. No. indicates funding source</i>  <i>In the “Services Provided” section, the fourth bullet says “comply with per-clock-hour tuition schedule requirements established by the UH Board of Regents. Since apprenticeship is a non-credit program why is it necessary for it to provide a service of “complying with per-clock-hour tuition schedule.”</i>  <i>Funding source was covered in narrative but a chart of how much the college contributes, besides one faculty position, vs. private employers would be helpful.</i>  <i>Excellent explanation of Apprenticeship Law and the role and importance of Sponsors within the program. Also includes the list of Fall 2010 apprenticeship instructors hired by the College and those not hired by the College but compensated by a Sponsor. Storage containers for East and West HI are described as are the dedicated equipment (fork-lift, etc.)</i></p>		

**Part III. Quantitative trend data table**

Evidence:	Is evidence included? (✓)	
	YES	NO
<b>Identify what specific data is appropriate to its function</b>	18	
<p><b>Recommendations/Comments:</b>  <i>Information on how many persons participate in which programs would be helpful as well as completion rates. Throughout the document there is mention of West Hawai`i not having adequate facilities yet there is no mention of the number of persons trained in West Hawai`i. Stating the number of participants who are graduates of a HawaiiCC program would be meaningful.</i>  <i>What other additional data were looked at?</i>  <i>Good analysis with training and demands of industry.</i>  <i>The trend data suggests that while enrollments in credit programs have dramatically increased, enrollments in apprenticeship programs have decreased.</i>  <i>Comparison of Apprenticeship classes and enrollment to credit enrollment does not appear appropriate or necessary and there was no analysis or explanation for the comparison.</i>  <i>Trend table was provided but writer felt the data could not provide useful determination of trends.</i></p>		

**Part IV. Quantitative Data Analysis**

Evidence:	Is evidence included? (✓)	
	YES	NO
<b>Trends noted over the review period, comparisons to any applicable standards, such as college, program or national standards</b>	16	2

**Recommendations/Comments:**

*No comparisons made*

*There is no comparison of data to applicable standards.*

*Besides economic factors, what else could be causing numbers to drop? Could there be contributing factors?*

*Addresses the reason that enrollments in apprenticeship are down. Reduction in available jobs is a significant factor in the decline of apprenticeship opportunities. Excellent analysis of trends and differences in apprenticeship and credit programs.*

*The relationship between the variables in question need to be clearly addressed and communicated with the reader.*

*I am assuming that the writer is relating enrollment over time with industry demand but that is an inference that may be incorrect. Perhaps list explicitly the variables under observation.*

*Reference was made to enrollment being consistent with the programs being closely related with the demands or needs of industry, but there was no evidence of industry demands during the evidence period.*

*Good explanation of unusual dilemma faced with the changing job market.*

*Reverse correlation made between trend decrease in apprenticeship and increase in credit courses due to economic downturn. This is consistent with national trends and community college enrollment increases over the past several years.*

**Part V. Other Data**

<b>Evidence:</b>	<b>Is evidence included? (✓)</b>	
	<b>YES</b>	<b>NO</b>
<b>i.e. Satisfaction survey results and any external factors affecting the program. Special studies and/or instruments used (NCHEMS New and Continuing Student Surveys, etc.)</b>	17	1

**Recommendations/Comments:**

*Thank you for the list of possible influences; is it possible that anything from our end could also be a factor? I notes this as a No because I am assuming there is a source for information about changes to law, federal legislation, or sponsors might be available.*

*Makes an excellent observation—the need for apprenticeship training is dependent on the vitality and health of the local economy. Identifies several other factors that could affect apprenticeship to a lesser degree.*

*Variables are explicitly states. It is clear what the writer is addressing in this section.*

*Possible changes to cited laws do not appear to be appropriate external factors that affect the program when there is no evidence of any changes being planned or discussed.*

*Excellent explanation given for connection to economic cycles. Also mentioned any changes in HRS (Apprenticeship Law) and impact that would have on the program, federal legislation that may impact apprenticeship programs, and any impacts due to Sponsors.*

**Part VI. Unit SLOs and How Assessed**

	(✓)	
	YES	NO
<b>Unit has SLOs</b>	18	
<b>Recommendations/Comments:</b> <i>Need to change to measureable outcomes – maybe change to unit service outcomes? ATCHA identified program outcomes but I would like to know how they are assessed.</i> <i>The writer gives a list identified as SLOs. The details of the list suggest items may be objectives rather than SLOs. The reviewer recognizes the difficulty of such a task but is it possible to include data from tests done by licensing agencies? That would verify how many students are successful in acquiring the learning outcomes.</i> <i>SLOs align with OCET SLOs but points out that apprenticeship SLOs are largely established outside of the college by standards devised by the Sponsors.</i> <i>An alignment of the Apprenticeship outcomes with that of OCET is cited, but not very well articulated in the narrative.</i> <i>Written in goals/plans</i>		

	(✓)	
	<b>YES</b>	<b>NO</b>
<b>Unit Assesses SLOs</b>	14	4
<p><b>Recommendations/Comments:</b>          Need to develop an assessment tool.          This section was unclear          No clear mention or description of SLOs currently being assessed.          The writer states that if a participant completes the requirements of an apprenticeship program, he/she will have shown proficiency in all learning outcomes. This does not tell us how an instructor determines if the participant has met the requirements for the apprenticeship program.          See comment above. If completion of duty in the work place is the sole assessment, should you include numbers of successes so that you can determine if some part of the program could be improved? Are there areas where the students struggle and is there any way to help them meet the standards?          Cited several other measures of learning outcomes such as licensing and upon completion, student will be able to perform at journeyworker level. SLOs validated in the workplace. These outcomes are recognized beyond HawCC and the state as they are nationally recognized, which makes apprenticeship transferable.          Basically compliance with rules and statutes is used to assess outcomes which does not appear to be appropriate. Completion of a program could be one assessment measure, but there are no specific instruments mentioned that are used to evaluate the level of accomplishment of the program outcomes established by the Apprenticeship Training and Coordinators of Hawai`i.          Simple question, yet difficult to clearly determine here. It seems the assessment ultimately lies in the journeyman status of the apprentice once s/he reaches the end of the program.          Assessment done according to goals</p>		

	Priority Ranking			Score
	1 = Low	2 = Medium	3 = High	
<b>Unit SLOs and How Assessed</b>	Assessment not present or Weak explanation	Adequate explanation	Very thorough and strong explanation	2.000

**Part VII. Unit Summary**

Criteria	1 - Does Not Meet	2 - Meets	3 - Exceeds	Score
<p><b>1. The narrative describes the unit and how it supports the College’s mission and alignment with Strategic Plan.</b></p>	<p><b>Not present or no connection to mission and strategic outcomes, goals, and performance measures.</b></p>	<p><b>Adequate description and connection to mission and strategic outcomes, goals, and performance measures.</b></p>	<p><b>Very thorough and strong connection to mission and strategic outcomes, goals, and performance measures.</b></p>	<p>2.222</p>
<p><b>Recommendations/Comments:</b>  <i>Not much control on outside factors</i>  <i>Also included imperatives.</i>  <i>Though apprenticeship existed long before the current mission and strategic plan, does a good job of finding relevance despite the current economy and decrease in apprenticeship opportunities.</i>  <i>Is the writer saying that the apprenticeship program is exempt from the strategic plan and that the program has no responsibility to recruit students, that this is solely the responsibility of the sponsors?</i>  <i>Why was island-wide training opportunities not increased? Can apprenticeship be extended with industry rather than be focused on with the unions such as with the astronomy industry? Health industry? Hospitality industry?</i>  <i>Connections to mission and 3 imperatives are explained. Strategic Plan connection is not made with respect to specific action strategies.</i></p>				
<p><b>2. Progress on unit goals since last comprehensive unit review.</b></p>	<p><b>Not present or no progress.</b></p>	<p><b>Adequate progress.</b></p>	<p><b>Substantial progress.</b></p>	<p>2.000</p>
<p><b>Recommendations/Comments:</b>  <i>Compliance with intent of a law seems more a mandate than a goal.</i>  <i>Made great progress on goals that were within his ability to control. Did not get clerical assistance.</i></p>				
<p><b>3. Unit strengths.</b></p>	<p><b>Not present or weak analysis.</b></p>	<p><b>Adequate analysis and perceptions.</b></p>	<p><b>Very thorough and substantial analysis and perception.</b></p>	<p>2.278</p>
<p><b>Recommendations/Comments:</b>  <i>How being regulated is a strength was not explained.</i>  <i>Lists several sustainable strengths that seem to endure with apprenticeship.</i>  <i>Need examples of strengths such as how apprenticeship connects closely with the needs of the workplace and specific skills and knowledge of the instructional staff.</i>  <i>Good explanation of strengths.</i></p>				

Criteria	1 - Does Not Meet	2 - Meets	3 - Exceeds	Score
4. Unit weaknesses.	Not present or weak analysis.	Adequate analysis and perceptions.	Very thorough and substantial analysis and perception.	2.222
<b>Recommendations/Comments:</b> <i>Include analysis of surveys and link to goals</i> <i>Identified weaknesses appear appropriate, but there could have been a greater analysis and description as well as how they could impact the program if not addressed should have been articulated.</i> <i>Apprenticeship gets very little funding support from the college and the coordinator works 6 days per week and does not have clerical support.</i> <i>As a reviewer, I would like to see more about the conditions in West Hawai`i. Is the program needed over there? If so, what is holding us back?</i> <i>Why is the lack of college facilities in West Hawai`i a weakness – is it the lack of facilities or the lack of technical programs that feed into the apprenticeship programs that are the weakness? From a cost perspective using DOE facilities at no cost seems a strength unless the facilities being used are inadequate. If that is the case, this should be explained.</i> <i>Weaknesses are explained but West HI lack of campus is beyond the scope of Program Review. Palamanui is in the works but will take a while.</i>				
<b>Part VII. TOTAL</b>				8.722
<b>Part VII. AVG (TOTAL divided by 4)</b>				2.181

	(✓)	
	YES	NO
<b>Unit Goals included</b>	17	1
<b>Action Plan included</b>	18	
<b>Recommendations/Comments:</b> <i>Need to see measurable goals for apprenticeship program to connect with workforce development and industries on the Big Island.</i> <i>Action plan could be developed to include specific cost items, such as what is needed to increase sponsors or improve facilities, and identification of possible areas for innovation.</i> <i>Suggests that goal setting is limited and questionable because of the current economy, but nonetheless set viable goals.</i> <i>Action plan may be more goals.</i> <i>Clear action plan. Chart helps to identify the tasks to complete to accomplish the goals.</i> <i>Action Plan does not identify the need for clerical support except in the next section. Instead, 4 tasks are identified, the first of which would require equipment and materials purchases.</i>		



**Part VIII. Budget Implications**

	(✓)	
	YES	NO
<b>Budget Implication section completed</b>	18	
<b>Chart 1 completed</b>	18	
<b>Recommendations/Comments:</b> <i>Clear and easily understood need.</i> <i>West Hawai'i facilities are inadequate. Desperately needs clerical support. Doesn't need any repairs or renovations to facilities.</i>		
<b>Chart 2 completed</b>	18	
<b>Recommendations/Comments:</b> <i>Has a sizeable inventory of equipment and tools.</i>		

**What does the unit need in order to meet its goals over the next review period?**

<b>Cost Item (may be on Chart 3)</b>	<b>Part VIII</b>	<b>Part VI Pg 3</b>	<b>Part VII Pg 4</b>	<b>Total VIII+VI+VII</b>
Evaluator's Priorities, Top 3	Score	Score	Score	
Clerk Typist	<b>3.0</b>	<b>2.222</b>	<b>2.181</b>	<b>7.181</b>