

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Apprenticeship Program, OCET/EDvance

Date: Jan 4, 2019

**Review Period
July 1, 2017 to June 30, 2018**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>Hawai'i CC's Apprenticeship Training Program provides related classroom instruction for apprentices registered in various apprenticeship programs. Classes are offered in the evenings or on Saturdays, and are currently related to training programs specific to the following building trades: carpenter, electrician, plumber, refrigeration and air-conditioning, mason, tile setter, roofer, sheet metal worker, and ironworker. Class instruction supports requirements established by State Apprenticeship Law and makes it possible for apprentices to comply with related instructional requirements in conjunction with on-the-job training requirements of each program. In addition, journeyworker-upgrade training courses are also accommodated for journeyworkers seeking skill-upgrading or self-improvement in their respective trades.</p> <p>It is important to note that Hawai'i CC is not involved with the recruitment and selection of apprentices. This recruitment process is administered by separate Sponsor organizations and enrollment into apprenticeship classes is limited to individuals registered with the respective Sponsor. All Sponsors have established and registered apprenticeship programs that meet guidelines established by the Department of Labor and Industrial Relations (DLIR) and the U.S. Bureau of Apprenticeship Training (USBAT)</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2014</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_apprenticeship_comprehensive_unit_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p>	<p>The CERC's evaluation and recommendations for the last 2011-2014 Apprenticeship Comprehensive Unit Review provided commendations for the unit description and historical background of apprenticeship training and the Hawaii Apprenticeship Law (Hawaii Revised Statutes 372-6 – Related instruction) as well as the discussion and reflection on the fluctuations inherent to</p>

<p>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>apprenticeship training as it relates to the cyclical economic growth and recession periods of the overall economy.</p> <p>A: Alignment with the Intuitional Mission and ILOs While there was commendation for the effort in aligning the unit’s mission with the college’s, the review put forth that the alignment discussion was weak and that the narrative could be improved by making a better alignment with ILO2 and the use of apprentice’s analytical skills in their coursework.</p> <p>B. Analysis of Strengths and Weaknesses Accommodations were given to the evidence that supported the unit’s strengths but it was recommended that the units described weakness and solution; “lack of the system’s ability to respond quickly to changing conditions” in terms of increased enrollment, and that clerical help would be a solution, should instead look at what the “system” can do to help increase enrollment given that the past three years had a steadily declining enrollment. However, enrollment of apprentices into any of the trade unions is not a function of the “system” or the apprenticeship training program. (This is described in detail in the ARPD section paragraph 2).</p> <p>PartIII A: Unit Outcomes and Assessment It was highly recommended that the unit develop measurable Unit Outcomes and course assessments that are not based on the individual assessment of the Apprenticeship Coordinator.</p> <p>PartIV: Action Plan</p> <p>A: Previous Goals. Commendations were given for the program coordinator accomplishing the set goals from the previous reporting period.</p> <p>B. New Goals and Alignment It was recommended that the unit should develop new goals and provide explanation of how they align with the: ILO’s, UH Strategic Plan, and the Academic Master Plan (AMP). There was also concern about the decreasing enrollment and the pending retirement of the coordinator and it was suggested that it would be advisable to re-evaluate the program so that it could continue to be viable. However, the states apprenticeship law states that the University of Hawaii Community Colleges are assigned with the related instructional responsibilities, or the classroom components for apprenticeship programs that are recognized by the State of Hawaii’s Department of Labor and Industrial Relations (DLIR) and approved by the State Apprenticeship Council (SAC).</p>
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Unit Data: Analysis of ARPD Data and Other Quantitative Indicators

Unit ARPD data, if applicable, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the Unit’s ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.

Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.

The apprenticeship training program follows the same semester system as the College with courses running during the Fall session from August to December and the Spring session from January to May. However, unlike other College programs, the apprenticeship training unit does not have any control over student admissions to the program nor their successful completion of the apprenticeship training. This is overseen by each individual approved union apprenticeship training programs’ coordinator and administrative personnel.

The number of and timing of apprentices being indentured into each individual apprenticeship program is determined by each trade union and is based on economic indicators and the projected construction projects for the coming years. An indentured apprentice will take approximately 4 years to complete the required related instructional courses set forth by each individual program and then provided by the College’s Apprenticeship Training unit.

The coursework and hands-on skills training courses have been developed by each approved apprenticeship training program with support and oversight of Hawai‘i Community College. While there is an increased interest in developing new approved apprenticeship training programs in order to provide greater opportunities for workforce development in several key areas, today the primary apprenticeship programs that are involved with the College’s apprenticeship unit are all construction-union related fields. The courses and training curriculum have been well developed to meet industry needs, but unlike other College programs, any changes or additions to instruction and training courses to better meet industry needs are controlled and put forth by each apprenticeship training program with the College providing support and oversight to the changes requested.

A majority of the courses consist of 80 hours of instruction with some consisting of two 40-hour courses. The 80-hour courses typically include classroom sessions, where the apprentices are provided comprehensive instruction via chapter readings in assigned text books, handouts and lectures, coupled with “hands-on” skills training related to the subject matter. Some of the 80-hour courses and all of the combined 40-hour classes are lecture only, where the apprentices are schooled in related mathematics, blueprint reading, building codes, estimating, and other related instruction that do not require “hands-on” skills training.

Apprentices are provided a letter grade for each course completed, which is based on reading and comprehension, unit and chapter tests and attendance. Due to the requirement that apprentices participate in the related instruction courses as part of their apprenticeship training program, attendance requirements are strictly enforced and apprentices are only allowed to miss up to 8 hours of instruction for an 80-hour course and 4 hours of instruction for a 40-hour course. Unexcused absences that exceed the maximum allowed result in an automatic “F” for the course and can result in the apprentice being terminated from the union and the apprenticeship training program. Apprentices do have the right to an appeal with their union’ apprenticeship training board and can be re-instated upon board approval. This typically results in a loss of accrued work hours and the apprentice must re-take the failed course or courses. Apprentices can also be terminated from the training program for breaches in the union’ apprenticeship code of conduct.

The College’s Apprenticeship Training Program Unit Coordinator does not have any rights or authority regarding an individual apprentice’s status in a union’s apprenticeship training program, nor decisions regarding apprentices being terminated or re-instated. However, the College’ Coordinator does have the right to have an apprentice removed from the College campus, or any of the other hosting campuses, for any infractions of the Hawai’i Community College Student Conduct Code HAW 7.101. However, it is then up to the apprentice’s union’ training program as to whether or not the apprentice would be terminated from that union’s apprenticeship training program.

Enrollment in the College’s Apprenticeship Training Program follows a fairly consistent pattern with greater enrollment during times of economic prosperity and dramatic decreases during times of economic down turns. This pattern is in contrast to the enrollment patters for Hawai’i Community College as a whole, wherein enrollment typically increases during economic down turns and decreases during times of economic prosperity. The table below illustrates this pattern with low enrollments in the 2015 – 2016 semesters and steadily increasing enrollments during the 2016-2017 and 2017-2018 semesters as most of the union’ trades apprenticeship training programs have increased the indenture of apprentices to meet the increase in construction projects within Hawai’i County. The Carpenters Apprenticeship Training Program, as the largest apprenticeship program on our campus, has seen the greatest increase over the past three years of nearly 25% from the Spring 2015 semester to the Fall 2018 Semester. However, the Carpenters Apprenticeship Training Program also has the greatest attrition rate of apprentices as indicated between the Fall 2017 to the Fall 2018 semesters. This attrition can be attributed to the physical demands of the trade, the intense pace of work on most jobsites and apprentices not completing or attending the required related training courses. The Carpenters Apprenticeship Training Program compensates for this attrition by opening up their enrollment period for the indenture of new apprentices more frequently than other training programs. Thus, enrollment rates in the Carpenter’s Training Programs have greater fluctuation than the other trades programs.

Apprenticeship Enrollment Summary by Trade

Trade	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	3-year Total
Carpenters	27	91	63	130	165	196	162	107	941
Electricians	9	8	8	8	8	13	13	22	89
Plumbing and A/C	22	24	22	34	48	60	61	58	329
Masons and Plasterers	26	30	24	40	15	18	17	30	200
Sheet Metal	3	2	2	3	1	2	1	5	19
Roofers	0	0	0	0	0	11	0	18	29

It is also important to note that the Hawai'i Community College Apprenticeship Training Program, as the mandated service provider of the related instruction courses, under the Hawaii Apprenticeship Law, for any SAC (State Apprenticeship Council) approved apprenticeship program, is obligated to provide and coordinate any requested training course put forth by any approved apprenticeship training program regardless of the class size.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.

The apprenticeship training program, with its emphasis on “learning while earning” and “learning by doing,” has continued a tradition of completing work projects for the Hawai'i Community College campus and the community. This year, we focused on the renovation and upgrade of existing facilities in order to expand our workshop spaces by renovating dilapidated and unused spaces as well as improving upon existing spaces in order to increase instructional capacity and productivity for the training programs.

The Plumbers' union apprentices and the Masons' union apprentices, in collaboration with the College's EIMT students completed a renovation project of the plumbers' workshop area in bldg. 391. The existing electrical service was inadequate for the workshop and severely limited the use of vital refrigeration training units during the hands-on sessions. With the help of the EIMT students and the plumbers' and masons' apprentices, we were able to complete an electrical upgrade for the shop space and pour a concrete pad for the installation of a split AC training unit. The plumbers' apprentices are

now able to operate several training units simultaneously providing greater flexibility for the instructors and greater productivity for the apprentices.

The carpentry/drywall apprentices worked on the renovation of an existing, but dilapidated, classroom building that used to be utilized as the carpenters finishing workshop but was left idle due to the dilapidated condition of the building. The carpenters' apprentices gutted the interior, made structural repairs, installed new training bays and installed new windows for the building. The drywall apprentices installed a new drywall ceiling and fire taped the seams. This project helped to reclaim an unused workshop space and has provided a much-needed workshop space for the carpentry apprenticeship training. The carpenters and masons will continue with the renovation project in the coming semesters in order to cosmetically upgrade the exterior of the building and add a needed covered lanai area in order to increase the usable workshop space.

The carpentry and drywall apprentices also renovated the covered eaves on the apprenticeship building in order to provide greater protection from wind and rain that were severely impacting the exterior doors and siding of the building. The renovated eaves will greatly improve the longevity of the newly installed office and classroom doors of the building. The drywall apprentices also framed out an underutilized covered container unit in order to create a much-needed drywall hands-on workshop space where drywall apprentices will be able to practice the installation of sheetrock and other finishing materials.

These types of Hawai'i Community College and community-based apprenticeship work projects are an integral part of the program as they not only benefit and enhance the training for the apprentices but also foster "good will" between the related trades, their apprentices and the College.

Developing a degree pathway for apprentices has also been a priority for the unit and this year the Apprenticeship Unit Coordinator, along with the Chancellor and the EDvance Director, were able to successfully get Hawai'i Community College registered with RACC, the Registered Apprenticeship-College Consortium (<https://www.doleta.gov/oa/racc.cfm>), a network of colleges and Registered Apprenticeship Programs working together to provide college-to-career opportunities for apprentices. This is a first step in the greater goal of providing a college degree pathway for the apprentices that complete their related instruction at Hawai'i CC or any other approved apprenticeship training program. The Unit Coordinator, Chancellor, EDvance Director and ATE Department Chair are continuing to work on developing a degree program and will hopefully be able to make this available to apprentices by the 2020 academic year.

In addition to the oversight and coordination of the Apprenticeship Training Program the Unit Coordinator has also been assigned, by the Director of EDvance, with the coordination and oversight of the Kulani Correctional Facilities Workforce Training Programs. These programs are provided, under contract with the Public Safety Divisions - Education Division, to the men at the Kulani Correctional Facility. At present, EDvance provides 15 courses that are all related to workforce skills training and re-entry preparation. In addition, the program also provides a college pathway for the participants by aligning numerous courses directly to degree programs offered at Hawai'i Community College, with several being eligible for college credits via the non-credit-to-credit application process, should a

participant decide to enroll at Hawai'i Community College once they have re-established themselves in the community.

KULANI COURSE TITLE	HAWCC - RELATED PROGRAM	CREDIT
Ke Ala Hou - Re-Entry Program	NA	NA
Introduction to Ho'oponopono	Hawaiian Studies (HWST)	3
Introduction to Philosophy	Liberal Arts (LBRT)	3
Sustainable Crop Production	Agriculture (AG)	4
Greenhouse Construction	Agriculture (AG)	4
Poultry Production for Small Farm	Agriculture (AG)	NA
Small Business Basics for Micro Farms	Agriculture (AG)	NA
Construction Trades Program: Carpentry, Plumbing and Electrical	Carpentry (CARP) Electrical Inst and Maint Tech. (EIMT)	NA
Computer Basics		NA
Fundamentals of Information Tech	Information Technologies (IT)	NA
Small Engine Maintenance and Repair	NA	NA
Intro to Diesel Mechanics	Diesel Mechanics (DISL)	NA
Intro to Shield Metal Arch Welding	Machine, Welding and Industrial Mechanics (MWIM)	NA
Forklift Certification	NA	NA
Aerial Lift Certification	NA	NA

The Unit Coordinator is responsible for course development, hiring and oversight of instructors, procurement of materials and supplies, coordination with the Kulani Correctional Facilities education department and security staff, and the fiscal management of the contract between HawCC and Public Safety Division. The Coordinator is also responsible for drafting and submitting the end of year reports and submitting the request for courses and budgets for the next fiscal year.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website. The unit is part of the EDvance website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on _____ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College’s webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit’s overall action plan for AY18-19, based on analysis of the unit’s AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3). This Action Plan should identify the unit’s specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

Apprenticeship is a system of “learning while earning” and “learning by doing.” It combines on-the-job training with related and supplemental instruction supported by University of Hawaii Community Colleges. The apprenticeship system of training is distinctly unique where industry, education, and government are all active partners in this training endeavor. Each apprenticeship program is individualized by a specific trade or craft skill (carpenters, electricians, plumbers, sheet metal workers, roofers, painters etc.). While there are numerous state approved apprenticeship programs in various industries in Hawai‘i, the colleges primarily work with the union trades apprenticeship programs and provide the instructional support services for these programs as indicated previously.

Therefore, in reviewing the current HawCC Apprenticeship Program’s Unit Outcomes, it became evident that they do not align with the units’ activities and the support services that it provides. Thus, in order to be able to develop a more meaningful assessment of the Unit Outcomes, we must first develop new Unit Outcomes that better align with the actual activities and services that the unit provides.

While the unit does provide evaluation forms to each student and instructor in order to get feedback on the course and instruction as well as feedback from the instructor regarding the support services provided, these also do not align correctly with the actual activities and services that are provided to each union trades apprenticeship training program. Therefore, in the assessment tools must also be revised in order to better align with new Unit Outcomes so that the unit can then obtain more meaningful results that will help in developing appropriate action planning for the following year.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1: Develop new Unit Outcomes that better align with the units' activities and services provided. The Apprenticeship Coordinator will work with the Assessment Coordinator to review the current Unit Outcomes, discuss the types of services the unit provides and it's role in apprenticeship training, in order to come up with new Unit Outcomes that better align with the functions, activities and services that the unit provides. Once this is completed then the Apprenticeship Coordinator will be able to work on the Action Item 2.

Action Item 2: Develop new assessment tools that better align with the new Unit Outcomes. As described in the Unit's APRD data section, paragraph two, three and five, the Apprenticeship Unit is more of a service provider being that, unlike other college programs, changes to or additions to instruction and training courses, to better meet industry needs, are controlled and put forth by each individual union apprenticeship training program. The College is limited to providing the developmental support for and facilitation of the requested changes. In addition, the number of and timing of apprentices being indentured into each union apprenticeship program is solely determined by each trade union and is based on economic indicators and the projected construction projects for the coming years. The instructional staff are also approved and put forth by each trade union and are required to be of journeyman

status, regularly employed in a specific union trade or retired personnel who have the related work skills and experience to train the apprentices.

Therefore, the development of new assessment tools should be focused on the quality of services the unit provides to each of the union apprenticeship programs to include; the union apprenticeship coordinators, the instructors, and the apprentices, in terms of the workshop and facilities provided, instructional support services, tools and equipment, and the administration services. The quality of instruction could also be assessed in order to assure that the instructional staff, selected and approved by each union, are capable, engaging, reliable and effective.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review.

Budget asks for the following three categories only may be included in the APR:

1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.

The current training area for the Masons Apprenticeship Training Program is in disrepair with rusted roofing, rotted and termite damaged rafters and continual leak issues in areas where power tools are utilized as part of the training program. This poses a real health and safety issue for the apprentices and instructors.

The training area requires new rafters, perlins and metal roofing in order to resolve these safety issues.

In addition, the outdated TV and video system and desks in the apprenticeship classroom and the limited shop and classroom spaces available for the apprenticeship training program are prohibitive and prevent the program from providing modern lectures and distance learning options and adequate workshop spaces and learning labs for the required

	<p>“hands-on” training portions of the related instruction courses.</p> <p>A new PolyCom and video presentation system and desks for the existing apprenticeship classroom and the addition of modular containerized workshops and classroom spaces will help rectify this situation and provide up to date instructional tools and equipment for the apprenticeship training program.</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>Masons’ Workshop Space; Trusses and New Metal Roof Materials: \$15,650.00 Labor: To be provided by apprentices as work project.</p> <p>Carpentry Additional Shop Space; Modular Containerized Shop and Classroom Space. Materials: \$18,567.00 Labor: Provided by the apprentices</p> <p>Polycom System and Desk Upgrades for the Apprenticeship Classrooms Estimate: \$15,456.00</p>
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	<p>21st Century Facilities (21CF) - Modern Teaching and Learning Environments Goal: Eliminate the university’s deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable, and supportive of modern practices in teaching, learning, and research.</p>

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:

<http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Apprentices will develop skills and knowledge to be successful in the workplace.	
2	Apprentices will develop thinking and working skills to be able to make decisions and solve field problems	
3	Apprentices, upon completion, will continue to be employed or obtained in gainful employment.	

Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
	<p>The past two years have been a true learning curve for the new apprenticeship coordinator in terms of understanding the importance of well-developed and meaningful Unit Outcomes and Student Learning Outcomes, and how they align to the Institutional Learning Outcomes. In working with the Assessment Coordinator and being an active member of the Assessment Committee, the Apprenticeship Coordinator has developed a basic working knowledge of the assessment process and its importance. In reviewing the current UO’s the coordinator has determined that they are not well aligned to the unit activities and will need to be revised. Once the new UO’s are developed and approved new assessment tools can then be created, implemented and assessed. In terms of SLO’s, this will need to be discussed further with the Assessment Coordinator and the EDvance Director as the unit is restricted in it’s ability to implement changes in the curriculum, instruction, instructional staff and the “hands-on” training provided as this is under the purview of each union and their</p>

apprenticeship training program and not a function of the unit. In addition, the employment of apprentices upon completion of and during their required related instruction and whether or not the instruction and training is meeting the needs of industry is also under the purview of each trade union. However, assessment tools can be developed to help determine if the quality of instruction is in alignment with the college ILO's as the unit can implement changes to improve upon the quality of instruction provided.

Course and instructor evaluations are currently utilized, collected and compiled for each apprenticeship course the unit facilitates. However, the questions are too general and do not relate well to the current UO's.

The Unit will be revising the UO's in order to have the better align with the units' activities and services provided and will be submitting it proposal for revised UOs to the EDvance Director and Institutional Assessment Coordinator for approval for use in AY18-19.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY17-18 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

The unit provided 25 training courses in the Fall 2017 semester and 22 training courses in the Spring 2018 semester for the; Carpenter, Electrician, Mason, Plumber, Roofer and Sheet metal union apprenticeship programs. The courses were offer at the college's Manono and Palamanui campuses and the Kealakehe and Konawaena high school campuses. The standard EDvance (OCET) Course Satisfaction Survey was distributed to all of the training courses and there were a total of 152 responses for Fall 2017 and 136 responses for the Spring 2018 semester. The table below provides a summary of the responses and the percentage of ratings for each question.

Summary: Course Evaluation Survey				
Fall 2017 Semester	Total number of Surveys: 152			
Please check the boxes that best represent your opinions.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The information was presented in a clear and well-organized manner.	249	39	0	0
2. The length of the class was just right.	203	68	11	6
3. The class materials were relevant and useful (if applicable).	230	58	0	0

4. The instructor(s) was/were knowledgeable about the subject matter.	266	22	0	0
5. The instructor(s) was/were responsive to my learning needs.	258	30	0	0
6. I am satisfied with the overall quality of the class.	238	47	1	2
7. Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community.	230	54	3	1
8. Hawai'i CC effectively communicates courses and service offerings to the community it serves.	229	56	2	1

QUESTION % responses	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	87%	13%	0%	0%
2	70%	24%	4%	2%
3	80%	20%	0%	0%
4	92%	8%	0%	0%
5	90%	10%	0%	0%
6	82%	16%	.05%	1.5%
7	80%	18.5%	1%	.05%
8	79.5%	19.5%	.05%	.05%

As detailed in the table for the Fall 2017 and Spring 2018 Semesters, the majority of responses, with an average of 82.5% “strongly agree” and an average of 16% “agree” with each survey question. While there are a modest number of “Disagree” and “Strongly Disagree” and these should be taken into account, the overall satisfaction of the courses provided is quite strong. However, as previously stated, the standard EDvance (OCET) survey will need to be replaced with a new survey once the new UO’s have been created and approved. The new survey should provide questions that are directly related to the new UO’s. This will provide a more useful and relevant assessment tool that will assist the coordinator in determining the unit is meeting and or exceeding it’s goals or where there might exist areas for improvement.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

As previously stated, the current Satisfaction Survey utilized by the unit is a standard survey that is provided to all EDvance (OCET) students and participants. The survey has been in place for a number of years and will be replaced with a new survey in FY 2019.

However, the overall ratings for the courses provided are very high in terms of general satisfaction with the course, materials, instructors and relevance of instructional materials and coursework provided. While this is a very positive indicator as to the success of the unit's activities, it is understood that the survey is somewhat superficial and only provides an overview of how well the unit is doing. The goal will be to develop a new survey that will go a little bit deeper into how well the unit's activities are meeting the new UO's.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

Unit is in the process of revising the Unit Outcomes to better align with the Unit's actual operations and services.

Once the UOs are aligned, the Unit will revise the survey instruments accordingly and the plan is to also include a new survey for the Kulani Correctional Facility and the courses that are provided and managed by the unit's coordinator. This will help to better reflect the full range of the Unit's operations and support services.