

HAWAII COMMUNITY COLLEGE ANNUAL UNIT REVIEW

Office of Continuing Education and Training

November 18, 2011

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Annual Unit Review
Office of Continuing Education & Training
July 1, 2010-June 30, 2011

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 Career 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 will offer a pilot Refrigeration and Air Conditioning (RAC) program in collaboration with credit beginning Fall 2011.

The State of Hawaii's Workforce Development Council awarded State Energy Sector Partnership and Job Training Grant funds to the University of Hawaii Community Colleges to train for green jobs and to improve current employees' skill sets. Hawaii Community College worked with the Workforce Investment Board and the Dept. of Labor Workforce Development Division to identify training needs for green and sustainable jobs in Hawaii County. The purpose of this 3-year grant is to provide sector strategy training that supports Hawaii's Clean Energy Initiative.

b. Information on external factors affecting the unit:

- 1 The unemployment rate for Hawaii County in June 2011 was 9.5% which was higher than the state average of 6.8%, Honolulu at 5.7%, Kauai at 9.2% and Maui County at 8.1%. Hawaii Island's unemployment rate has remained about 2 percentage points lower than 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. Hawaii 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:

- Employer's Training Fund (ETF) monies were reenacted but with reduced funding.
- Workforce needs that may arise due to business closures or new industry initiatives (i.e. new telescope, forestry, technology, green and sustainability training, etc.)
- Nationwide and statewide economic downturn
- Certification requirements (i.e., Certified Nurses' Aide, First Aid/CPR, Occupational Safety and Health Association, Recreational Water Craft, Ocean Safety, Certified Medical Reimbursement Specialist, Certified Professional Coder)
- Learning initiatives such as on-line training
- Local and world economy and/or events (i.e. Japanese Earthquake and Tsunami, Asia Pacific Economic Council Conference in Hawaii) 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, if applicable;

- Omnibus Budget Reconciliation Act (OBRA) certification for Certified Nurses' Aides (CNA)
- Electricians Continued Competency Program, Plumbers Continued Competency Program, Automotive Service Excellence (ASE) certification
- Typing, Shorthand, and 10-key certification required for Civil Service and Hawaii Electric Light Co. employment.
- Occupational Health and Safety Administration (OSHA) certification
- Recreational Water Craft, Ocean Safety and Motorcycle Safety certifications
- Community Test Center for Prometric ASE, Iso-Quality, and Pearson VUE vendors.

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"> • 73 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, Aloha Security, KTA 	
Continue to seek partnerships that will provide tuition assistance.	<ul style="list-style-type: none"> • Department of Health grant provided full funding for the Certified Nurses' Aide Programs in Hilo and Honokaa • Hawaii County's Senior Employment Program provided tuition for seniors transitioning into work • Tuition assistance was provided through the Workforce Investment Act (WIA), Alu Like, and through State Vocational Rehabilitation 	
Increase online class enrollment to communities island-wide through improved marketing.	<ul style="list-style-type: none"> • Online enrollment increased by 71 during the same period in 2009-2010 with 253 enrollments in 2010-2011 	
Enhance marketing strategies for all programs	<ul style="list-style-type: none"> • Continued to collect email addresses to send flyers electronically • Continued to use the community calendar section of the local newspapers to market classes at a no cost expense • Due to staffing constraints we are unable to meet marketing efforts • Created marketing committee 	Create full time Promotions Specialist position
Seek event planning opportunities	<ul style="list-style-type: none"> • Partnered with County of Hawaii Research and Development, UH College of Agriculture Forestry, Hawaii Agricultural Tourism Association, UH 	

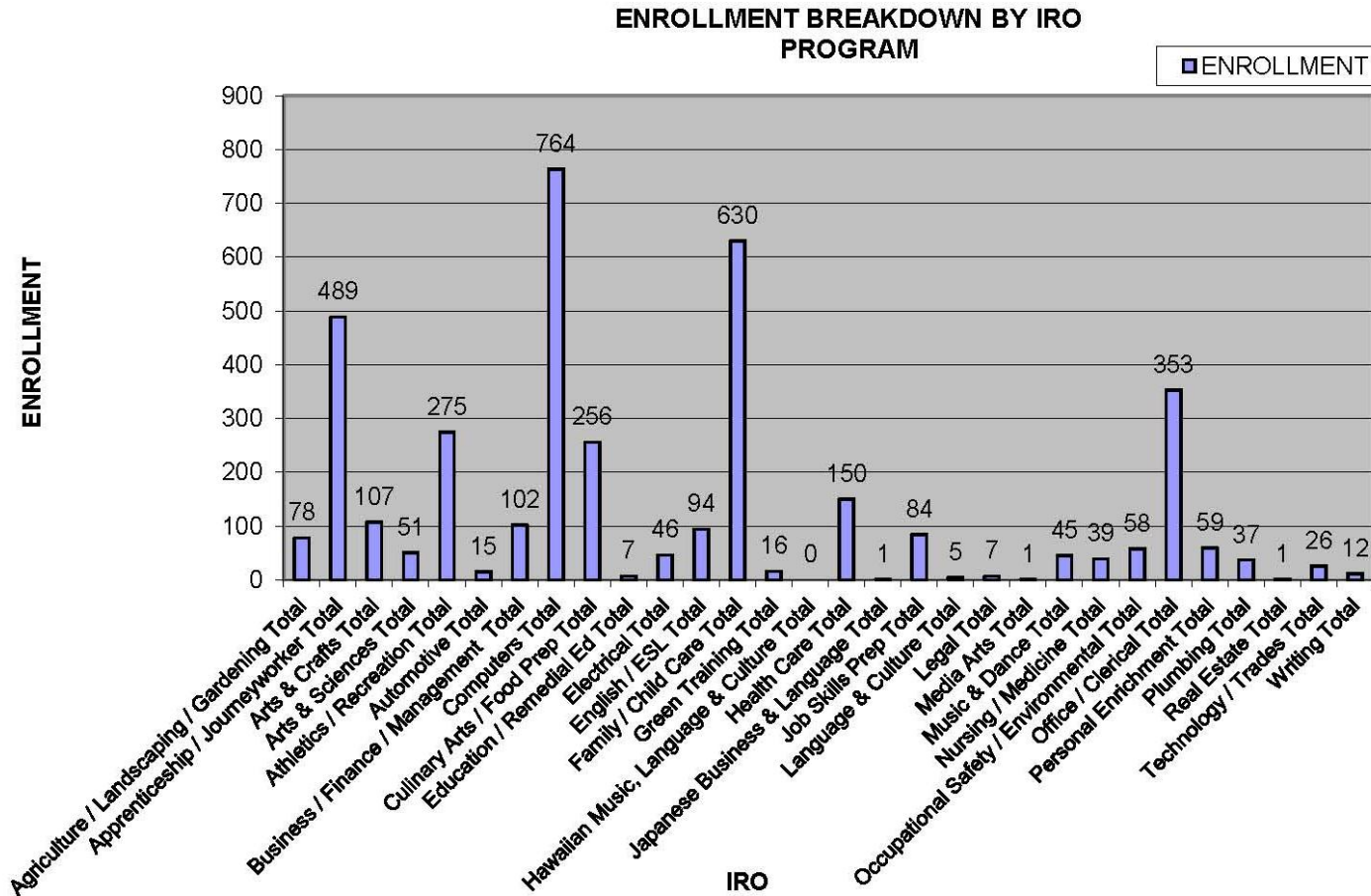
	<p>School of Travel Industry Management, and Human Resources</p> <ul style="list-style-type: none"> • Coordinated `Iolani School's annual Senior Class Trip for 203 students 	
Continue to support the Rural Development Project Grant	<ul style="list-style-type: none"> • Interim Director & RDP Program Assistants continued projects under three RDP grants, totaling over \$2.6m 	
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 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 Hawaii Island • OCET attended Statewide Workforce Development Council Healthcare Skills Panel meeting • OCET participated in the Workforce Summit and attends the Astronomy Workforce Task Force meetings • OCET Director is on the Workforce Investment Board which discusses workforce needs 	
Review OCET personnel needs to provide island-wide services.	<ul style="list-style-type: none"> • Due to current economy, dwindling workforce training monies, and a hiring freeze of clerical staff, existing staff needs to provide island-wide coverage 	
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"> • Interim Director, as a member of the Workforce Investment Board (WIB), WIA Youth Council, Hawaii Island Chamber of Commerce, Japanese Chamber of Commerce, Kanoelehua Industrial Area Association, Going Home Education and Training Committee, Big Island Workplace Connection (BIWC), Hui Ka Ua and Rural Outreach Service Initiative, is the liaison between the college and the community 	
Continue partnerships and collaborations with Hawaii County and State Departments	<ul style="list-style-type: none"> • Provided training for 49 seniors in the County of Hawaii Senior Employment Program • 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 	

	<ul style="list-style-type: none"> • Administered Civil Service Typing, 10-key and Shorthand certification exams for 234 individuals • Partnered with the Department of Education to award ½ high school elective credit for 34 students over a two week period through the High School Summer Career Exploration Program where students experience various programs at Hawaii Community College 	
<p>Continue memberships, partnerships, and collaborations with organizations to establish professional networks.</p>	<ul style="list-style-type: none"> • Interim Director is a member of the American Culinary Federation (ACF), Zonta International, Japanese Chamber of Commerce and Industry of Hawaii, Kanoelehua Industrial Area Association, Hawaii Island Chamber of Commerce, and Hui Ka Ua. • 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) • 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 	
<p>Continue memberships, partnerships, and collaborations with University of Hawaii system</p>	<ul style="list-style-type: none"> • Interim Director attends monthly meetings with Directors of Continuing Education and Training (DOCET) • Collaborates with Pacific Center for Advancement Technology Training (PCATT) to seek funds to advance training on campus • Partners with Windward Community College to offer Ocean Safety course, 27 participants attended • Works with HonCC to offer Automotive Service Excellence test 	

	<ul style="list-style-type: none"> preparation courses for 15 participants • Planning for the State Energy Sector Partnership activities have begun and will include coordination of green technology classes island-wide • 9 students began the Natural Farming Series 	
Establish internal partnerships with college programs and units	<ul style="list-style-type: none"> • Provided 6-week training in Introduction to Photovoltaics for Construction Academy and Electrical Installation and Maintenance faculty • Partnered with Agriculture and Human Services, to offer classes on HawCC's campus to 34 high school students as a recruitment tool • Partnered with HawCC's Nursing Department to offer Certified Nurse's Aide classes for 24 students • Supported Machine, Welding, and Industrial Mechanics program through Rural Development Program funds in purchasing equipment and developing curriculum for the Industrial Mechanics program • Provided funding and administrative support for the creation of the Refrigeration Air Conditioning (RAC) series 	
Support the collaboration of credit/non-credit offering through coordination of resources and other strategies	<ul style="list-style-type: none"> • Collaborated with Business Education to offer credit/non credit classes for 10 students taking CISCO related courses • Continued to offer PACE classes through OCET for Early Childhood Education • Worked with West Hawaii Center to offer several credit/non-credit options for students 	
Seek agreement 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 poor world economy 	
Explore potential data management systems	<ul style="list-style-type: none"> • Still in progress with UH-CC system 	

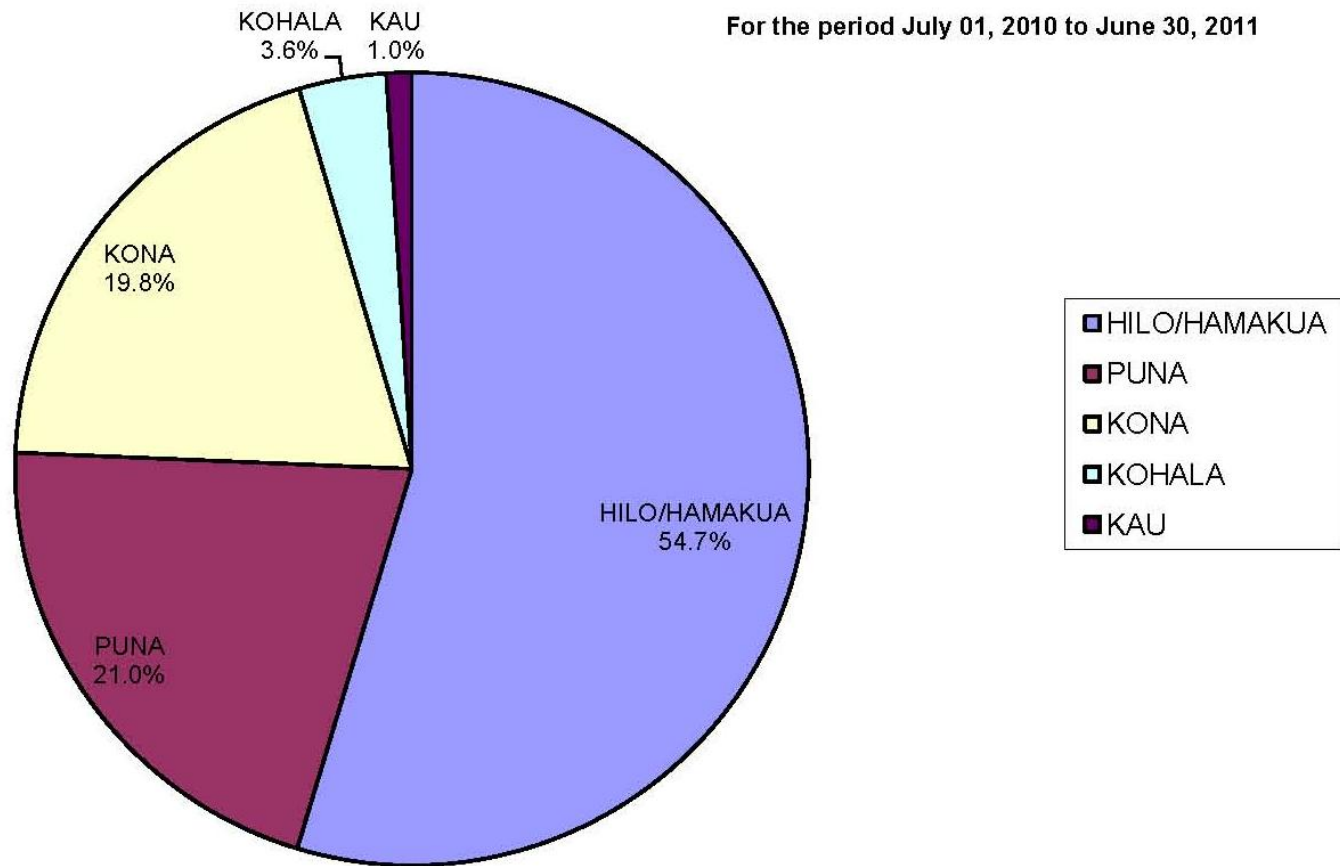
<p>Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services</p>	<ul style="list-style-type: none"> • Due to vacant positions in OCET, a strategic planning session was not held during this period 	
<p>The Action Plan for 2011-2012 will include all previous action items and the following:</p>	<ul style="list-style-type: none"> • OCET is implementing Unit Outcome 1., which states: OCET provides continuing education and training that is relevant to the needs of the Hawaii Island community • OCET is implementing B2b of the Hawaii Community College 2008-2015 Strategic Plan, which is: Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum • OCET is implementing B.4 of the Hawaii Community College 2008-2015 Strategic Plan, which is: Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated State of Hawaii shortage of qualified workers, and where the average wage is at or above the U.S. average (\$38,651 YR 2006) 	

Enrollment by IRO Program



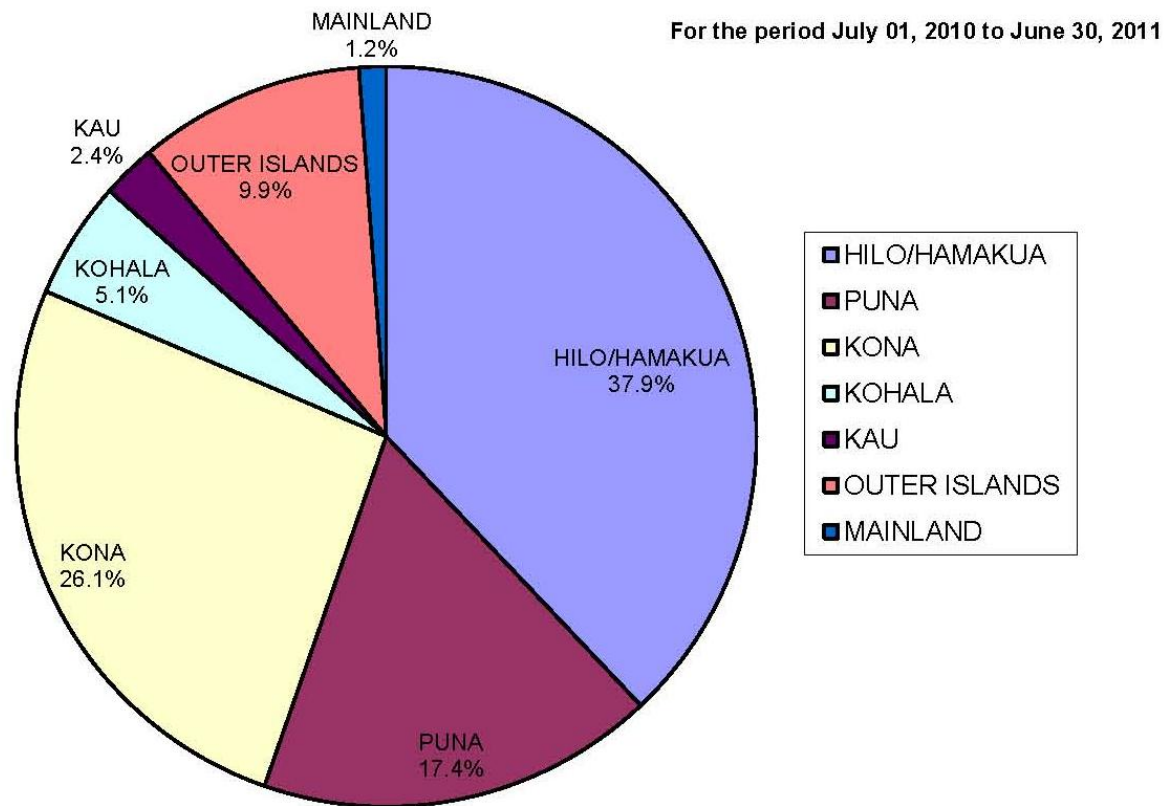
This data depicts the diverse interests of the community, ranging from leisure to professional development. The five programs highest in enrollment (excluding Apprenticeship) were Computers, Family/Child Care, Office/Clerical, Athletics/Recreation and Culinary Arts/Food Prep. This reflects our community's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

Live Training Enrollment



Of the 3,397 enrollments for classes that were offered in person on Hawai'i Island, the majority of participants live in the Hilo/Hamakua district (1,857). 713 participants came from Puna district, 671 from Kona, 121 from Kohala, and 35 from Ka'u.

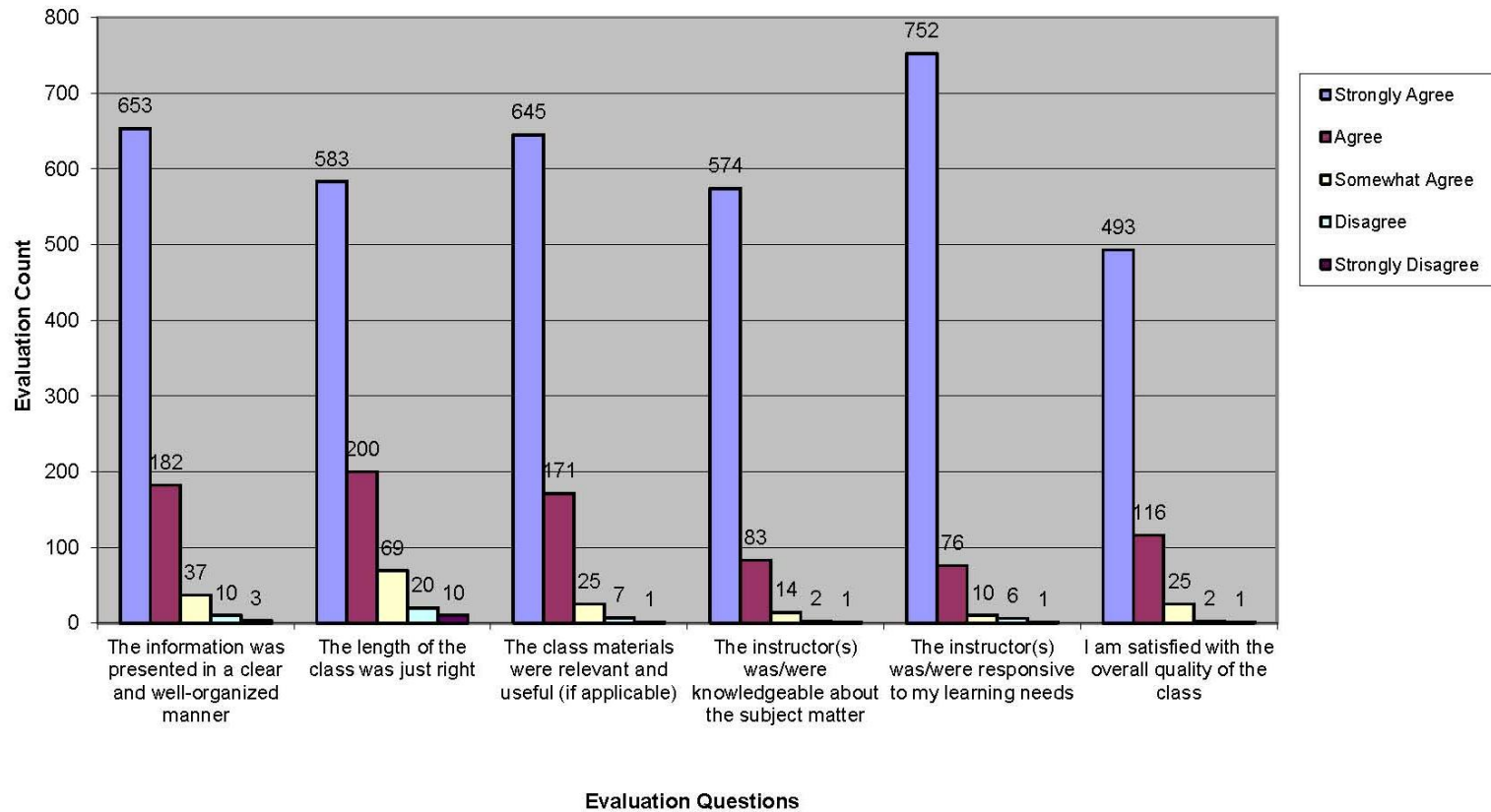
Online Enrollment



Ed2go and Gattin 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 Hilo/Hamakua sector with a total of 96 (37.9%) enrollments.

Course Evaluations

Course Evaluations for All Classes Offered
(For the period July 01, 2010 to June 30, 2011)



**HAWAII COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW**

Intensive English Program

November 18, 2011

**Sherri Leibert Fujita
OCET
November 18, 2011**

ANNUAL UNIT REVIEW
Intensive English Program
November 11, 2011
ANNUAL UNIT REVIEW TEMPLATE

I. Narrative and Analysis of Data

a. Unit's mission and summary of the services offered and clientele served:

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 137 students (73 unduplicated) from the Fall I 2010 session to the Summer 2011 session. Last year's enrollment for the same reporting period, was 144 students (81 unduplicated), showing a slight drop from last year's drop in enrollment which may be attributed to the tsunami/earthquake in Japan last spring.

Country	Number (unduplicated)
China	5
Chuuk	1
German	1
Japan	47
Korea	10
Filipino	1
Tahiti	4
Thai	3
Ukrainian	1

Out of the 73 unduplicated number of students, 51 (70%) were female and 22 (30%) were male with the median age of 29, ranging from 18 to 58 years of age.

Almost 58% 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 tourist visas studying part time.

34 or 25% of IEP students studied for only one IEP session (8-weeks). 17% or 23 studied for 2 sessions, and almost 12% studied for 3 sessions or more.

The average stay in this time period was 1.9 sessions (roughly two 8-week sessions) per student.

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)
- Religious organizations 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. Provide the Unit Outcomes for your Unit.

1. Intensive English Program students are satisfied with the program and support services.
2. The Intensive English Program Office will process inquiries and applications in a timely way

III. Update or Create your Action Plan including Budget Requests with Justification, if needed

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

Action Plan	Progress
<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 	<ul style="list-style-type: none"> • The IE Task Force has been converted to a standing committee. • The IEP has sent a staff member to visit 5 different cities in Japan. • The IEP coordinator attended the 2011 Vancouver ICEF (agent) fair in May and as a result made new agent connections and agreements • The IEP is in the process of revising its webpage and blog
<p>Create fulltime APT position (Assistant Coordinator) Work with HR to create positions when the IEP is able to fiscally support them or g-funds become available</p>	<p>An S-funded APT position was created and filled.</p>
<p>Create credit/non-credit classes in the IEP Work with credit partners and counseling to make IEP classes available as credit so that resident students can get financial aid.</p>	<p>IEP continues to meet with credit ESL faculty to produce a comprehensive ESL program for credit and non-credit.</p>
<p>Create fulltime APT position (Student Services Coordinator) Work with HR to create position</p>	<p>An S-funded APT position is being created with plan to fill by February 2012.</p>

VI: Data Chart Included

Student Demographics and Enrollment Data

FY2010 and 2011 (IEP Sessions Fall I to Summer) Comparison

	FY2010	FY2009	FY2008	FY 2007
Unduplicated total	73	81	78	58
Brazil	0	2	0	0
Chile	0	0	2	0
Chuuk	1	2	0	0
Colombia	0	0	0	1
Hong Kong	0	1	0	0
Italy	0	0	1	0
Japan	47	60	60	52
Korea	10	3	2	0
Mainland China	5	5	5	3
Mexico	0	4	0	0
Netherlands	0	0	1	0
Palestine	0	2	0	0
Philippines	1	1	0	0
Puerto Rico	0	1	0	0
Saudi Arabia	0	2	0	0
Switzerland	0	0	0	2
Taiwan	0	0	2	0
Thailand	3	3	5	0
Ukraine	0	1	0	0
Uruguay	1	1	0	0
German	1	0	0	0
Tahiti	4	0	0	0

FY2010

Gender	Number	Percent
Female	51	70%
Male	22	30%

FY2009

Gender	Number	Percent
Female	47	58%
Male	34	42%

FY2008

Gender	Number	Percent
Female	55	71%
Male	23	29%

FY2007

Gender	Number	Percent
Female	37	64%
Male	21	36%

FY2010 (IEP Sessions Fall I to Summer)

Students by status*	Number	F1	PR	B2	A2	J	R
Unduplicated all nationalities	73	42	13	13	1	2	2
China	5	2	2	1	0	0	0
Chuk	1	1	0	0	0	0	0
Japan	47	33	3	10	1	0	0
Korea	10	3	3	1	0	1	2
Philippines	1	1	0	0	0	0	0
Thailand	3	2	1	0	0	0	0
Tahiti	4	2	1	1	0	0	0
German	1	0	0	0	0	1	
Ukrainian	1	0	1	0	0	0	0

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	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

A2=Foreign Government Official (Subaru Telescope)

Further study after leaving the IEP (FY 2010)

College	Number
Transfer to credit classes at Hawaii CC	24
Transfer to University of Hawaii, Hilo	0
Other colleges	0
Returned home or other*	49

Further study after leaving the IEP (FY 2009)

College	Number
Transfer to credit classes at Hawaii CC	28
Transfer to University of Hawaii, Hilo	5
Other colleges	3
Returned home or other*	25

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 or other*	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 or other*	11

Returned home or other* = students either returned home or continued with IEP beyond the data scope of this report.

ANNUAL UNIT REVIEW
Office of Continuing Education and Training – Apprenticeship Program
July 1, 2010 – June 30, 2011

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 adhere to 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 responsibility applies to all established and registered apprenticeship training programs active on Hawai'i Island.

HawCC is committed to serving all segments of the community. HawCC's apprenticeship training programs are directly connected to industry in terms of workforce development and training.

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). Accordingly, the target population is eligible individuals who are registered and indentured as *apprentices* with an applicable *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.
- Any changes to the role, responsibility, and/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 organization and structure of apprenticeship programs, as originally created by Hawaii’s Territorial and subsequent State legislature, separates the College from the operation and management of the OJT component. However, this external component remains essential to all training programs. Accordingly, all apprenticeship programs have the OJT component while the College is assigned to coordinate the *related instruction* component of apprenticeship trainings.

II. Action Plan, Accomplishments/Progress, Budget Requests

A separate Program Review for OCET’s Apprenticeship Program was submitted under a separate cover on November 15, 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)
10.	2010-11	493 apprentices	(- 139 or 22.0 % decrease)

The enrollment trend is directly connected to our community's workforce needs and the overall health of our economy. By definition, apprenticeship programs have the on-the-job requirement that is dependent on the availability of work in order for an apprentice to progress. Today, the lack of work is discouraging for many apprentices who are seeing fewer program (work) opportunities that can provide the way to advance and earn wages at the same time.

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.

Despite of the recessionary 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 to the College's apprenticeship programs.

In the Fall of 2011, a Telecommunications/CATV Installer Technician apprenticeship program has been added. This training format has been developed by the *Sponsor* to allow apprentices to attend classes in Hilo and Kona concurrently (via vidcom) and shows that new technologies and methods are being developed and implemented.

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

A 50% clerical position was initially requested in the *Apprenticeship Program Review* (dated November 14, 2005). A 50% clerical position was again requested in the *Apprenticeship Program Comprehensive Unit Review* (dated November 15, 2010).

Clerical support provides greater program stability and improves continuity of services. It will avoid the current condition where the on-going functions of these programs are dependent on a single position (person). The Apprenticeship Coordinator is aware of the challenges encountered when a sole individual has had to adjust to quickly growing needs of industry and the workplace. The number of apprentices in our community that have already received training through the years should speak for itself.

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 position that had existed for sixteen years and during a time when enrollments were notably smaller.

In 2011, the College Effectiveness Review Committee (CERC), per a Memorandum dated March 28, 2011, states that “CERC supports the request for a 50% clerical position for the Apprenticeship Program. Furthermore, “...The CERC Reviewers commend you for presenting a strong review that explains the needs of your program and justifies its budgetary request. In light of the program’s complex challenges, the Reviewers support your request for a 50% clerical position for the Apprenticeship Program.”

To date, the Apprenticeship Program has not received the 50% clerical position. Accordingly, the request for a 50% clerical position identical to or similar to the positions previously allocated to the Program (from 1974 to 1997: Clerk-Steno II, Position No. 25060 and from 1997 to 2000: Clerk-Typist II, Position No. 46280) remains.

For additional information, and to avoid redundancy or duplication, it is requested that the reader review the broader and more informative *Comprehensive Unit Review Report – Apprenticeship Program (November 15, 2010)*.