

**HAWAII COMMUNITY COLLEGE  
ANNUAL UNIT REVIEW**

**Office of Continuing Education and  
Training**

**November 15, 2010**

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**Annual Unit Review  
Office of Continuing Education & Training  
July 1, 2009-June 30, 2010**

**I. Narrative and Analysis of Data**

**a. Statement on the mission or purpose of the unit, 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 training in Workforce and Professional Development, Cultural and Personal Enrichment, Youth Summer Programs, High School Summer Exploration, the Intensive English Program, and the Apprenticeship Program. These classes are offered to 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 addressing the ever-changing workplace demands for appropriately educated and work-ready employees. Currently, HawCC RDP manages several projects such as the expansion of the Machine, Welding and Industrial Mechanics (MWIM) Program; supporting the Applied Technical Education Construction Academy; and is presently in the development of a Refrigeration and Air Conditioning (RAC) program.

**b. Information on 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 in June 2010 was 10.4% which was higher than the state average of 6.9%, Honolulu at 5.8%, Kauai at 9.1% and Maui County at 8.5%. Hawaii Island's unemployment rate has remained about 2 percentage points below the national rate. Due to the poor economic situation in Hawaii County, employers are downsizing and hiring fewer workers. They also have diminished training funds. Big Island job growth shows the same pattern as for the state as a whole—still declining, but at a decreasing rate.
- 2 Federal monies have been further reduced because of the continued 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 Project grant have been negatively effected.
- 3 Other external factors that effect OCET Programs are:
  - Continued moratorium on Employer's Training Fund (ETF) monies that subsidized 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, First Aid/CPR, OSHA, Recreational Water Craft, Motorcycle Safety)
- Learning initiatives such as on-line training
- Local and world economy and/or events (i.e. H1N1 virus) that may effect the international students' ability to travel or study abroad
- Other businesses, organizations, and institutions offering similar types of training

**c. Required external measures, if applicable;**

- Omnibus Budget Reconciliation Act (OBRA) certification for Certified Nurses' Aids (CNA)
- Electricians Continuing Competency Program, Plumbers Continuing Competency Program, Automotive Service Excellence certification
- Typing, Shorthand, and 10-key certification required for Civil Service Employment
- Occupational Health and Safety Administration (OSHA) certification
- Ocean Safety and Motorcycle Safety certifications

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

Action Plan	Accomplishments/Progress	Budget Request
Solicit businesses and organizations to offer customized training for their specific needs.	<ul style="list-style-type: none"> <li>• 82 classes were coordinated for the following businesses and organizations: Carpenters' Union, Plumber's Union, International Brotherhood of Electrical Workers (IBEW), Mauna Loa Mac Nut and Hawaii Electricians Training Fund</li> </ul>	
Continue to seek partnerships that will provide tuition assistance.	<ul style="list-style-type: none"> <li>• Department of Health grant provided books and supplies for the Certified Nurses' Aid Program</li> <li>• Hawaii County's Senior Employment Program provided tuition for seniors transitioning into work</li> <li>• Alu Like provided training tuition assistance for residents of Hawaiian ancestry</li> <li>• Tuition assistance was provided through the Workforce Investment Act (WIA)</li> <li>• Kamehameha Schools provided funds for the High School Summer Career Exploration Program</li> </ul>	
Increase online class enrollment to communities island-wide	<ul style="list-style-type: none"> <li>• Online enrollment remained the same from 2008-2009 to 2009-2010 with 182</li> </ul>	

through improved marketing.	<p>enrollments during that period</p> <ul style="list-style-type: none"> <li>• Google Analytics is being used to determine the marketing value of the website</li> </ul>	
Enhance marketing strategies for all programs	<ul style="list-style-type: none"> <li>• Continued to collect email addresses to send flyers electronically</li> <li>• Continued to use the free section of the local newspapers to market classes</li> </ul>	
Seek event planning opportunities	<ul style="list-style-type: none"> <li>• Partnered with Cho Global Natural Farming-USA, County of Hawaii Research and Development, UH College of Agriculture Forestry and Natural Resource Management, College of Tropical Agriculture and Natural Resources, &amp; Hamakua Springs to coordinate a 5-day “Natural Farming with Master Cho” workshop to promote plant and animal sustainability</li> <li>• Partnered with Hawaii Food Manufacturers Association to offer a one-day, “Understanding Pricing, Distribution and Marketing” workshop for local food vendors</li> <li>• Coordinated with the Natural Energy Laboratory to offer 2 islandwide Energy Efficiency Workshops with 33 participants in attendance</li> <li>• Coordinated `Iolani School’s annual Senior Class Trip for 188 students</li> </ul>	
Continue to support the Rural Development Project Grant	<ul style="list-style-type: none"> <li>• Interim Director &amp; RDP Coordinator expended many hours to execute the projects of the multi-year grants</li> <li>• Supported the Coordinator with training on University procedures</li> </ul>	
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"> <li>• Interim Director sits on the Recruitment and Retention Committee, a sub-committee of the Hawaii Island Health Care Alliance, to identify health care training needs for the Big Island</li> <li>• Interim Director attends monthly meetings on the Hawaii Island Innovation and Technology Excellence Center Grassroots Alliance as a representative of the College for science and technology initiatives</li> </ul>	
Review OCET personnel needs to provide island-wide services.	<ul style="list-style-type: none"> <li>• Due to current economy, dwindling workforce training monies, and a hiring freeze of clerical staff, existing staff needs</li> </ul>	

	to provide island-wide coverage	
Explore the feasibility of travel study programs	<ul style="list-style-type: none"> <li>This will be addressed once an APT position is hired for the Intensive English Program</li> </ul>	
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"> <li>Interim Director as a member of the Workforce Investment Board (WIB), WIA Youth Council, Hawaii Island Chamber of Commerce, Japanese Chamber of Commerce, Kanoiehua Industrial Area Association, Going Home Education and Training Committee, and Big Island Workplace Connection (BIWC) is the liaison between the College and the community</li> </ul>	
Continue partnerships and collaborations with Hawaii County and State Departments	<ul style="list-style-type: none"> <li>Worked with the County of Hawaii Human Resources Department to provide Exam Preparation classes for 112 candidates for the Police Exam and 172 candidates for the Fire Exam in East and West Hawaii</li> <li>Provided Furlough Preparation workshops for 315 County personnel in Stress Management</li> <li>Provided training for 14 seniors in the County of Hawaii Senior Employment Program</li> <li>Coordinated annual tax workshop for the State Department of Taxation for 102 tax professionals</li> <li>Partnered with the Department of Education's Hilo Community School for Adults to offer the Academic Enhancement Program for HawCC students and the community as a remedial education option</li> <li>Administered Civil Service Typing, 10-key and Shorthand certification exams for 285 individuals</li> <li>Partnered with the Department of Education to award ½ high school elective credit for 83 students during the summer through the Summer Career Exploration Program where students could experience various programs at Hawaii Community College</li> <li>Provided Horticulture and Automotive classes to Kulani inmates</li> </ul>	

<p>Continue memberships, partnerships, and collaborations with <b>organizations</b> to establish professional networks.</p>	<ul style="list-style-type: none"> <li>• Interim Director is a member of the American Culinary Federation (ACF), Society of Human Resource Management (SHRM), Zonta International, Japanese Chamber of Commerce and Industry of Hawaii, Kanoiehua Industrial Area Association, Hawaii Island Chamber of Commerce, and Hui Ka Hua.</li> <li>• IEP Coordinator is a member of the National Association of Foreign Student Advisors (NAFSA), the Commission for English Association, American Association of International English Program, and Teachers of English to Speakers of Other Languages (TESOL)</li> <li>• Apprenticeship Coordinator is a member of the Apprenticeship Training Coordinator’s Association of Hawaii (ATCAH), Construction Career Day Committee, and Hilo/Kona Carpenter’s Joint Apprenticeship Training Committee</li> </ul>	
<p>Continue memberships, partnerships, and collaborations with <b>University of Hawaii system</b></p>	<ul style="list-style-type: none"> <li>• Interim Director attends monthly meetings with Directors of Continuing Education and Training (DOCET)</li> <li>• Collaborates with Pacific Center for Advancement Technology Training (PCATT) to seek funds to advance training on campus</li> <li>• Partners with Windward Community College to offer Ocean Safety course for 15 students</li> <li>• Works with HonCC to offer Automotive Service Excellence test preparation courses for 13 participants</li> </ul>	
<p>Establish internal partnerships with college programs and units</p>	<ul style="list-style-type: none"> <li>• Provided 6-week training in Introduction to Photovoltaics for Construction Academy and Electrical Installation and Maintenance faculty</li> <li>• Partnered with Culinary Arts, Hawaii Lifestyles, Human Services, &amp; Electronics programs to offer classes on HawCC’s campus to 83 high school students as a recruitment tool</li> <li>• Partnered with HawCC’s Nursing Department to offer Certified Nurse’s Aide classes for 21 students</li> </ul>	

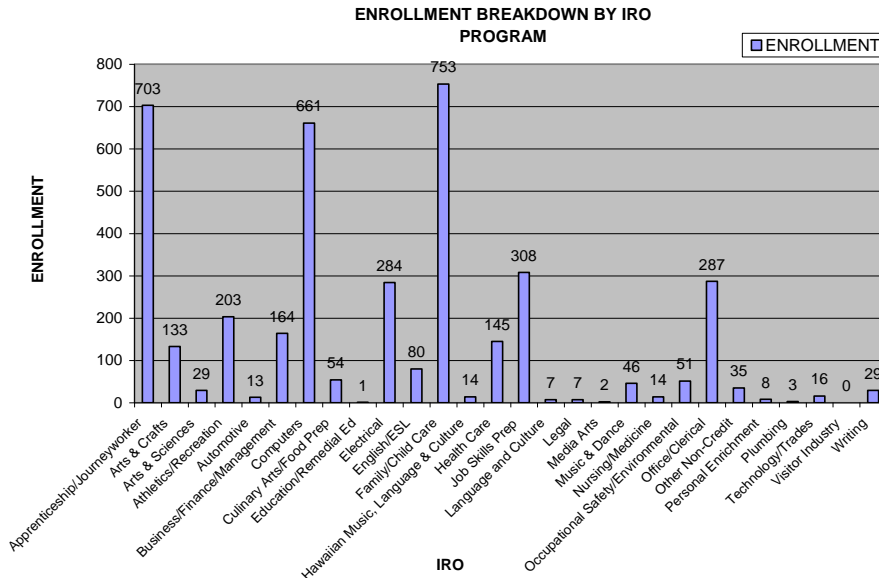
	<ul style="list-style-type: none"> <li>• Supported Machine, Welding, and Industrial Mechanics program through Rural Development Program funds in purchasing equipment and developing curriculum for the Industrial Mechanics program</li> <li>• Supported Academic Computing Unit with training for four IT specialists to complete the certification exams for the Apple Certified Macintosh Technician (ACMT) certification and Apple Certified Support Professional (ACSP) exam for one IT specialist</li> </ul>	
Support the collaboration of credit/non-credit offering through coordination of resources and other strategies	<ul style="list-style-type: none"> <li>• Collaborated with Business Education to offer credit/non credit classes for 7 students taking CISCO</li> <li>• Continued to offer PACE classes through OCET for Early Childhood Education</li> <li>• Offered Optics and Photonics classes as non-credit option with the Electronics program</li> <li>• Worked with West Hawaii Center to offer several credit/non-credit options for students</li> <li>• Collaborated with the Substance Abuse Counseling Program to offer classes as non-credit</li> </ul>	
Seek agreement with educational institutions from abroad for short-term English Study programs	<ul style="list-style-type: none"> <li>• None of the short-term international programs planned came to fruition due to poor world economy</li> </ul>	
Explore potential data management systems	<ul style="list-style-type: none"> <li>• Still in progress with UH-CC system</li> </ul>	
Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services	<ul style="list-style-type: none"> <li>• Due to vacant positions in OCET, a strategic planning session was not held during this period</li> </ul>	
Secure extramural funding	<ul style="list-style-type: none"> <li>• Secured \$45,000 from Kamehameha Schools to fund partial tuition subsidies for the Summer Career Exploration Program</li> <li>• Obtained \$50,000 from Rapid Response Training monies to provide certification training in Medical Reimbursement Specialist and Medical Procedural Coding for incumbent health workers and those new to the health industry</li> </ul>	

<p>The Action Plan for 2010-2011 will include all previous action items and the following:</p>	<ul style="list-style-type: none"><li>• Develop unit outcomes for OCET as an assessment tool.</li></ul>	
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## Data Chart

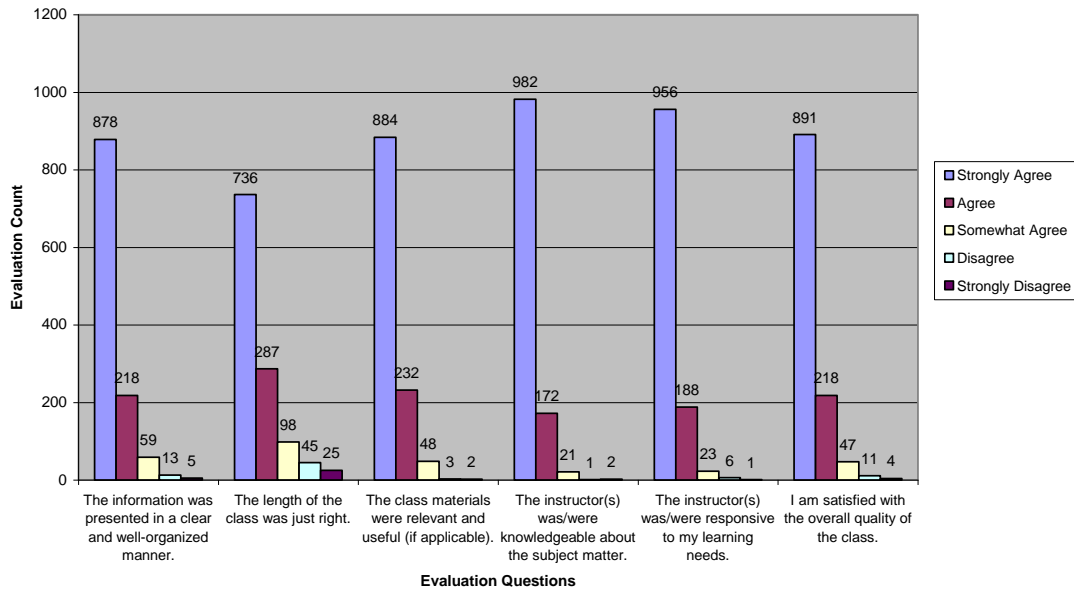
### Enrollment by IRO Program



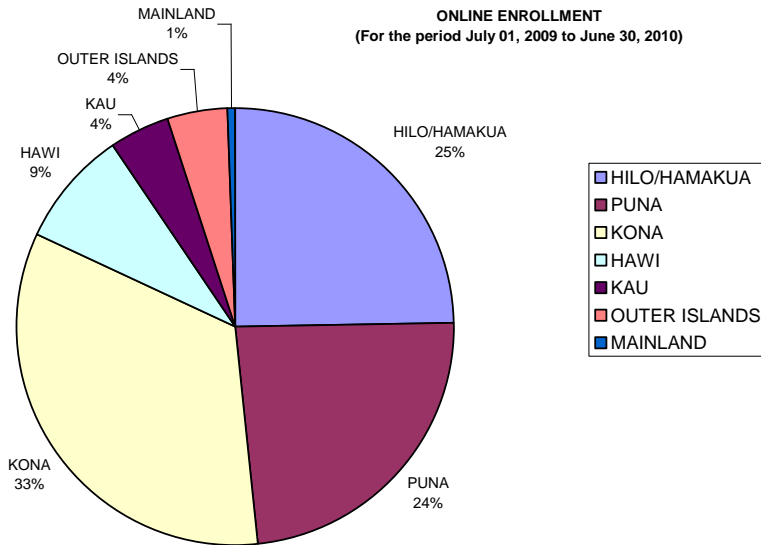
This data depicts the diverse interests of the community, ranging from leisure to professional development. The five programs highest in enrollment (excluding Apprenticeship) were Computers, Family/Child Care, Job Skills Prep, Office/Clerical, and Electrical. This reflects our community's workforce training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

## Course Evaluations

Course Evaluations for All Classes Offered  
(For the period July 01, 2009 to June 30, 2010)



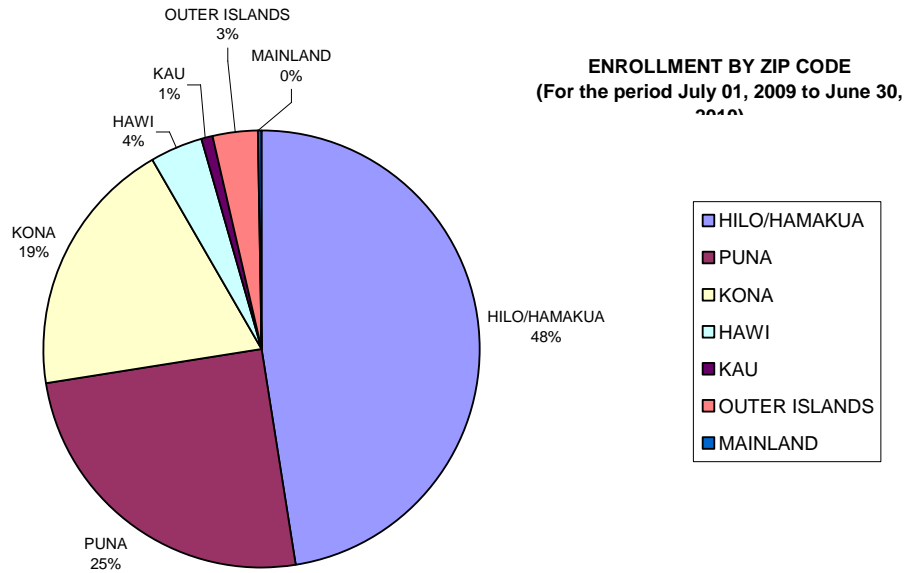
# Online Enrollment



Ed2go and Gattlin offer 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 61 (33%) 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 by students living in Hawaii and from the Mainland. This chart shows the dense population of enrollment lies in the Hilo/Hamakua sector with a total of 1579 (48%)

**ANNUAL UNIT REVIEW**  
**Office of Continuing Education and Training – Intensive English Program**  
**July 1, 2009 – June 30, 2010**

**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 144 students (81 unduplicated) from the Fall I 2009 session to the Summer 2010 session. Last year's enrollment for the same reporting period, was 119 students (77 unduplicated), showing a rebound from last year's drop in enrollment due to the economic downturn and H1N1 outbreak.

<b>Country</b>	<b>Number (unduplicated)</b>
Brazil	2
China	9
Chuk	2
Colombia	1
Hong Kong	1
Japan	46
Korea	3
Mexico	4
Palestine	2
Philippines	1
Puerto Rico	1
Saudi Arabia	2
South Africa	1
Thailand	4
Ukraine	1
Uruguay	1

Out of the 81 unduplicated number of students, 47 (58%) were female and 34 (42%) were male.

64% (52) of unduplicated students are in the US with an F-1 (student) visa. 27% are permanent residents (“green card” holders) who are non-native speakers of English, married to or a dependent of an American national.

51 or 35% of IEP students studied for only one IEP session (8-weeks). 12% or 17 studied for 2 sessions, and almost 10% studied for 3 sessions or more.

The average stay in this time period was 1.7 sessions per student.

After leaving the IEP, 28 students transferred to credit classes at Hawaii Community College, 5 transferred to the University of Hawaii, Hilo, 3 transferred to a mainland college or university. The 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 (especially Hawaii Life Styles)
- 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
- Religious organizations

The number of residents being served by the IEP has been increasing gradually since the tuition for residents was reduced to \$250 per course from \$670 per course for non-residents. The number almost doubled from 12 in 2008-2009 to 22 in 2009-2010.

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

N/A

**II. Update or Create Your 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.

Action Plan	Progress
<p><b>Increase Student Numbers</b></p> <ul style="list-style-type: none"> <li>• Continue to meet with the International Education Task Force form up and run a campus-wide marketing strategy.</li> <li>• Attend more student fairs in Japan and Korea</li> <li>• Make more agreements with educational agents</li> <li>• Increase visibility by enhancing the college's and IEP's websites</li> </ul>	<p>The IE Task Force has been meeting regularly. A proposal to establish an International Education Committee has been submitted to the College Council.</p> <p>The IEP has attended 2 student fairs in Japan, and one seminar in Vietnam.</p> <p>An international page has been added to the college's website:  <a href="http://hawaii.hawaii.edu/international/">http://hawaii.hawaii.edu/international/</a></p>
<p><b>Create fulltime APT position</b></p> <ul style="list-style-type: none"> <li>• Work with HR to create positions when the IEP is able to fiscally support them or g-funds become available</li> </ul>	<p>An APT position is currently in the process of recruitment. It is S-funded.</p>
<p><b>Create credit/non-credit classes in the IEP</b></p> <ul style="list-style-type: none"> <li>• Work with credit partners and counseling to make IEP classes available as credit so that resident students can get financial aid.</li> </ul>	<p>IEP has been meeting regularly with credit ESL faculty to produce a comprehensive ESL program for credit and non-credit.</p>

**Data Charts**  
**Student Demographics and Enrollment Data**

**FY2009 and 2010 (IEP Sessions Fall I to Summer) Comparison**

	<b>FY2009</b>	<b>FY2008</b>	<b>FY 2007</b>
<b>Unduplicated total</b>	<b>81</b>	<b>78</b>	<b>58</b>
Brazil	2	0	0
Chile	0	2	0
Chuk	2	0	0
Colombia	0	0	1
Hong Kong	1	0	0
Italy	0	1	0
<b>Japan</b>	<b>48</b>	<b>60</b>	<b>52</b>
Korea	3	2	0
Mainland China	9	5	3
Mexico	4	0	0
Netherlands	0	1	0
Palestine	2	0	0
Philippines	1	0	0
Puerto Rico	1	0	0
Saudi Arabia	2	0	0
South Africa	1	0	0
Switzerland	0	0	2
Taiwan	0	2	0
Thailand	3	5	0
Ukraine	1	0	0
Uruguay	1	0	0

**FY2010**

Gender	Number	Percent
Female	47	58%
Male	34	42%

**FY2009**

Gender	Number	Percent
Female	55	71%
Male	23	29%

**FY2007**

Gender	Number	Percent
Female	37	64%
Male	21	36%

**FY2009 (IEP Sessions Fall I to Summer)**

Students by status*	Number	F1	PR	B2	E2
Unduplicated all nationalities	81	52	22	5	1
Brazil	2	1	1	0	0
China	9	1	8	0	0
Chuk	2	0	2	0	0
Hong Kong	1	1	0	0	0
Japan	46	42	1	2	1
Korea	3	3	0	0	0
Mexico	4	0	1	3	0
Palestine	2	0	2	0	0
Philippines	1	0	1	0	0
Puerto Rico	1	0	1	0	0
Saudi Arabia	2	2	0	0	0
South Africa	1	1	0	0	0
Thailand	4	1	3	0	0
Ukraine	1	0	1	0	0
Uruguay	1	0	0	0	0
Colombia	1	0	1	0	0

**FY2008 (IEP Sessions Fall I to Summer)**

Students by status*	Number	F1	PR	B2	R1
Unduplicated all nationalities	78	61	12	4	1
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)**

<b>Students by status*</b>	<b>Number</b>	<b>F1</b>	<b>F2</b>	<b>PR</b>	<b>B2</b>
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

B2= visitor (tourist)

R1= religious worker

PR= permanent resident

E2 = investor

**Further study after leaving the IEP (FY 2008)**

<b>College</b>	<b>Number</b>
Transfer to credit classes at Hawaii CC	28
Transfer to University of Hawaii, Hilo	5
Other colleges	3
Returned home	25

**Further study after leaving the IEP (FY 2008)**

<b>College</b>	<b>Number</b>
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)**

<b>College</b>	<b>Number</b>
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, 2009 – June 30, 2010**

**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 Program is to comply with the provisions set forth in the State of Hawai`i's Apprenticeship Law (*Hawai`i 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 Hawai`i*" (HRS, 372-6). For HawCC, this assigned responsibility applies to established and active training programs on Hawai`i Island (or County of Hawai`i).

**Target Student Population**

The target "student" population is really the *apprentice*, defined as "...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, or *related instructions*, are coordinated with an applicable program *Sponsor*, defined as "...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). The target population is eligible individuals who are registered as apprentices with the *Sponsor*.

**b. External factors affecting the program**

- The primary external factor affecting enrollment and participation in apprenticeship programs is the economy and its impact on the availability of work and required on-the-job (OJT) opportunities. The OJT component is inherent to all apprenticeship programs and the ability to progress in such programs is dependent on the availability of applicable work. Therefore, the need for apprenticeship training is dependent of the vitality and health of local industry and the economy. All other external factors do not appear to affect this program as much as. However, other factors can also potentially be:
- Any change to the *Apprenticeship Law* that would apply to the assigned responsibility of *related instruction* to the community college division of the University of Hawai`i.

- Any federal legislation affecting the existing structure, practice, or guidelines regulating apprenticeship programs and standards, as originally established by the *National Apprenticeship Act* (also known as the *Fitzgerald Act*) of 1937.
- A reduction in the role or viability of *Sponsors*.

**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 *journeyworker*. The structure of apprenticeship programs, as originally established legislatively, separate the College from the operation and management of the OJT component. However, this externally-administered component remains essential to all training programs. In essence, apprenticeship programs are mainly labor-based and the College is assigned to serve the *related instruction* component.

**II. Action Plan, Accomplishments/Progress, Budget Requests**

A separate Program Review for OCET’s Apprenticeship Program was submitted under a separate cover in November, 2010. Accordingly, this portion of the OCET Annual Unit Review is the annual update condensed from the information provided in the separate submittal.

**Action Plan**

- Acquire new equipment, tools, media equipment, and instructional aids to improve instructions.
- Seek to provide awareness to the general community and all students in order to expand their awareness of options and to make informed career-path decisions.
- Seek to inform potential *Sponsors* of the responsibilities of establishing and operating an apprenticeship program.
- Explore new methods, trends, and practices in apprenticed occupations and seek to incorporate such innovations in *related instructions*.

## **Accomplishments/Progress**

Enrollment in apprenticeship classes has been cyclical. In the past decade, enrollment had increased every year from 2001 to 2008. However, the enrollment has been decreasing since then.

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)
9.	2009-10	632 apprentices	(- 82 or 11.5 % decrease)

The cyclical enrollment is directly connected to our economic well-being. By definition, apprenticeship programs have an on-the-job requirement that is dependent on the availability of work in order to progress. 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. Reduced employment opportunities encourage idled or unemployed individuals to go back to school to improve their educational credentials and increase their chances to find a future job.

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 available. In the Fall of 2009, the Ironworkers’ (Reinforcing) apprenticeship program was added under the College’s apprenticeship programs. As the College is able to accommodate and support these new training programs, the result should benefit to the community in terms of community development, workforce training, and healthy communities.

## **Budget Request and Relevant Information**

The Comprehensive Apprenticeship Program Reviews (dated November 14, 2005 and November 15, 2010) has and will again identify a budget request for a new 50% G-funded clerical position.

The apprenticeship program has operated without the benefit of assigned clerical support since 2000. Previously, the College had provided such clerical support from 1974 to 2000. In essence, this is not a request for a “new” position, but really a request for the reinstatement of the clerical support that was provided in the years noted.

The enrollment data do show a cyclical enrollment pattern. However, it also shows that definite overall growth has occurred in the past decade. Unquestionably, the program had already expanded and has shown the potential to be even larger than it is today. The

College can support workforce training and the apprenticeship program in the same way that it had done so in the past. With the overall growth in numbers, it appears that this is even more of a reason to do so now.

To avoid redundancy or duplication, it is requested that the reader review the larger, detailed *Comprehensive Unit Review Report – Apprenticeship Program (November 15, 2010)* for extended, relevant information. Perhaps the format could be devised to where just one review is necessary to report concurrently.