HAWAIʻI COMMUNITY COLLEGE
ANNUAL UNIT REVIEW

OFFICE OF CONTINUING EDUCATION AND TRAINING

December 15, 2007

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ANNUAL UNIT REVIEW
Office of Continuing Education and Training
July 1, 2006 – June 2007

I. Narrative and Analysis of Data

a. Mission or purpose of the program, including the target student population

In 1990, the Board of Regents (BOR) approved the separation of Hawai`i Community College from the University of Hawai`i at Hilo. This was based on the recommendation of the then 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 branch of Hawai`i Community College presently offers programs in Basic Skills, Corrections Education, Cultural Enrichment, Professional Development, Workforce Development, Short-Term International Programs from Abroad, On-Line Education, and Summer Youth Career Exploration. OCET also oversees the Rural Development Project (RDP), a federal grant program which focuses on workforce training and community development.

Two other programs that fall under the umbrella of OCET are the Intensive English Program (IEP) and the Apprenticeship Program and are included in this Annual Program Review. These programs do separate periodic Comprehensive Program Reviews.

Hawai'i Community College Vision Statement
To promote student learning, Hawai'i Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities.

As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

OCET Vision Statement
The vision of the Office of Continuing Education and Training (OCET) is to be the primary lifelong learning center for the Big Island. We are dedicated to provide learning opportunities to enhance the professional and personal lives of our students to meet the challenges of our global community.

Hawai'i Community College Mission Statement
Hawai'i Community College promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of *E `Emi Pono*. Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i island community.

Hawai'i Community College Imperatives

- Community Development – The College will provide students with opportunities to serve their community.
- Workforce Development – The College will teach the skills needed to succeed in the workforce.
- Cultural Competency – The College will respect and learn from all its students.

- Environment – The College will build an awareness, appreciation, and sense of personal responsibility for the natural, social, and economic environments.
- Hawaiian Culture and Values – The College will be the center for the study of Native Hawaiian cultural knowledge.
- Healthy Communities – The College will work with students to build healthy communities.
- Technology – The College will provide access to current technology that supports student learning.

OCET Mission Statement
Our mission is to create lifelong learning opportunities for personal and professional development locally and globally. We take pride in offering quality training and educational classes that are customized to meet the needs of our community. Although all of the College's Imperatives are met by the varied course offerings and educational opportunities that are provided throughout the year, workforce development is the major mission of OCET programs.

Target Student Population
The target student population for OCET includes the Big Island community and international students that come to study English and/or the Hawaiian and American culture.

b. External factors affecting the unit
There are three major external factors that are currently impacting the OCET programs.
1. Workforce training has been affected in several ways by the current low unemployment rate in Hawai`i.

- The number of workers seeking job training has diminished because employment opportunities have increased.
- Allocations for workforce training monies are based on the unemployment rate of the state. As a state, Hawai`i has one of the lowest unemployment rates in the nation. Therefore, state workforce training monies have been drastically reduced. Unfortunately, residents of some areas of Hawai`i Island are still in need of employment and training.

2. Employers are hiring less skilled workers because jobs are more readily available. As a result, employers are beginning to seek more training for their incumbent workers to upgrade their skills and knowledge base.

3. Federal monies have been further reduced because of the on-going war effort. Not only have the general workforce training monies through the Workforce Investment Act been substantially cut but also the earmark monies through the Rural Development Grant have also been negatively affected.

Other external factors that affect OCET programs are:

- Workforce needs that may arise due to business closure or new industry initiatives (i.e., sugar plantation closing, forestry, etc.)
- Workforce demand due to job openings (i.e. Police, Security, Transportation Security Administration)

- Certification requirements (i.e., CNA, SHRM, CDL, First Aid/CPR, Tour Driver)
- Consumer demand for leisure classes (i.e. culinary skills and crafting)
- New learning initiatives such as on-line training
- Local and world economy and/or events that may affect the international students' ability to travel or study abroad.
- Other businesses, organizations, and institutions offering similar types of training

c. Required external measures

- Omnibus Budget Reconciliation Act (OBRA) certification for Certified Nurse's Aides (CNA)
- Society of Human Resource Management (SHRM) certification for human resources personnel
- Commercial Drivers License (CDL) certification for truck drivers/heavy equipment operators
- Typing and Shorthand certification required for Civil Service Employment
- Tour Guide certification

II. Action Plan, Accomplishments/Progress, Budget Requests

Action Plan	Accomplishments/Progress	Budget Request
Solicit businesses and organizations to offer customized training for their specific needs.	27 customized classes were coordinated for the following businesses and organizations: Carpenters' Union, Kanoelehua Industrial Area Association, KTA Super Stores, County of Hawai`i Transit Agency, State of Hawai`i Department of Taxation, Hilo Medical Center, Destination Hilo, and Big Island Toyota.	
Continue to seek partnerships that will provide tuition assistance.	• Pihana Na Mamo, Alu Like, Kamehameha Schools, and Friends of the Children's Justice Center provided tuition assistance for 21 students to attend the Summer Career Exploration Program. • The Rural Development Project provided tuition assistance through its partnership with the Department of Labor, Workforce Development Division. • Other tuition assistance was provided through the Employer's Training Fund (ETF) and Workforce Investment Act (WIA).	
Increase online class enrollment for the purpose of reaching communities island-wide through improved marketing.	• Online enrollment decreased by 30% due to decreased marketing efforts during this period. An Administrative Support Specialist will be assigned to	

	focus on the marketing of online classes during the next review period.	
Enhance marketing strategies for all programs.	Discussions are ongoing regarding marketing plans as the focus of training changes.	
Seek event planning opportunities.	• Coordinated the American Mathematical Association of Two Year Colleges (AMATYC) conference for 16 AMATYC members in July 2006. • Planning a District Conference with the Zonta Club of Hilo for September 2007.	
Continue to support the Rural Development Project Grant.	OCET Interim Director and RDP Interim Director continue to expend many hours understanding the federal requirements to execute the projects of the multi-year grants and addressing numerous findings regarding statewide processes and procedures and past funded projects.	
Determine the need for emerging specializations in the workforce. Create partnerships between college and community representatives to address new program initiatives.	Through an RDP initiative, Fire Science is currently being re-examined as a possible associate degree program. OCET has partnered with Hawai`i County Fire Department to address this initiative.	
Review OCET personnel needs to provide island-wide services.	Island-wide coverage of services is still a challenge as the sources of workforce training monies continue to dwindle. The unit has also been unstable with several permanent positions still in recruitment.	
Explore the feasibility of travel study programs.	OCET is planning to assist instructors on travel abroad programs during the summer. Research "Travel Learn", a program that is utilized by Kapiolani Community College.	
Modify class evaluation form to improve statistical data research.	OCET is in the process of developing Student Learning Outcomes and refining assessment tool.	
Partner with the community to identify educational and training needs and to determine how the college can best meet those needs.	• Hawai`i Island Chamber of Commerce (HICC) – member • Japanese Chamber of Commerce and Industry of Hawai`i (JCCIH) – board member • Kanoelehua Industrial Area Association (KIAA) – associate member • Hawai`i Tea Society – board member • Business Education Partnership (BEP)	
Continue memberships, partnerships, and collaborations with Hawai`i County and State	• Workforce Investment Board (WIA) member – OCET Director attends quarterly meetings and special events.	

Departments.	• WIA Youth Council member – OCET Director attends monthly meetings and special events. • Mayor's Task Force on Employment Solutions member – OCET and RDP Directors attend monthly meetings and special events. • Mayor's Task Force (Operation Mainstream – Going Home Project) member – OCET and RDP Directors attend monthly meetings and special events. This taskforce is actively working on developing strategies to include various underutilized workforce groups through Operation Mainstream. • Going Home Project Education Subcommittee member – OCET Director attends monthly meetings. • State Department of Taxation – Coordinate semi-annual tax workshops. 108 tax professionals attended during this period. • State Department of Education – Partner with Hilo Community School for Adults to offer the Academic Enhancement Program as a remedial education option for HawCC students and the community. Partner with the DOE for the Summer Career Exploration Program. Students participating in this program acquire ½ high school credit. • State Department of Human Resource Development (DHRD) – Annually provide training for state workers island-wide. 38 state employees registered for trainings during this period. • State Department of Public Safety – Coordinate non-credit Horticulture and Auto Mechanics classes for 28 inmates at Kulani Correctional Facility. • State Department of Transportation – Provided "Fundamentals of Management" class. • County of Hawai`i Office of Aging – Planned and implemented statewide Enhanced Fitness Program for 40 seniors at Pahoa and Hilo nutrition	

	centers ($45,000). • County of Hawai`i Civil Service – Administer Civil Service Typing and Shorthand certification exams. 237 typing exams were administered during this period. Coordinate and plan with Civil Service to offer various test prep classes as needed. • County of Hawai`i Transit Agency – Provided Customer Service training in East and West Hawai`i.	
Continue memberships, partnerships, and collaborations with organizations to establish professional networks.	• Ke Anuenue, HMSA Foundation, Hawai`i County Research & Development, Hawai`i County Elderly Activities Division, UH-Manoa Agriculture Department, UH College of Tropical Agriculture and Human Resources – Wrote and receiving grant ($20,737) to coordinate the Healthy Cooking and Diabetes Education Program at 15 senior centers islandwide serving 454 participants • American Culinary Federation (ACF) member – OCET coordinator attends monthly meetings and special events in West Hawai`i. • Society of Human Resource Management (SHRM) member – OCET coordinator attends monthly meetings. 23 human resource professionals attended PHR and SPHR certification prep classes during this period. • Zonta Club International member – OCET coordinator attends monthly meetings and special events to network with professionals in the community, state, and western United States. • Rotary Club of South Hilo member – OCET Coordinator attends monthly meetings and special events to network with business leaders. • National Association of Foreign Student Advisors (NAFSA) member – OCET Coordinator attends conferences to learn about current practices regarding international students. • Hospice of Hilo member – OCET	

	Coordinator attends monthly meetings and special events. • Kona Coffee Association (KCA) – Partnered to offered two "Kona Coffee Roasting" classes during the Kona Coffee Festival. • Hawai`i Island Landscape Association (HILA) – Partnered to offer 15 Landscape Maintenance classes in West Hawai`i. 80 students attended these classes during this period. • Small Business Development Center (SBDC) – Partnered to offer "NxLevel for Entrepreneurs". • Japanese Chamber of Commerce and Industry of Hawai`i board member – OCET coordinator attends monthly Board of Director's meetings, quarterly meetings, and special events. The coordinator is a Taste of Hilo planning committee member and liaison for HawCC. JCCIH through the Taste of Hilo fundraiser presented $10,000 to HawCC to support its educational programs. • Visitor Aloha Society of Hawai`i – OCET coordinators volunteer to assist distressed visitors with special needs. • Alu Like, Inc. – Partner to provide job experience for high school students throughout the year.	
• Continue memberships, partnerships, and collaborations with University of Hawai`i system.	• UHCC System OCET Directors' monthly meetings • UHCC System OCET Coordinators' quarterly meetings • UHCC System – Statewide program for electricians "National Electrical Code" (NEC). • Windward Community College – Partner to offer Thrill Craft Operators Safety Course. 49 students from East and West Hawai`i took course during this period. • Leeward Community College – Collaborating to offer classes in motorcycle safety and training and Commercial Drivers License training.	

	• Kapiolani Community College and UH School of Travel Industry Management – Coordinated the Hawai`i No Ka Oi Project for 18 visitor industry personnel. • University of Hawai`i College of Tropical Agriculture and Human Resources (CTAR) - Offered the "New Farmer Series" in West Hawai`i. • Pacific Center for Advancement Technology Training (PCATT) – Collaborate to seek funds to advance technology on the campus.	
Establish internal partnerships with college programs and units	• HawCC Administration, Faculty, and Staff – Assist with design and marketing for various college projects. • Digital Media – Support program through RDP funds. • Machine Welding and Industrial Mechanics (MWIM) – Support program through RDP funds. • Architectural, Engineering & CAD Technologies (AEC) – Wrote and received PCATT grant to fund 5 computers, 2 laptops, and a printer to equip the AEC lab ($30,000). Apprenticeship Program offered AutoCAD classes for plumbers. OCET will be offering non-credit AutoCAD classes through this partnership. • Summer Career Explorations Program – Partnered with FOREST Team, Business Education, Information Technology, Human Services, and Culinary Arts (West Hawai`i) to offer career exploration classes to high school students. • Nursing – Collaborating nad planning to offer Certified Nurse's Aide classes and recertification classes for incumbent CNA's	
Support the collaboration of credit/non-credit offerings through coordination of resources and other strategies.	• Business Education – Collaborate in offering credit/non-credit for business education and CISCO classes. • Early Childhood Education – Continue to offer PACE classes.	
Seek agreements with educational institutions from abroad for short	• 30 middle school students and 4 chaperones from Kitatoshima, Japan	

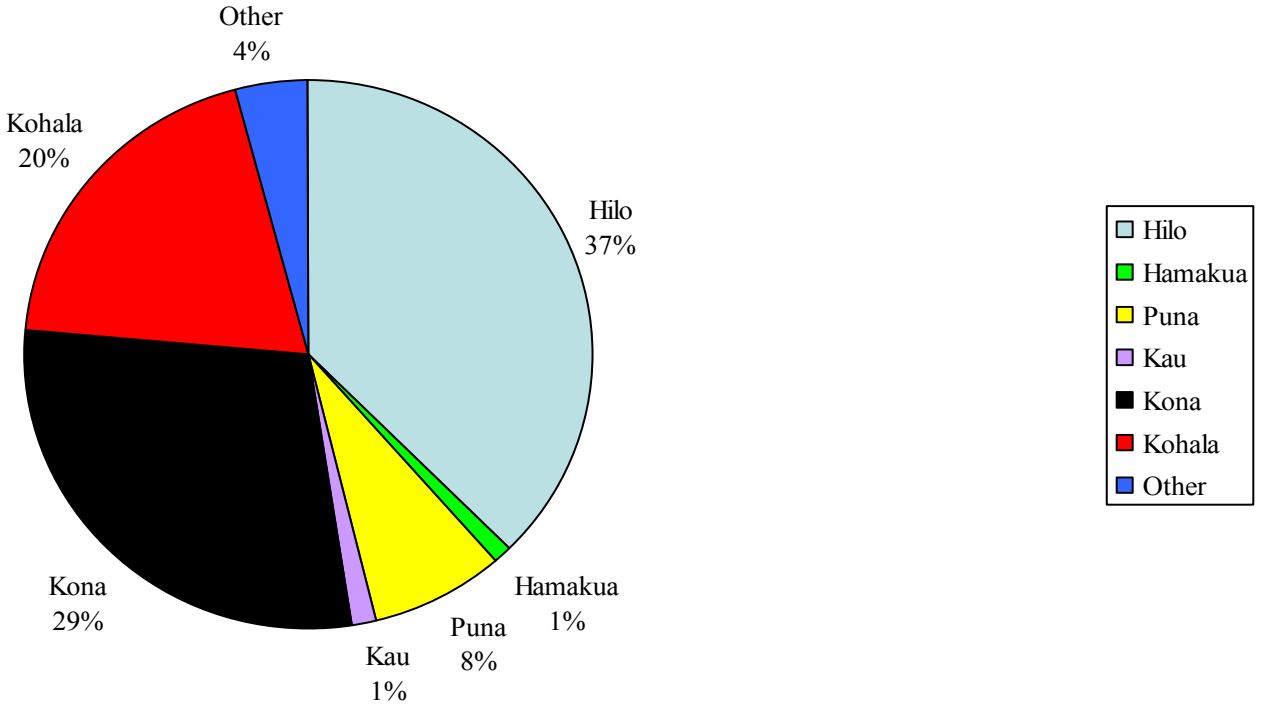
term English Study programs.	attended a 7 day customized English Study Program. • 15 participants from the Japan Horticultural Therapy Council attended a Hawaiian culture customized program. .	
Explore potential data management systems.	Ongoing system-wide discussions with UHCC OCET's being held.	
Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services.	• Strategic Planning session was with all OCET and RDP staff present • Annual Strategic Planning sessions will be scheduled.	

The Action Plan for 2007-2009 will include all previous action items with the following additional items.

Additional Action Items		
Stabilize personnel for OCET		
Explore agreements with international educational institutions for ESL and Hawaiian cultural programs to HawCC.		
Develop a standardized pricing and promotional materials for short-term international programs.		
Review current data management system to improve the important and export of data.		

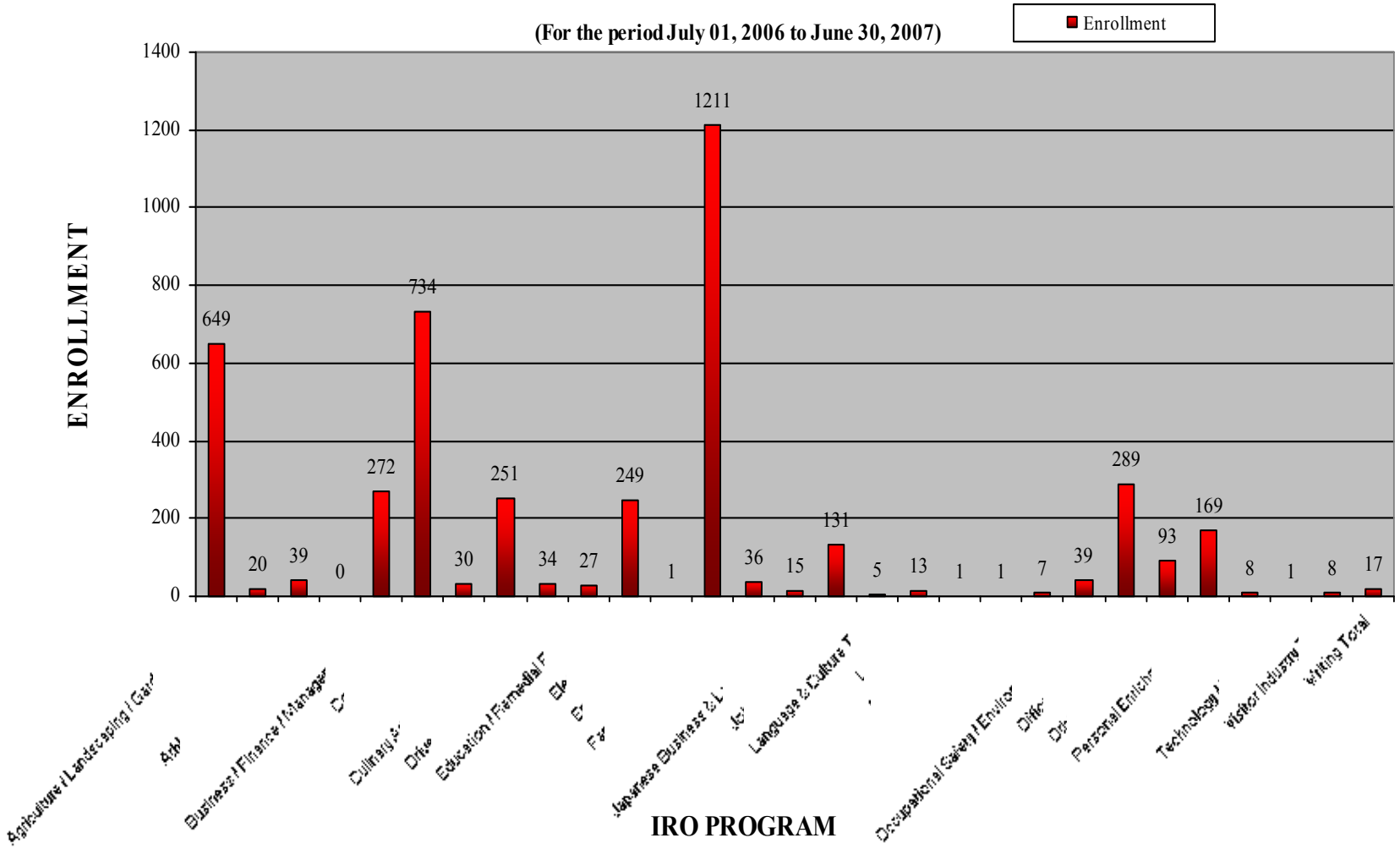
OCET Student Demographics Average Enrollment by Area

(For the period of July 01, 2006 to June 30, 2007)



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. This data shows the Big Island broken down into 7 main segments. This chart shows the dense population of enrollment lies in the Hilo sector with a total of 1625 (37%) enrollments. The "Other" category consists of neighbor islands and the mainland and it makes up a total of 178 (4%) enrollments.

OCET Enrollment by IRO Program

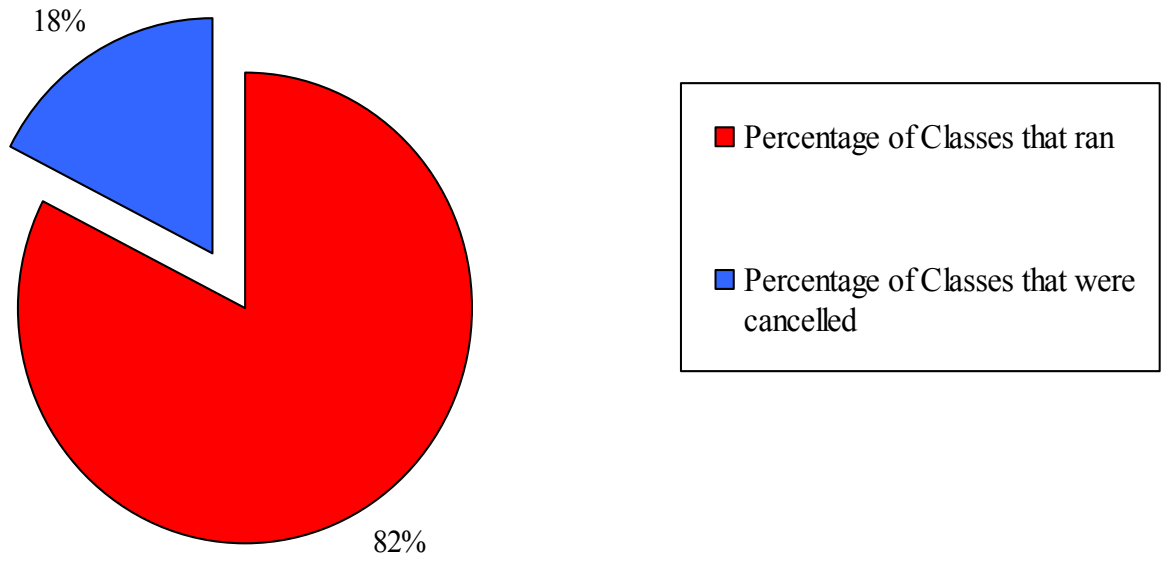


This data depicts the diverse interests of the community, ranging from leisure to professional development. The three programs highest in enrollment were Family/Child Care, Computers and Agriculture/Landscaping/Gardening. This reflects our communities workforce training priorities.

OCET Class Status Rate

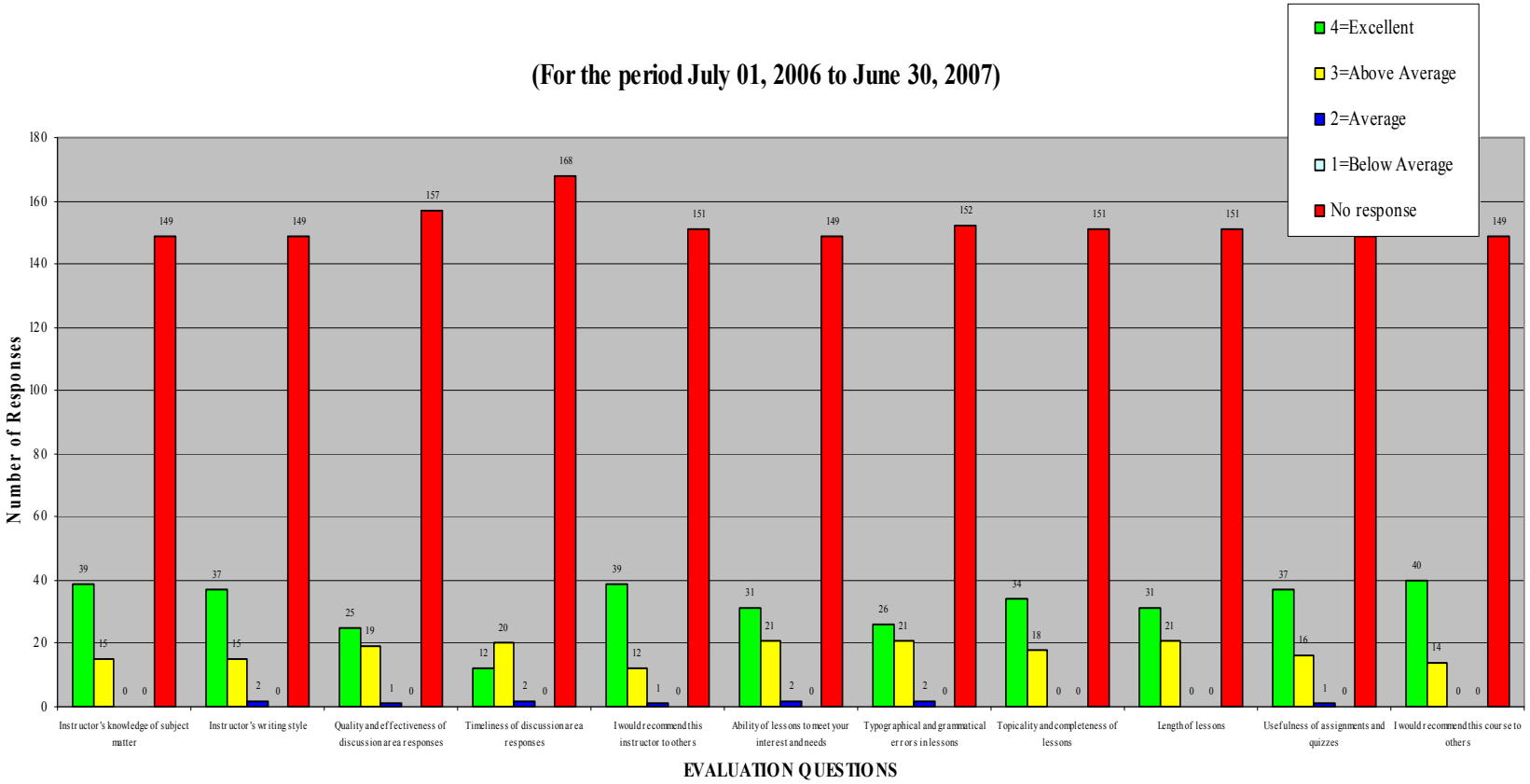
CANCELLATION RATE

For the period of July 01, 2006 - June 30, 2007



Out of the 725 classes that were offered (with 4348 enrollments) during this period, 82% of the classes ran.

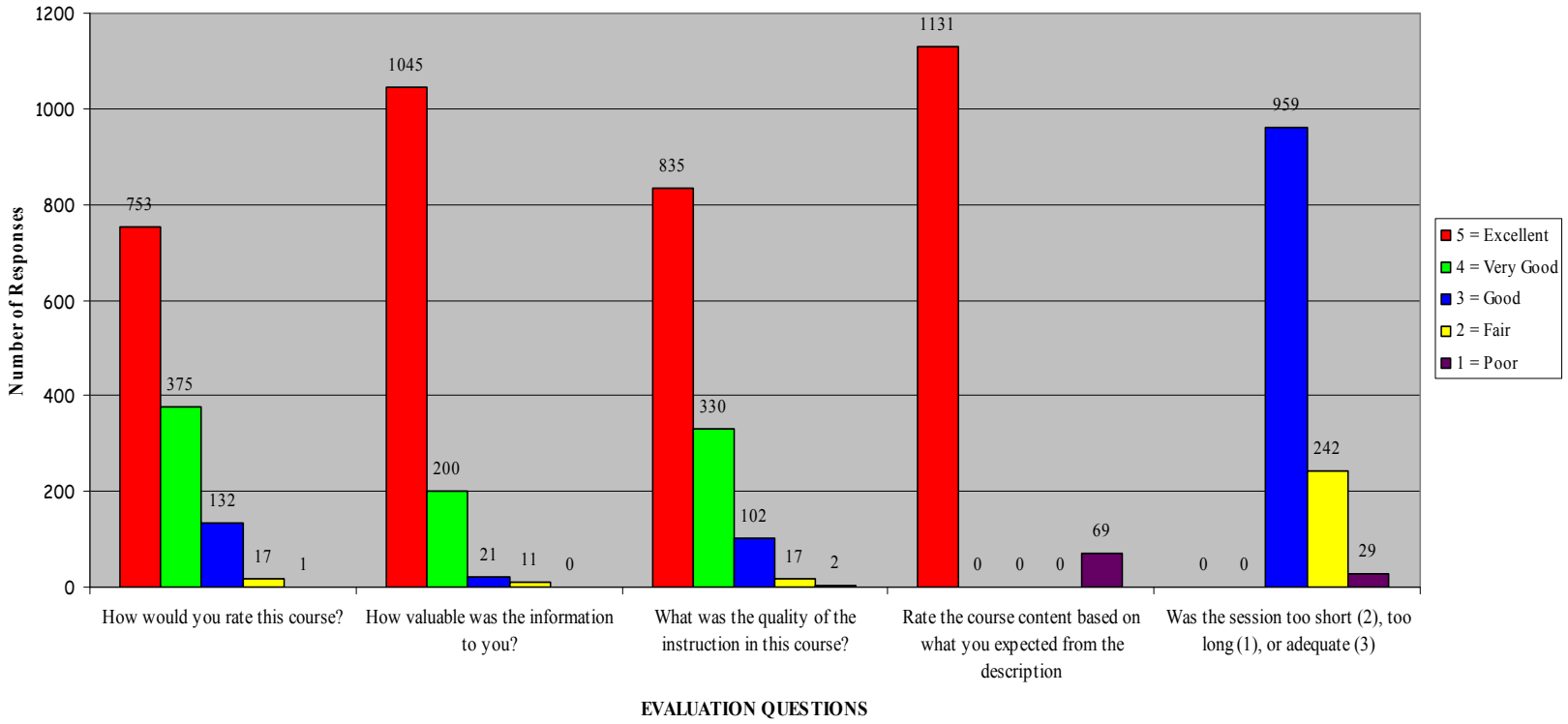
Online (Ed2go) Education Evaluations



Ed2go offers over 300 courses that provide classes ranging from leisure to professional development.

OCET Course Evaluations

(For the period of July 01, 2006 to June 30, 2007)



From the collected data, 92% of the students rates classes as being *"GOOD"* to *"EXCELLENT"*

ANNUAL UNIT REVIEW
Office of Continuing Education and Training – Intensive English Program
July 1, 2006 – June 30, 2007

I. Narrative and Analysis of Data

a. Mission or purpose of the program, including the target student population:

Intensive English Program Mission Statement
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 that 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 Hawai`i Community College. The IEP serves the international student base below TOEFL 450.

The IEP had 58 unduplicated students from the Fall I 2006 session to the Summer 2007 session. Of that 58, 52 were from Japan, 3 from Mainland China, 1 from Colombia and 2 were from Switzerland.

Out of the 58 unduplicated number of students, 37 (65%) were female and 21 (36%) were male. The median age of the students was 28, ranging from 18 to 78 years of age.

Almost 81% of unduplicated students are in the US with an F-1 (student) visa. The other 15% are mainly permanent residents ("green card" holders) who are non-native speakers of English, married to or a dependent of an American national. The average stay in this time period was 2 sessions (two 8-week sessions) per student.

After leaving the IEP, 21 students transferred to credit classes at Hawai`i Community College, 3 transferred to the University of Hawai`i, Hilo. One student went on to attend a college on the mainland, and 11 returned to their home country.

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 Hawai`i CC because of its credit programs
- Chose Hawai`i CC and the IEP because of the TOEFL waiver option
- Has an avid 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)
- Buddhist temples in East Hawai`i

b. 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 Hawai`i Community College to study.

c. Required external measures

None

II. Action Plan, Accomplishments/Progress, Budget Requests

Action Plan	Progress	Budget Request
A budget to promote and advertise the college to international markets. The IEP has 5, 8-week sessions a year and has to constantly recruit new international students to replace the students who transfer to Hawai`i Community College credit classes.	The college does not have a designated amount for marketing. Currently OCET is funding international marketing for the entire college through the IEP. This is a heavy burden for a small program. 80% of the total international student enrollment in credit programs originates from the IEP. Therefore, the IEP is requesting a portion of its total marketing costs to assist in defraying its costs.	$5,000
Update the Hawai`i Community College website to include user-friendly information for international students on admissions policies and visa requirements.	Completed.	
IEP students assigned an affiliation with Hawai`i CC in Banner in order to get immediate access to campus facilities and	The process to have IEP students assigned an affiliation with Hawai`i CC in Banner has begun	

services and to verify their status as Hawai`i Community College students.	with a view to completion in Spring 2008.	
Create an International Student Advisor position to assist students with admissions, visa issues, and making academic plans.	An advisor position including international student advising is to be filled by December 2007.	
Ease the system of agent agreements to allow the IEP to freely make agreements with agents who can bring more students to the college.	The first educational agent agreement was signed in May 2007.	
Work with the admissions department to create a system of conditional acceptance to the college for international students who require language training.	The process of creating a system for conditional acceptance has begun.	
Search for alternative funding possibilities to enhance learning opportunities for international students.	A Perkins grant proposal was written and awarded in April 2007 for the amount of $37,000 to cover the costs of new computers, software, and IPods for ESL students at Hawai`i Community College. A SEED grant application was made in the amount of $5,000 to fund an International Café for ESL and local students. Application was not funded	
Seek ways to address the negative cash flow of the program.	On-going review of budgets to cut costs wherever possible without destroying the integrity of the program and developing additional revenue streams. Most important goal is to increase the student enrollment by more aggressive marketing.	
Address the lack of job stability (full or half time positions) for IEP instructors and support staff. This would also ensure quality and stability of services and instruction for international students as well as ensure that accreditation standards are maintained.	IEP g-funded position for coordinator now in recruitment.	

Data Charts

STUDENT DEMOGRAPHICS AND ENROLLMENT DATA

FY2007 (IEP Sessions Fall I 2006 to Summer 2007)

Unduplicated number of students	**58**
Japan	52
Mainland China	3
Colombia	1
Switzerland	2

Gender	Number	Percent
Female	37	64%
Male	21	36%

FY2007 (IEP Sessions Fall I 2006 to Summer 2007)

Students by status	Number	F1	F2	PR	Tourist (PT)
Unduplicated all nationalities	58	47	1	7	3
Japan		46	1	4	3
Mainland China		1		2	
Colombia				1	
Switzerland	2	2			

Further study after leaving the IEP (FY 2007)

College	Number
Transfer to credit classes at Hawai`i CC	21
Transfer to University of Hawai`i, Hilo	3
Other colleges	1
Returned home	11

ANNUAL UNIT REVIEW
Office of Continuing Education and Training – Apprenticeship Program
July 1, 2006 – June 30, 2007

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 Training Programs is to comply with the requirements of Hawai`i's Apprenticeship Law (*Hawai`i Revised Statutes, Chapter* 379). In accordance with this Law, the mission of this program is to address the related instructional needs of registered and established Apprenticeship Programs. For HawCC's Apprenticeship Training Program, this applies to compliant apprenticeship training endeavors active on the island or County of Hawai`i.

Target Student Population

The target student population is apprentices who have been registered and indentured with the Department of Labor and Industrial Relations (DLIR). This process is facilitated by a *Sponsor*, as established and recognized by the DLIR. Under the Apprenticeship Law, the DLIR is designated as the *Administrator* of Apprenticeship programs in Hawai`i.

b. External factors affecting the program

- Apprentices and apprenticeship training needs are determined by external affiliates (*Sponsors*), who are closely integrated with on-going workforce needs. External affiliates also assess the future needs of industry and the recruitment of apprentices is facilitated by affiliates and not the College.
- Impact of new innovations, techniques, materials, technologies and/or teaching methods affecting training requirements.
- Local and world events that may affect industry and the impact on varying needs of trained and skilled workers in industry.
- State or Federal legislation that may affect the recognition, status, or administration of apprenticeship training programs and practices.

c. Required external measures

- Apprenticeship Program - Certificate of Completion (furnished by the DLIR).

II. Action Plan, Accomplishments/Progress, Budget Requests

The initial Program Review for OCET's Apprenticeship Program was submitted under a separate cover in November, 2005. Accordingly, this portion of the OCET Annual Unit Review will provide an update based on information contained in the initial submittal.

It is important to understand that enrollment in apprenticeship classes has increased significantly in 2006 and 2007. An expanded summary of enrollments beginning in 2002 is provided below:

1.	2002	265 apprentices	
2.	2003	275 apprentices	(+ 10)
3.	2004	296 apprentices	(+ 21)
4.	2005	422 apprentices	(+126)
5.	2006	597 apprentices	(+175)
6.	2007	775 apprentices	(+178)

To summarize, enrollment has nearly tripled in the past six years. This increase is directly related to our island's economic vitality and the on-going construction boom. Apprenticeship programs are primarily based on the construction trades and the demands of industry.

Action Plan	Progress	Budget Request
Utilize and improve existing College facilities on the Manono Campus with continued planning and development.	Improvements on the Manono Campus: • Improvements to Bldg. 385A-5. • Site improvements and expansion of storage capacities in an area west of Bldg. 386. Two 8 ft. x 20 ft. containers have been placed in this area in addition to an 8 ft. x 8 ft. storage shed. • Site improvements in an area adjacent to Bldg. 392C have been implemented. A 24 ft. x 28 ft. covered temporary structure has been completed and additional storage facilities provided by way of three 8 ft. x 20 ft. containers. An 8 ft. x 8 ft. storage shed has also been added.	
Utilize vacated shops and/or open areas of West Hawai`i to improve the instructional capacity of the program.	The College continues to have inadequate facilities in West Hawai`i. However, spaces were made available at Kealakehe High School for two 8 ft. x 20 ft. containers and Konawaena High School for one 8 ft. x 20 ft. containers.	
Continue to accommodate growth and increase facility capacities on the Manono Campus and in West Hawai`i.	Seek to obtain more non-utilized or under-utilized areas in both areas to increase instructional and storage capacities. Providing additional containers in West Hawai`i is desired and will be sought.	
Provide clerical support for the Apprenticeship Program.	A means of stabilized clerical support has not been provided since 2000. The increase in enrollments and program needs has correspondingly increased the workload. Therefore, an assigned 50% Clerk-Typist II* position is needed.	15,000* Annual

* Under the leadership of Honolulu Community College, the *Workforce Development Initiative: Proposal to Address Employee Shortages in the Construction Industry* was submitted to the Legislature in November, 2005. This initiative recognized the state-wide need for budget appropriations to establish a "Construction Academy" as well as additional support for existing Apprenticeship Programs.

As a result of this initiative, $1,417,900 was provided to the Apprenticeship Programs within the Community College System (HonCC, KauaiCC, MauiCC, and HawCC) from the fiscal year beginning in on July 1, 2006. Of this amount, $201,500 was allocated to HawCC's Apprenticeship Program.

Unfortunately, budget allocation for a Clerk-Typist II* (see above) was not included to address this need. As the need exists, it is herein proposed that a 50% Clerk-Typist position be sought by the College, for assignment to the Apprenticeship Program, based on the funding already being provided. This would provide the support the Program needs to fully address its purpose, mission, and the needs of our community.

All other budget concerns have now been addressed by the Legislative action described.

HAWAI`I COMMUNITY COLLEGE
APPRENTICESHIP PROGRAM
QUANTITATIVE TREND DATA CHARTS (2006 – 2007)

11/27/07

ENROLLMENT IN APPRENTICESHIP CLASSES

Apprenticeship Program	(Spr./Fall 2006)	**2006**	(Spr./Fall 2007)	**2007**
Carpenter/Drywall Installer				
East Hawai`i (Hilo)	65/63	**128**	90/86	**176**
West Hawai`i (Kona)	105/110	**215**	148/155*	**303***
Electrician (Wireperson)	20/16	**36**	28/28	**56**
Electrician (Non-Union)	3/0	**3**	0/0	**0**
Plumber	33/44	**77**	36/39	**75**
Refrigeration – Air Conditioning	11/20	**31**	18/25	**43**
Mason/Plasterer	53/32	**85**	20/53	**73**
Sheet Metal Worker	8/14	**22**	10/12	**22**
Roofer			0/27	**27**
TOTAL ENROLLMENT		**597**		**775**

**Does not include a class scheduled to begin in December, 2007.*

INDIVIDUAL APPRENTICE ENROLLMENT*

*It is possible for individual apprentices to have enrolled in more than (1) class per semester.
This enrollment data is included in the information above and excluded below.

Apprenticeship Program	(Spr./Fall 2006)	**2006**	(Spr./Fall 2007)	**2007**
Carpenter/Drywall Installer				
East Hawai`i (Hilo)	49/48	**97**	56/69	**125**
West Hawai`i (Kona)	101/55	**157**	102/122	**224**
Electrician (Wireperson)	20/16	**36**	28/28	**56**
Electrician (Non-Union)	3/0	**3**	0/0	**0**
Plumber	18/23	**41**	21/20	**41**
Refrigeration – Air Conditioning	6/9	**15**	12/12	**24**
Mason/Plasterer	27/23	**50**	20/23	**43**
Sheet Metal Worker	8/14	**22**	10/12	**22**
Roofer			0/27	**27**
TOTAL ENROLLMENT		**421**		**562**

NUMBER OF APPRENTICESHIP CLASSES PROVIDED

Apprenticeship Program	(Spr./Fall 2006)	**2006**	(Spr./Fall 2007)	**2007**
Carpenter/Drywall Installer				
East Hawai`i (Hilo)	4/4	**8**	6/6	**12**
West Hawai`i (Kona)	8/9	**17**	12/13	**25**
Electrician (Wireperson)	2/2	**4**	3/3	**6**
Electrician (Non-Union)	1/0	**1**	0/0	0
Plumber, Refrigeration – Air Conditioning*	5/7	**12**	9/8	**17**
Cement Finisher, Bricklayer, Stone Mason, Tile Setter (Ceramic, Hard Tile), Plasterer	5/5	**10**	3/5	**8**
Sheet Metal Worker	2/2	**4**	2/2	**4**
Roofer			0/1	**1**
TOTAL NUMBER OF CLASSES		**56**		**73**

**These Apprenticeship programs are organized under the same affiliate. Classes often serve the multiple trades listed.*