College Mission Statement

Honolulu Community College serves the community, the city, the state of Hawai`i, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. Honolulu CC meets the evolving post-secondary educational needs of individuals, businesses, and the state by:

• Offering high quality courses and programs in the liberal arts and career and technical fields;
• Maintaining unique educational partnerships with state-registered apprenticeship programs in diverse career fields;
• Supporting the Native Hawaiian community and its language, history, and culture;
• Delivering continuing education and training to meet the demand for a competitive workforce; and,
• Providing diverse educational opportunities for personal enrichment.

As a learning-centered, open-door college, Honolulu CC, is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.

Program Mission Statement

The Apprenticeship Program’s mission is to comply with the requirements of Hawaii’s Apprenticeship Law (Hawaii Revised Statues, Chapter 372-6) that pertain to the community colleges by providing the support required by state registered apprenticeship programs on Oahu to effectively conduct the Related Instruction components of their programs.

Part I. Executive Summary of Program Status

The Honolulu Community College (HCC) Apprenticeship Program, hereafter referred to as Program, continues to support the 23 state registered apprenticeship programs (33 trades) that offer their Related Instruction through the College. Due to the continuing slump in the construction industry, enrollments have fallen from approximately 3809 in AY 2011-2012 to 3398 in AY 2012-2013. However, strong indicators pointing to a significant resurgence of
activity in the building industry have recently emerged and if this flurry occurs, there will be concomitant increases in enrollments beginning in AY 2013-2014.

Services provided to these programs include assisting with curriculum development, registering their apprentices, providing facilities, securing training materials, teacher training and the processing of payroll. Satisfaction surveys administered to our training coordinators and instructors confirmed that they were largely satisfied with the services that they received and that the Program is meeting its Service Area Outcomes goals.

Since enrollments have decreased, the lack of classroom space which was the most pressing need during the construction boom (i.e., late 2006 through early 2009) has eased considerably. However, the need for more shop space remains. Fortunately, some of the major training programs recently built, purchased or leased off-campus sites to conduct some of their training. The anticipated increase in construction activity in the coming years will again result in a shortage of classrooms and an even more pronounced shortage of shop space.

Additionally, there is a need to: a) resume funding and support for journey worker training to provide skill refreshers and upgrades and health and safety training, b) replace old laptop computers and projectors, and c) develop a plan for maintaining the welding and carpentry shops which will likely include contracting vendors to provide regular equipment maintenance services. Funding must be secured to meet these needs and avert the possibly more costly consequences of inaction.

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<thead>
<tr>
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<th>Fall 2012</th>
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<td># of Apprenticeship Programs Served</td>
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<td>HCC Classrooms Used</td>
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<td>Regular Instructors</td>
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<td>Total Budget</td>
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Part II. Program Description

Apprenticeship programs are age-old, successful models for training skilled workers and are composed of two major components: Work Process and Related Instruction. The Work Process component consists of on-the-job training and Related Instruction is the structured class and laboratory/shop curricula. In this system, job skills are developed through theoretical and practical experiences. Apprenticeship programs have training committees that oversee and guide their curricula and activities.
History

Origins:
- Apprenticeship is one of the earliest models of training developed for passing on a skill or craft to the next generation or successor group of crafts workers.
- Historical evidence of existence in Greek, Roman, Egyptian and Babylonian civilizations (B.C.).
- Widespread in medieval Europe – became associated with various craft guilds and “indenturing” more formally developed as a process/system.

United States:
- Brought over from England by the first settlers and was and is a popular and successful system of training.
- Apprenticeship (Fitzgerald) Act of 1937 authorized government, in collaboration with the states, to oversee the US apprenticeship system. The US Department of Labor’s (USDOL) Bureau of Apprenticeship and Training (BAT) with State Apprenticeship Agencies (SAC) are responsible for overseeing apprenticeship programs. Hawaii is a SAC state (BAT permits SAC to perform BAT functions in Hawaii).
- USDOL published a Final Rule in the Federal Register that updated and modernized the national apprenticeship system (effective December 29, 2008). Significant revisions included support for technology-based and distance learning, competency-based and hybrid pathways to certification and the awarding of interim credentials.
- Currently, close to 500,000 apprentices are registered in over 850 apprenticeable occupations which, in addition to virtually all construction trades, range from Logger to all types of Mechanics to Saddle Maker to Upholsterer.

Hawaii:
- Apprenticeship Law (Chapter 372, H.R.S) enacted in 1941 in a special session of the Legislature. This law directed the Governor to appoint an Apprenticeship Council and for the Director of the Department of Labor and Industrial Relations to appoint a Director of Apprenticeship who was tasked with, among other duties, promoting apprenticeship, registering apprentices and keeping a record of apprenticeship agreements. The Department of Public Instruction was made responsible for providing apprenticeship Related Instruction.
- Act 39 in 1964 created the Community College System and Department of Education (DOE) technical schools were folded into the System. Since the DOE tech schools provided the Related Instruction up to that point, the Apprenticeship Law was amended with ACT 138 to delegate Related Instruction to the DOE or Community College System (HCC was not specifically named).
- On April 10, 2012, HB 2573 that amended the Apprenticeship Law to conform to the USDOL’s 2008 Final Rule was signed into law by Governor Abercrombie.
The HCC Apprenticeship Program differs from other programs at the College in important ways.

- Classes are offered to comply with the State of Hawaii Apprenticeship Law.
- Program and curriculum development require the involvement of Joint Apprenticeship Committees or employers/employer organizations, the State Department of Labor and Industrial Relations (DLIR) and the College.
- The recruitment and selection of apprentices are managed by apprenticeship committees, employers and employer organizations (not the College).
- Most apprentices are employed and receiving on-the-job training in their career fields as they work on their coursework.
- Classes are non-credit and class hours rather than course credits are granted.
- Semester-long classes currently range from 80 to 108 hours (roughly equivalent to 6.4 to 8.6 credits).
- Instead of summer sessions, the Program’s Spring semester extends to June 30 and Fall semester begins on July 1. However, the schedules of the majority of classes do closely follow the semester schedule of HCC credit classes.
- Apprentices do not register on their own for their classes. Their training programs submit registration forms for them.
- Since apprenticeship coursework is non-credit, completion of apprentices’ respective programs does not qualify them for a certificate or a degree from HCC. However, after completing their programs (both Related Instruction and Work Process) apprentices may request that these hours be converted to credits and applied to an Associate in Applied Science degree in Applied Trades. A minimum of 15 additional credits of general education selected from specific course clusters must also be completed to fulfill the graduation requirements.
- Certificates of completion are issued by the State DLIR to apprentices who complete their programs (i.e., fulfill all Related Instruction and Work Process requirements).

Program Goals/Occupations

HB 2573 which slightly revised Section 372-6 of the State of Hawaii Apprenticeship Law states that “Related Instruction for apprentices and training of teachers and coordinators for instruction shall be the responsibility of the community colleges of the University of Hawaii”.

On Oahu, apprenticeship Related Instruction likely fell with this campus because of its history as the Territorial Trade School, Honolulu Vocational School, Honolulu Technical School and the Occ/Tech (CTE) programs and courses that were and continue to be offered on Oahu exclusively here at the College. As former Chancellor Ramsey Pedersen often noted, the Community College Act states that apprenticeship is the responsibility of the University of Hawaii
Community Colleges and it is the only program specifically mentioned in that legislation. Therefore, since apprenticeship training has ended up with HCC, in regard to the College’s mission, apprenticeship Related Instruction is one of the campus’ primary responsibilities. Apprenticeship classes are also held on the neighbor islands at their community colleges. However, enrollments are much smaller on the outer islands.

The HCC Apprenticeship Program currently serves 23 apprenticeship programs which include 33 different trades (Appendix A). These programs are: Heat and Frost Insulators and Allied Workers, Associated Builders and Contractors, Boilermakers, City and County of Honolulu, Color Dynamics, Elevator Constructors, Floor Layers, Glaziers, Hawaii Carpenters, Hawaii Electrical Workers, Hawaii Electricians, Hawaii Hotel and Restaurant Industry Employment and Training Trust, Hawaii Laborers, Iron Workers, Kawika’s Painting, Bricklayers and Allied Craftsmen, Oceanic Cable, Operating Engineers, Painting Industry of Hawaii, Plumbers and Fitters, Roofers, Sheet Metal and Tapers.

In alignment with the missions of both the Apprenticeship Program and College, Program goals are:

- provide effective and efficient services to Honolulu Community College apprenticeship training programs.
- contribute to the development and maintenance of a properly trained Hawaii workforce.
- promote excellence and professionalism in apprenticeship instructors, staff and students.
- serve as a vital and integral component in the College’s instructional and service programs.

Each of these goals is met with the Program activities and services offered. All training programs are supported with assistance in curriculum development and revision, scheduling and monitoring of classes, registering of apprentices, securing classrooms and training spaces, purchasing supplies and teacher professional development. The functions of the Program contribute significantly to the success of the 23 affiliated training programs and, therefore, also to the development and maintenance of the construction workforce in Hawaii. Additionally, many substantial College service projects are coordinated by this office each semester. Projects have included preparing, forming and pouring driveways, building permanent storage structures, erecting CMU walls, painting portions of campus buildings and repairing hazardous walkways and floors.

**Learning Outcomes**

With the leadership provided by Wilton Watanabe, Apprenticeship Coordinator at Hawaii Community College, apprenticeship coordinators from different trade programs developed a list of general student learning outcomes (SLOs) that are common to most trade programs (Appendix B). This list was later presented to the Apprenticeship Trade Coordinators Association of Hawaii (ATCAH) for review and comment. The membership of ATCAH includes representatives from many apprenticeship training programs and related employment and
educational organizations. The list was enthusiastically received and supported by the members.

It was apparent from the start that because there are so many different programs, each with their own specific training objectives, it would be most productive to focus efforts on identifying general, over arching SLOs that are applicable to all programs. Once developed, the individual programs were encouraged to use these in their program assessments along with their specific learning outcomes. Due to the large number of programs, their varied training goals and hundreds of courses (some of which are revised and updated regularly), evaluation of SLOs is left to the individual programs. Of course, all programs are urged to consult the HCC Apprenticeship Office when conducting their assessments.

Service Area Outcomes

The following service area outcomes were developed as means of evaluating Program goals and the services provided. Assessments of these outcomes are utilized in program planning and for program improvement.

1) Maintain office hours that are adequate to effectively service the public, College and training coordinators and instructors.
2) Schedule classes in spaces (classrooms and shops) that meet teachers’ instructional needs.
3) Maintain a computer lab that is equipped with computers and software that meet the needs of instructors who conduct computer-based classes (e.g. AutoCAD, etc.).
4) Conduct registration and tuition payment procedures that are organized and efficient.
5) Efficiently distribute and collect course grade sheets.
6) Clearly and promptly communicate important announcements about upcoming activities and new and/or revisions in policies and procedures.
7) Provide teacher training workshops that meet instructors’ and coordinators’ needs and requests.
8) Efficiently distribute, collect and process payroll timesheets and promptly distribute paychecks and pay statements.
9) Maintain a hospitable and comfortable setting for coordinators and instructors to informally meet, complete paperwork and prepare for class.
10) Assist coordinators and instructors in revising and/or developing courses and curricula.
11) Provide the classroom supplies and materials (to the extent permitted by the Program budget) needed by instructors.
12) Arrange for technical support to be available and promptly assist instructors who encounter technical/equipment problems in their classrooms.
13) Provide access to copy machines with capabilities/features that meet the needs of coordinators and instructors.
14) Provide the office supplies and aids (e.g., paperclips, rubber bands, whiteboard markers and erasers, etc.) needed by instructors to teach and manage their classes.
15) Have laptops, portable DVD players, projectors available for instructor use.

**Faculty and Staff**

There are currently two 11-month coordinators and an Office Assistant IV staffing the Apprenticeship office. The individual who was in the Office Assistant position retired in December 2012 and a recruitment is being currently conducted with the goal of filling the vacancy before the Fall 2013 semester begins. The office usually also employs two 20 hour/week student assistants to help with office operations and the processing of instructor payroll. Instructional staff typically includes between 120-200+ casual lecturers. These instructors are recommended to the College by their respective programs and are hired for their experience and technical expertise. Most instructors are still employed in their trade fields and are current on their industry’s latest developments. New instructors receive teacher training to hone their classroom skills, attend mandatory sexual harassment and workplace violence workshops and are given opportunities for individual or small group computer instruction to develop (gain) or expand their computer skills.

**Resources**

The Apprenticeship Program utilizes many campus resources to successfully fulfill its responsibilities. Foremost is the use of classroom and shop spaces. Apprenticeship classes in the evenings (scheduled between 4:30pm and 9:30pm) and Saturdays (scheduled between 7:00am and 3:30pm) are held in practically all available classrooms and shop spaces. These include the classrooms in Buildings 2,3,4,5,7,12,13,14,17,24,27,28 and 45. The shops used are Sheet Metal, Welding, Glaziers, Drywall, Lathers, Painters, Carpentry, Floor Layers, Roofers, Insulators, Plumbers, Masons and Tapers.

With Rural Development Project grant funding for journey worker training several years ago and the funds from the first year of the legislature funded Construction Initiative, the program was able to purchase large pieces of equipment such as a forklift, welders, pipe benders, rough terrain forklift, scissors lift, boom lift and table saws. These are now a part of the Program’s permanent inventory and are well utilized for training in the different shops. These have helped programs train their apprentices to current industry standards and award needed certifications.

Due to the size of the Program and the nature of apprenticeship training, substantial operating costs are incurred each semester. The Apprenticeship Office receives a budget to purchase supplies, materials, small tools and to maintain and repair equipment. Supplies and materials purchases include lumber, concrete, sand, welding supplies, hardware, welding gases, paint, training DVDs and office supplies.

Instructor payroll for 120-200+ lecturers is substantial and is paid with general funds. Although instructors are not members of Bargaining Unit 7, their pay rates are established by the Unit’s
collective bargaining agreements. A $1.70 /hour pay cut was implemented on January 1, 2010 with the rate returning to $34/hour on July 1, 2011. The hourly pay rate is currently $34.85 and raises of $1.05 and $1.10, respectively, are scheduled over the next two years.

The Program also relies on the services of other campus offices. For example, registration is coordinated with the Records and Business Offices, tutoring services are provided to apprentices by the College Skill Center and campus faculty and staff, the Human Resources and Business offices assist with various facets of payroll and the processing of new instructors, the VCAS supports college service projects, student IDs are issued by Student Life and Development at special hours for apprentices and disability services are arranged by the Student Access Office.

Community Connections and Advisory Committees

The HCC Apprenticeship Office has close working relationships with all training and employer committees that conduct their Related Instruction at the College. Most training programs have Joint Apprenticeship Training Committees (JATC) which are composed of representatives from labor and management. As mentioned above, these groups are responsible for planning and implementing the requirements of their respective training programs based on industry standards and needs. They are also primarily responsible for recruiting apprentices and fulfilling manpower demands based on assessments of the national economy and specific political and economic indicators in the local construction industry. These groups need to maintain direct connections with their program sponsors and the community at large to effectively and efficiently manage their training programs.

Distance Education and Off Campus Programs

Several apprenticeship training programs including Hawaiian Electric Company, Maui Electric Company, Hawaii Hotel and Restaurant Industry Employment and Training Trust (HARIETT) and the Associated Builders and Contractors have had their curricula, which combine web-based course delivery formats with standard classroom courses, approved by the Department of Labor and Industrial Relations. Although most of the web-based materials were adopted from nationally recognized organizations that specialize in developing technical curricula, care was taken to ensure that these courses also conformed to the University System’s Best Practices for distance education (DE) courses.

Due to the USDOL Final Rule that became effective on December 29, 2008 which fully supports the integration of distance learning into training program curricula, it is anticipated that other programs will shortly also begin using distance education formats. These will be especially useful for delivering curriculum to remote sites with only a few apprentices and to supplement existing traditionally structured coursework. As is done with all proposals to create or revise courses and programs, the HCC Apprenticeship Office will review all DE course submissions and focus in particular on ensuring that any authentication issues are addressed and that there are processes/mechanisms in place to provide apprentices access to support and resources that
they may require with these types of courses before the proposals are sent on to the Department of Labor and Industrial Relations for approval.

Since there is a shortage of shop space on campus and the different trades have specialized needs in regard to equipment and materials, programs including the Hawaii Carpenters, Plumbers and Fitters, Elevator Constructors, Insulators and ABC have either built, bought and/or leased off-campus training facilities in which they conduct some of their shop training activities. Other programs such as the Masons, Operating Engineers, Iron Workers, Hawaii Electricians and the Laborers have had off-campus training sites for many years. First semester classes for the Hawaii Carpenters are also scheduled in the woodshops at a number of high schools including Pearl City, Waipahu, Campbell, Leilehua and Radford. Classes at these sites all only offer approved curricula and the instructors are on the College payroll.

Part III. Quantitative Indicators

Data for many of the program health indicators are not available for the HCC Apprenticeship Program because it is non-credit (although letter grades are assigned, only attendance hours, not credits, are recorded) and College certificates and degrees are not granted for program completion. Examples of data that are not provided for the Program include student semester hours, FTE program enrollment, FTE workload and number of certificates/degrees awarded and cost per SSH. Additionally, information such as number of new and replacement positions in the different trade areas, number of applicants, completion rates and retention rates are only collected by the individual trade training programs and, to a degree, the State DLIR, Workforce Development Division. Therefore, since these types of data are not provided or available to the Program as they are to the credit CTE programs, the standard demand, efficiency and effectiveness assessments are not possible. However, the HCC Apprenticeship Office does attempt to keep current on the general state of the construction industry including the status of construction projects (proposed, new and continuing), possible new and specialized training needs for apprentices and journey workers and forecasted numbers of new jobs.

Number of Classes Taught, Average Class Size, Class Fill Rate and Percent of Classes Taught by Lecturers

All apprenticeship classes are taught by lecturers. In Fall 2012, there were 134 regular instructors and 11 substitutes. During Spring 2013, there were 125 regular instructors and 17 substitutes. Due to the slowing of economy and downturn in the construction industry in the past few years, enrollments in 2012-2013 continued to decrease and there were, therefore, also more than 60 fewer instructors than the year before.

In regard to average class size, the College has a general policy that requires a minimum class size of 10 apprentices to be funded (i.e., for the instructor to be paid by HCC). Judicious exceptions are made for advance level classes because attrition is inevitable and apprentices in these classes are close to completing their programs and need these courses to “graduate” and for programs with very few apprentices (i.e., small memberships). Due to this policy, programs attempt to cross-list low enrolled courses when it makes pedagogical sense, partner with other
programs to get combined enrollments that meet this minimum or postpone low enrolled
classes until they have the minimum number needed. Programs can choose to offer low
enrolled classes and pay their instructors from their own training funds.

In Fall 2012, the schedule of classes adjusted for cross-listed courses and less courses which
were not funded by the College (i.e., journey worker and Laborers’ Union classes*) included
215 classes and an enrollment of 2417. This yielded an average class size of 11.24. Adjusted as
above, the Spring 2013 schedule of classes included 202 classes with an enrollment of 2053 for
an average class size of 10.16. TOTAL number of classes offered by each program and their
enrollments are presented in Appendix C for Fall 2012 and in Appendix D for Spring 2013. All
classes, excluding those mentioned earlier, were funded either because they met the minimum
enrollment requirement or were granted exceptions from this requirement because they were
either advance level classes, needed by apprentices to complete their programs and/or offered
by programs with small numbers of apprentices.

*Some programs such as the Hawaii Carpenters offer journey worker certification and skill
upgrade classes to their members and the participants pay HCC apprenticeship tuition and are
registered in Banner. The advantage to this is that journey workers’ then have records (grades
and hours) in Banner of them completing these courses. The College currently does not fund
journey worker courses so programs that offer these courses must pay their instructors from
their own training funds. The Laborers’ Union has elected to pay their instructors from their
training fund for all of their classes. As with journey worker classes, their classes are created in
Banner, tuition is charged and apprentices’ classes, grades and hours are recorded in Banner.

Cost per SSH

Utilizing the formula, program budget allocation/SSH in program classes or $1,004,945/18628,
the cost of program per SSH was $53.90. As mentioned earlier, SSH data are not provided for
the Program so the College’s UH Institutional Analyst was asked to calculate the figure for the
Program. This cost per SSH is less than half that of LBARTS (2010-2011 data) and is the lowest of
Tech I programs (2012-2013 data). In fact, compared to the other division programs, it is less
than half that of the next lowest program. See Appendix E for the Program budget.

Part IV. Assessment Results Chart for Program SLOs

The general desirable Student Learning Outcomes which are common to most trade areas were
recently identified and all programs that participated in their development have these to
integrate into their program assessments along with their trade specific learning goals. The
Work Process or on the job training component in which the most substantial portion of
apprentices learning occurs, is not managed by the College. Program completion is also not
determined by HCC. For these reasons, the assessment of student learning outcomes is left to
the individual training programs. The role of the HCC Apprenticeship Office in this area is to
serve as resource and to assist the programs when needed in curriculum development including
identifying learning objectives and developing meaningful measurements of levels/degrees of
knowledge and skill acquisition.
Part V. Curriculum Revision and Review

All new curriculum and course revisions are reviewed by the HCC Apprenticeship Office and recommendations for approval are submitted to the Department of Labor and Industrial Relations, Workforce Development Division for final approval. Each curriculum action and course outline is carefully reviewed by HCC Apprenticeship Coordinators for clarity, accuracy, adequate rigor and meaningful and measurable student learning outcomes. The coordinators work closely with the programs on making revisions until the proposals are satisfactory in regard to all of these elements. The expertise of College full-time, tenured CTE faculty is utilized in the proposal review process.

Examples of curriculum actions that Coordinators recently reviewed and helped programs refine included the Hawaii Electricians lineman, wire person and telecommunication technician programs, the Plumbers and Fitters Steam Fitter curriculum revision, AutoCAD, First Aid, OSHA forklift, telehandler, fall protection and scaffold user courses for the Hawaii Carpenters and significant revisions of the HARIETT program. During a typical year, the HCC Apprenticeship Office reviews and works with training programs on between 7 to 10 new course proposals and course revisions and 2 to 5 new program proposals and major program revisions.

Part VI. Satisfaction Survey Results and Assessment of Service Area Outcomes

Survey Results

As was discussed in earlier program reviews, based on the responses and comments that were received with the first administration, the survey was revised for subsequent distributions. That is, in the past, some programs marked “Neutral” on items that did not apply to them so more appropriate “Does not apply” or “Did not use this service” choices were added to some questions. Also, to simplify the responses, the answer Likert scale was trimmed from five possible responses to only include Agree, Neutral and Disagree. The consensus among respondents after these revisions were made was that the survey was much more user friendly and that they could now answer the questions more accurately.

A summary of training coordinators’ responses to the satisfaction survey items appears in Appendix F. The results reflect that the coordinators predominantly agree that the services and support provided by the Program are satisfactory and that they are also satisfied with our administrative and office procedures. However, the Neutral responses (although only few) are puzzling so this survey will be revised before the next distribution to also include instructions that respondents elaborate on their Neutral responses.

The only comment received from the coordinators was ”I’m very satisfied with all applicable services and administrators“. This remark also reflects a general satisfaction with the Program. Efforts will be made when this survey is next administered to invite more written feedback and comments.
As was also discussed in previous program reviews, it was decided that instructors would also be surveyed to measure their satisfaction levels with Program services and to obtain feedback from a broader base of Program “customers”. A summary of instructors’ survey responses appears in Appendix G. These results and comments indicate that the large majority of instructors agree that the services and support that we offer are satisfactory. The few negative ratings that were received on survey statements were related to how requests for assistance are received and acted upon (1 of 56 responses), the adequacy of assigned classrooms (1 of 52 responses), adequacy of the computers and software in our computer lab (2 of 31), adequacy of hands-on training facilities (2 of 43) and assistance with curriculum revision/development that was provided (1 of 40). One instructor also commented that “the space to fill in grades and hours could be bigger in grade sheet. Too close together”. Brief discussions of each of these areas follow. It is unfortunate that those who expressed dissatisfaction did not elaborate or provide details as was requested in the survey instructions.

All office staff are committed to providing courteous and prompt responses to requests for assistance. Student assistants are trained from the start to always offer good customer service. Although there is a learning curve, they quickly come to understand how important this is and work diligently to reach the point where they can successfully and consistently uphold this standard. They all eventually come to take pride in being able to politely and efficiently assist coordinators and instructors. Since this instructor did not provide any details, it is difficult to determine what, if any, improvements need to be made. However, all staff will be reminded that back sliding on this program priority is not acceptable.

Each semester, much effort is put into matching instructors’ instructional needs (e.g., ELMOS, projectors, tables, computers, etc.) with classrooms that meet these requirements. However, at times this is not possible because classroom scheduling follows a format in which credit classes are always scheduled first and rooms that are not reserved are then made available for apprenticeship classes. The best equipped rooms are usually booked before apprenticeship classes can be scheduled. To better meet instructors’ increasing need to use software programs, PowerPoint presentations and web-based applications, the Program earlier purchased laptops and portable projectors that instructors can sign out and use in any classroom. The Program also pushed to have tablet arm chairs removed from classrooms and replaced with multi-purpose tables and chairs. Tables are much more versatile (i.e., also suitable for drafting, drawing, plan reading classes) and, fortunately, the chairs with tablet arms have been replaced in most rooms. The Program will continue to do its best to schedule instructors in rooms that meet their needs. However, since most available classrooms are located in Building 7, the current renovations will pose additional challenges during the next few semesters. Hopefully, the renovations will result in classrooms being redone to be more attractive, comfortable and conducive to learning. As one instructor commented, “My class
room 5th floor BLDG 7- Ewa End unusually cold, while classrooms on the Diamondhead end are warm. Is this because of construction? Will it be corrected at a later date, after construction is over?”. This recurrent complaint should be addressed with the replacement of the outdated and inefficient air conditioning system (a major component of the renovation) with one that can be effectively controlled and balanced.

All computers in the computer lab were recently replaced with upgraded models and all software updated. Instructors have access to the most recent versions of AutoCAD and the Microsoft Suite. Additionally, Deep Freeze was installed on all computers to maintain hard drive stability and Insight was installed to provide instructors with a valuable teaching tool and means to closely monitor their classes. The lab should meet all instructors’ needs. However, instructors who use the lab will be queried to determine if additional upgrades are needed.

There has always been a shortage of hands-on lab training space. One instructor commented, “Need to have a better system in place to do more hands on. Training students engage better.” Currently, some classes are confined to classrooms and have no space to conduct hands-on training. Moreover, some of the shops are very crowded and instructors need to maintain extreme vigilance to prevent accidents and injuries. In some cases, activities have had to be curtailed or limited to prevent threats to apprentices’ health and safety. Creating hands-on training labs can be more costly and complicated than developing classroom space because of requirements such as increased electrical power, exhaust and/or vacuum systems and large floor space for safe use of equipment and tools. Unfortunately, there is very limited space on campus to build or convert to shop space. As was included as an action item in the recent self-study, efforts will be made to more earnestly explore acquiring off-campus training sites.

Although training program coordinators are primarily responsible for course proposals and modifications, instructors can tweak their courses and make changes that they feel are necessary. Office staff and Jerry Cerny, teacher trainer, are always available to assist instructors with their modifications and improvements. Again, the single instructor who indicated that he was not satisfied with or didn’t receive the assistance that he needed did not provide specifics. When they were first hired, all instructors were informed that along with their training coordinators, office staff and Jerry Cerny are available to help them fine tune and improve their courses. A reminder will be sent out to all instructors and all will also be invited to attend Jerry’s next workshop.

The grade sheets that are distributed to instructors when their classes end are generated from Banner so there are restrictions on how this document can be modified beyond what is being done to produce a grade sheet that is clear and simple to use. As is, a number of steps are required to produce the current format (e.g., SAVE and open document with Wordpad to edit, replace column headings, delete columns, change font size, etc.). Nevertheless, admittedly, the
spaces provided for recording apprentices’ grades and total hours attended for the semester are rather compressed. The Program will request assistance from the College IT staff to possibly modify the awkward grade sheet generation and printing formats.

**Assessment of Service Area Outcomes**

1) Maintain office hours that are adequate to effectively service the public, College and training coordinators and instructors.

   **Apprenticeship Office Hours are:**
   - Monday – Thursday  8:00am-9:30pm (office is usually open by 7:30am)
   - Friday  8:30am-5:30pm (office is usually open by 7:30am)
   - Saturday  6:30am-1:00pm (office is usually open by 5:30am)

   **Survey results:** Number who agree that office hours are sufficient/Number of responses
   - Coordinators: 14/14
   - Instructors:  53/56

   **Analysis:** Office hours are adequate and will be continued.

2) Schedule classes in spaces (classrooms and shops) that meet teachers’ instructional needs.

   **Fall 2012:** 271 classes were scheduled
   **Spring 2013:** 261 classes were scheduled

   **Survey results:** Number who agree that classrooms meet instructors’ needs/Number of responses
   - Coordinators: 11/14
   - Instructors: 48/56

   **Analysis:** Most coordinators and instructors are satisfied with their room assignments. Best efforts will continue to schedule instructors in classrooms that meet their instructional needs.

3) Maintain a computer lab that is equipped with computers and software that meet the needs of instructors who conduct computer-based classes (e.g. AutoCAD, etc.).

   **Apprenticeship Computer Lab (Bldg.4, Rm.23A)** contains 20 student stations and 1 instructor station which are loaded with the most current versions of AutoCAD and other software and is open to all instructors. There is also a new computer in each of the Apprenticeship classrooms and the conference room (Bldg. 4, Rms. 018, 23B, and 28) for instructors to use.

   **Survey results:** Number who agree that Apprenticeship Computer Lab meet s their needs/Number of Applicable Responses
   - Coordinators: 6/7 (7 other coordinators indicated that they do not use the lab)
   - Instructors: 26/31 (25 other instructors indicated that they do not use the lab)
Analysis: Computer lab is currently satisfactory but feedback from lab users will be obtained regularly to determine if equipment are meeting their needs and if newer or additional software programs need to be added.

4) Conduct registration and tuition payment procedures that are organized and efficient. With assistance from the Records Office, Apprenticeship Office registers all apprentices. Tuition payment dates are coordinated with the Business Office.

Fall 2012: 1771 students were successfully registered
Spring 2013: 1627 students were successfully registered

Furthermore, in addition to the initial registrations for all apprentices, there are well over a hundred add/drop transactions (i.e., changes in classes, sections and withdrawals) each semester that are also processed by the Apprenticeship and Records Offices.

Survey results: Number who agree that registration and tuition payment processes are organized and efficient/Number of applicable responses

   Coordinators: 14/14
   Instructors: 29/41 (15 others marked “Does not apply”)

Analysis: The registration and tuition payment processes have been refined over a number of years and are streamlined, simple and satisfactory. To reduce lines that sometime form at the Cashier’s Office, efforts will be made to teach and encourage more apprentices to pay their tuition online.

5) Efficiently distribute and collect course grade sheets.

Grade sheets are generated, distributed and collected for all classes each semester.

Fall 2012: 271 classes
Spring 2013: 261 classes

Survey results: Number who agree that procedures for obtaining and submitting grade sheets are simple and easy to follow/Number of responses

   Coordinators: 14/14
   Instructors: 55/56

Analysis: The procedures that are currently in place are satisfactory and will continue. However, as was discussed above, the Program will pursue modifying grade sheets to make it easier for instructors enter grades and total class hours.

6) Clearly and promptly communicate important announcements about upcoming activities and new and/or revisions in policies and procedures.

All instructors and coordinators have individual mailboxes in the Apprenticeship Office mailroom. Coordinators and instructors receive a packet of important policies and procedures reminders and updates at the beginning of every semester. As needs arise, other memos and
notices are distributed via mailboxes and posted (bulletin board, etc.) around the office throughout the semester.

Survey results: Number who agree that communications are timely and effective/Number of responses

Coordinators: 14/14
Instructors: 55/56

Analysis: Methods of communication are satisfactory and will be continued.

7) Provide teacher training workshops that meet instructors’ and coordinators’ needs and requests.
In addition to receiving an orientation from the apprenticeship coordinator, all new instructors attend a teacher training workshop that is conducted by Jerry Cerny (HCC teacher trainer). They all also attend sexual harassment and workplace violence workshops. Opportunities to participate in computer training are also offered each semester.

Survey results: Number who agree that workshops meet their needs/Number of responses

Coordinators: 12/14
Instructors: 40/55

Analysis: Although there were no Disagree responses to this item, 2 coordinators and 15 instructors marked Neutral as their responses. Coordinators will be polled to better assess if the quality of the workshops needs to be improved and/or there is need for or interest in other types of workshops.

8) Efficiently distribute, collect and process payroll timesheets and efficiently distribute paychecks and pay statements.
The Program develops and prints payroll timesheets for instructors. These timesheets are distributed, collected and processed (inputted and approved in TAPS) twice a month. Typically, between 100 and 200 timesheets are processed every pay period.

Survey results: Number who agree that timesheet processes and paycheck distribution is efficient/Number of responses

Coordinators: 13/13
Instructors: 56/56

Analysis: Payroll processes and procedures are satisfactory and will be continued.

9) Maintain a hospitable and comfortable setting for coordinators and instructors to informally meet, complete paperwork and prepare for class.
With its large conference table and comfortable seats, the mailroom also serves as a work and meeting area for coordinators and instructors.
Survey results: Number who agree that mailroom/workroom is nice place to meet and work/Number of responses
  Coordinators: 12/13
  Instructors: 52/55
Analysis: This space is serving its purpose and efforts will continue to ensure that it is kept clean and comfortable.

10) Assist coordinators and instructors in revising and/or developing courses and curricula. Every year, HCC Apprenticeship Coordinators usually review and assist State registered apprenticeship programs with between 7 to 10 new course proposals and course revisions and between 2 to 5 new program proposals and major program revisions. These are sent on the State DLIR for approval.
Survey results: Number who agree that the Program provided the curriculum assistance that they needed/Number of applicable responses
  Coordinators: 13/14
  Instructors: 33/40 (13 others marked “Does not apply”)
Analysis: Six of the 40 instructor respondents marked “Neutral” and one marked “Disagree”. As discussed above, in regard to the negative response, efforts will be made to remind all instructors that HCC Apprenticeship Coordinators and Jerry Cerny are available to assist with their curriculum actions. It will also be made clear that their proposals must also be approved by their training coordinators.

11) Provide the classroom supplies and materials (to the extent permitted by the Program budget) needed by instructors.
Every semester, materials such as welding gases and supplies, lumber and concrete are purchased by the Program for various classes. Fortunately, during the last year, the Program was able to accommodate all requests for educational supplies and materials.
Survey results: Number who agree that the Program provided the supplies/materials that they needed/Number of applicable responses.
  Coordinators: 14/14
  Instructors: 37/42 (18 others marked “Does not apply”)
Analysis: The Program supported training programs to the extent possible with available funds. The Program will request a budget that is at least what was granted this year and purchase needed instructional materials and supplies for programs until funds are exhausted.

12) Arrange for technical support to be available and promptly assist instructors who encounter technical/equipment problems in their classrooms.
Apprenticeship classes are offered in the later afternoons and on Saturdays when Media and IT staff are not on duty. The Program coordinated with the ITC to have technical assistance available during apprenticeship class hours.

Survey results: Number who agree that technical staff is available to offer assistance during the apprenticeship class times/ Number of applicable responses.

Coordinators: 9/10
Instructors: 31/36 (18 others marked “Does not apply”)

Analysis: On duty schedule of technical support staff is satisfactory. Program will continue to work with the IT department to ensure that support is available during class times.

13) Provide access to copy machines with capabilities/features that meet the needs of coordinators and instructors.

A fast and reliable copier is perhaps the most essential piece of office equipment in an office that supports instruction. The Office’s primary copy machine has all of the desirable features including high speed printing, stapling, hole punching and color copying. A second copier is also available for use during times of high demand or when the primary copier is being serviced or repaired. As the primary copier ages, break downs have been occurring more frequently.

Survey results: Number who agree that copiers are accessible/Number of responses

Coordinators: 14/14
Instructors: 52/54 (2 others marked “Does not apply”)

Survey results: Number who are satisfied with the copiers’ capabilities/Number of responses

Coordinators: 13/14 (1 marked “Neither satisfied or dissatisfied”)
Instructors: 52/54 (2 others marked “Does not apply”)

Analysis: Access to copiers and copier features are satisfactory. When the lease on these machines expires in two years, they will be replaced with more reliable and resilient models with comparable features.

14) Provide the office supplies and aids (e.g., paperclips, rubber bands, scissors, staplers, hole punchers, whiteboard markers and erasers, etc.) needed by instructors to teach and manage their classes.

The office supplies and equipment that are frequently used/needed by instructors are available on a work table in the mail room.

Survey results: Number who are satisfied with the availability of needed office supplies/Number of applicable responses

Coordinators: 11/11 (3 others marked “Does not apply”)
Instructors: 52/52 (2 others marked “Does not apply”)

18
Analysis: Availability of office supplies and aids is satisfactory. Supplies are replenished when necessary and other items may be added if there is a need.

15) Have laptops, portable DVD players, projectors available for instructor use. There are 4 laptops, 3 projectors and 2 DVD players that instructors can be borrow from the HCC Apprenticeship Office. This enables instructors who are assigned to classrooms with no multi-media equipment to access the Web, use Powerpoint presentations and/or play DVDs in their classes. Most rooms have whiteboards that can be used as screens for the projectors.

Survey results: Number who are satisfied with the availability of these pieces of equipment/Number of applicable responses
- Coordinators: 7/10 (3 marked “Neither satisfied or dissatisfied” and 3 others marked “Does not apply”)
- Instructors: 32/32 (24 others marked “Does not apply”)

Analysis: Those who use the equipment are largely satisfied with the availability of these units. However, all of these equipment are over 6 years old and need to be replaced soon. Reports of problems encountered with these units are becoming much more frequent.

Part VII. Analysis of Program

The Apprenticeship Office’s mission, goals and activities are closely aligned with the College’s mission. For example, the critical role played by this Program in the administration of the Related Instruction components of the many affiliate apprenticeship training programs both helps the College maintain strong partnerships with these programs and meets a key post-secondary need for many state residents. The formal classroom and structured laboratory(shop) components of apprenticeship training take students beyond what was learned in high school by introducing higher level math, communications, social and work skills along with advanced trade specific skills and knowledge which are critical for success and fulfillment in the workplace.

This Program also positions HCC as a primary technical and construction training center in the Pacific region. The Apprenticeship Office works closely with the training programs to develop and refine curricula that integrate the latest developments in the construction field. This includes not only technical advancements but also the latest in safety equipment and practices. Additionally, the Office offers guidance and assistance to the programs in developing alternative modes of delivering their curricula including DE formats (i.e., Web and Polycom) and training instructors to use the latest in classroom technologies to enhance the effectiveness of their teaching (i.e., Sympodiums, Smart Boards, ELMOS and PowerPoint).

Through the key role that the HCC Apprenticeship Office plays in state apprenticeship training, it also contributes significantly to Hawaii’s economy by helping the trade training programs develop a well trained workforce that meets local building industry needs and diminishing the need to import workers. Skilled and employed participants are much more likely to become responsible, contributing residents of the state.
The Program’s operating budget was sufficient to support the training needs of our affiliate programs. The Program’s considerable instructor payroll was also adequately funded. It was not necessary to cancel any classes or deny training programs’ requests to schedule apprenticeship classes. However, since it appears that construction is on the verge of a resurgence and enrollments will soon again rise dramatically, the current operating budget may not be sufficient in the near future and instructor payroll costs will also increase significantly.

Program strengths include:

- close working relationships have been established with all affiliated training programs.
- effective management of this very large program with services offered that range from assistance with curriculum development, payroll, class scheduling, registration, arranging classroom and shop spaces, obtaining required supplies, materials, tools and equipment. This is reflected in the responses on the coordinators’ and instructors’ Satisfaction Surveys.
- a highly qualified staff of instructors who are experienced experts in their fields.
- opportunities for professional development to instructors which include teacher training workshops, computer workshops and sexual harassment/workplace violence workshops are offered regularly.
- productive relationships have been developed with Tech I and virtually all programs and offices on campus.
- many substantial college service projects are completed each semester. A running list is posted on the Apprenticeship website (http://honolulu.hawaii.edu/apprenticeship/index.html).

Program weaknesses include:

- insufficient number of classrooms – there will be a shortage of classrooms when enrollments rise again in a few semesters and during the final phases of the Building 7 renovations.
- insufficient shop space - even with the off-campus sites that have been acquired by some of the programs, currently, a plumbing class still needs to hold their lab in an abandoned locker room in Building 12, some painting classes have no lab so they have been painting campus buildings, elevator equipment is stored and used in a classroom and drywall and acoustic ceiling shop work is done in the very old, outdated and poorly ventilated Building 12. One instructor commented on the Satisfaction Survey that “Need a better system in place to do more hands on. Training students engage better”. It was recently acknowledged in the development of the College’s new Long Range Development Plan that there needs to be a building and an outdoor space dedicated solely to apprenticeship training. Fortunately, the Program was successful in its efforts to incorporate an apprenticeship building and outdoor training space in the Plan.
- the welding shop is very heavily utilized. In addition to the day school program that holds classes from 7:00am to 3:50pm Monday through Thursday, apprenticeship classes are held there Monday through Thursday evenings from 4:30pm to 9:30pm and, in most semesters, also on Saturdays from 7:30am to 12:30pm. In addition to the day school classes, a total of 8 training programs also conduct classes in this shop. With this extreme usage, equipment and
shop areas steadily deteriorate. Seven welding machines recently required repairs totaling $9,700. Additionally, costs for welding gases and supplies are substantial and exceeded $7,500 in 2012-2013. During years with higher enrollments such as in 2010-2011, costs for welding gases, tank rental and supplies were in excess of $15,500.

-the carpentry shop is also intensively utilized with two full day classes and at least one evening class. In past semesters, in addition to the two day classes, as many as five apprenticeship classes were held in the shop and the expensive shop equipment were used by well over a hundred students weekly. The equipment were and are in constant need of maintenance and repair. Repair and parts costs during the past year exceeded $3,500.

due to much leaner budgets, the College has not been able to fund (pay instructors’ wages and purchase materials and supplies) journey worker classes. The coordinators continue to point out that journey workers are also in need of skill refreshing and upgrading and safety training.

-laptops and portable projectors which are loaned to instructors are over six years old and need to be replaced.

-based on the responses of a few instructors on their Satisfaction Surveys, there are aspects of our services and procedures that need to be reviewed and possibly revised.

Part VIII. Action Plan

Since acquiring additional classroom and training space on or off-campus is unlikely at this time, the Program will continue efforts to improve the spaces that it currently occupies. However, in line with a recommendation that was included in the 2012 self study, the Program will work with Administration and renew efforts to research available off campus properties and hopefully when a more favorable economic climate returns, the College will be able to secure/lease additional space.

The possibility of using unused funds from the operating budget to fund a few key journey worker classes (e.g., different types of safety training, etc.) will be explored with Administration. The training programs will also be reminded to continue pushing legislators for grant funding for journey worker training as they successful did in the past. Their earlier lobbying efforts resulted in three RDP grants in 2006-2007 for journey worker skill upgrading.

Attempts will be made to develop a program of regular maintenance, timely repairs of broken equipment and a schedule (cycle) for equipment replacement with Tech I faculty and Administration for the welding and carpentry shops. Ideally, a budget and funding can be established for these purposes. All departments that use the shops should also share the costs. Regular maintenance and quick repairs of broken equipment will hopefully help keep these very busy shops operational, safe and open to all and avoid the necessity of imposing limitations and restrictions on their use.

The areas identified by a few instructors on the Satisfaction Survey as needing improvement will be carefully reviewed. However, as mentioned earlier, the four instructors who marked “Disagree” on the different Items on the survey did not explain their responses as requested in the survey instructions so it is difficult the determine courses of action that will address their
particular concerns. Nevertheless, the areas that they expressed dissatisfaction with will be examined and corrective action taken if specific problems can be identified.

Part IX. Budget Implications

Up to this point, the College has been able to fund instructor payroll, both in semesters of relatively low enrollments as is currently the case and when construction was booming and 230+ lecturers were required to teach the classes needed by the training programs. The College must ensure that the legislative funding for payroll continues at levels that are sufficient to employ the required number of teachers. Industry indicators are pointing to an upswing in construction by the end of 2013 and it is expected that enrollments and the number of classes offered will come close to what they were in 2007-2008 (semester enrollments exceeded 3500).

As mentioned above, due to the lack of training space on campus, the College must again search for off-campus sites. This shortage was mentioned in the recent self study because it continues to be a need. It is suggested that the College pursue leasing unoccupied warehouse space in the Fort Shafter and Manana areas. The feasibility of obtaining funding for long term leases and the refurbishing/preparation of warehouse space needs to be considered and evaluated by Administration. A cursory survey of available industrial space for rent in the Kalihi area revealed rates ranging from $.90 to $2.00/sq.ft. per month.

In essence, the apprenticeship program is a “college within the college”. Even during periods of lower enrollments, the scope of responsibilities that the Program must manage is enormous. Currently, assistance with some activities such as various office duties, assisting instructors with their teaching materials, training site cleanup and payroll processing (Office is responsible for the distribution and collection of payroll timesheets and the inputting and approval of instructors’ hours in TAPS) are provided by two student assistants who work 20 hours/week. To maintain satisfactory levels of effectiveness and efficiency and to provide the best service to the training programs, these two positions must continue to be funded.

As was also mentioned earlier, hopefully, the Program will be able to shuffle or use unspent money from its operating budget to fund some journey worker courses. Optimally, when better fiscal times return, the College will be able to provide additional funding for these classes as was done in the past. Training programs have repeatedly requested safety and advance trade specific training for its members.

In regard to funding to satisfactorily maintain the welding and carpentry shop spaces and equipment and to replenish supplies, all departments that use this shop need to contribute to cover these costs. An examination or accounting of all of the expenses incurred during the course of a semester has been initiated to determine actual costs and the details of how these are distributed between maintenance, repair, new equipment and supplies. Once these are identified, each department’s share of the costs can be estimated. An immediate need is to purchase equipment maintenance contracts for both shops.
Due to the campus class scheduling procedure in which apprenticeship classes are booked in rooms that are available only after credit classes are scheduled, laptops and portable projectors are needed to loan to instructors who have multi-media needs but no equipment installed in their classrooms. The current laptops that are over six years old either cannot run or are extremely slow in running newer applications. The projectors, too, have suffered from heavy use these past six years and also need to be replaced. There are currently four sets of laptops and projectors but, due to increased demand, six sets are needed. This equipment ensures that any room will at least minimally meet instructors’ multi-media requirements.
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<th>TRADE PROGRAM:</th>
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</table>
| Heat & Frost Insulators and Allied Workers  
Local 132  
1019 Lauia Street,  Bay #4  
Kapolei, HI 96707  
Phone: 521-6405  
Fax: 523-9861 | AW | Heat and Frost Insulators |
| Associated Builder & Contractors, Inc.  
1375 Dillingham Blvd., Suite 200  
Honolulu, HI 96817  
Phone: 845-4887 Ext. 1003  
Fax: 847-7876 | CI  
EI  
PA  
PI  
RI  
SI | Carpenter  
Electrician  
Plumber  
Painter  
Roofers  
Sheet Metal |
| Boilermakers Union  
Local 627  
1414 Dillingham Blvd., #206  
Honolulu, HI 96817  
Phone: 848-7744  
Fax: 848-0311 | BK | Boilermaker |
| City & County of Honolulu  
Department of Human Resources  
650 S. King Street, 10th Floor  
Honolulu, HI 96813  
Phone: 768-8552  
Fax: 768-1792 | CC  
EM | City & County Electrical Maintenance |
| Color Dynamics, Inc.  
816 Gulick Avenue  
Honolulu, HI 96819  
Phone: 848-7000  
Fax: 842-0800 | PB | Painter |
| Elevator Constructors  
Local 126  
707 Alakea Street, Room 215  
Honolulu, HI 96813  
Phone: 536-8653  
Fax: 537-3779 | EV | Elevator Constructor |
| Floor Layers Training Fund  
Local 1926  
2240 Young Street  
Honolulu, HI 96826  
Phone: 943-9665  
Fax: 946-6667 | FL | Floor Layer |
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### Appendix A

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<td>Fax: 946-6623</td>
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<td></td>
</tr>
</tbody>
</table>
Appendix B

Apprenticeship Program
Intended Learning Outcomes

**Safety Awareness**
- Awareness and application of safety procedures, rules and regulations
- Wear proper safety clothing and/or equipment
- Use tools and equipments in a safe and proper manner
- Alert to unsafe conditions and able to act or react appropriately
- Able to apply First Aid and function calmly in stressful situations or emergency conditions
- Awareness of hazardous materials, environmental safety regulations and procedures

**Individual Character or Traits**
- Practice punctuality
- Perform drug and alcohol free
- Has good ethical standards
- Regard matters conscientiously
- Is a life-long learner
- Is a good citizen in the community
- Is physically fit to perform the duties of the trade

**Attitude Towards Work**
- Obey rules and regulations
- Accepts suggestions readily and open to improvement
- Demonstrates self-initiative, making suggestions readily with a willingness to learn
- Approach job duties with positive attitude and enthusiasm
- Work in a professional manner

**Job Skills and Quality of Work**
- Produce satisfactory quality and quantity of work in a timely matter
- Demonstrate problem solving and critical thinking skills, thinks clearly and objectively
- Use tools and equipment skillfully and proficiently
- Use acquired knowledge of materials and working properties of materials
- Take pride in work
- Apply group goals in relation to job duties

**Relations with Others**
- Be respectful, courteous, and cooperative with others
Appendix B

- Listen and be able to follow instructions as a team player
- Demonstrate openness, appreciation and tolerance of all others having diverse backgrounds or interests
- Communicate with others clearly
- Regard all others equally without discrimination or sexual harassment
## Appendix C

### FALL 2012

<table>
<thead>
<tr>
<th>Program</th>
<th>Number Of Classes</th>
<th>Number Enrolled</th>
</tr>
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<tbody>
<tr>
<td>Insulator (AW)</td>
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<td>44</td>
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<tr>
<td>Boilermaker (BK)</td>
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<td>17</td>
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<tr>
<td>Bricklayer (BL)</td>
<td>6</td>
<td>32</td>
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<tr>
<td>Building Maintenance (BM)</td>
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<td>34</td>
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<tr>
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<tr>
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<td>Floor Layer (FL)</td>
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<tr>
<td>Fire Sprinkler (FS)</td>
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<td>Glazier (GL)</td>
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<tr>
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<td>ABC Roofer (RI)</td>
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<tr>
<td>Reinforcing Steel (RS)</td>
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<tr>
<td>Steam Fitter (SF)</td>
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<tr>
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<td><strong>Total</strong></td>
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### Appendix D

#### SPRING 2013

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<tr>
<th>Program</th>
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<tr>
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<tr>
<td>Fire Sprinkler (FS)</td>
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<td>Glazier (GL)</td>
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<tr>
<td>Color Dynamics Painter (PB)</td>
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<td>Painting and Decorating (PD)</td>
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<td>ABC Painter (PI)</td>
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<td>Steam Fitter (SF)</td>
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<td>Taper (TA)</td>
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<td><strong>2516</strong></td>
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Honolulu Community College  
Apprenticeship Program  
Consolidated Financial Report  
For the period July 1, 2012 to June 30, 2013  

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
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<tr>
<td>Personnel:</td>
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<td>Operating Costs</td>
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**Grand Total**  
1,004,945
SATISFACTION SURVEY
APPRENTICESHIP COORDINATORS

Spring 2013

Please take a few minutes to complete this survey and return it to the mailbox up next to the Grade/Attendance sheet box. The results will be used to evaluate and improve our services.

HCC Apprenticeship Office hours are sufficient (i.e., you are able to get the services that you need when you need them).

| 14 | Agree |
| 0  | Neutral |
| 0  | Disagree |

Requests for information and/or services are received courteously and acted upon promptly.

| 14 | Agree |
| 0  | Neutral |
| 0  | Disagree |

The classrooms that your classes are scheduled in meet your instructors’ needs in regard to capacity, multi-media equipment, web access, desk size and accessibility.

| 11 | Agree |
| 3  | Neutral |
| 0  | Disagree |

The computers and types of software in the Apprenticeship Computer Lab are adequate for the classes that you schedule.

| 6  | Agree |
| 1  | Neutral |
| 0  | Disagree |
| 7  | We do not use the lab. |
Appendix F

The College’s laboratories/hands-on training spaces permit you to effectively and safely conduct your training activities.

11 O Agree
1 O Neutral
O Disagree
2 O We do not use these spaces.

The registration and tuition payment processes are organized and efficient.

14 O Agree
O Neutral
O Disagree

The procedures used for distributing and collecting grade/attendance hours sheets from instructors are simple and efficient.

14 O Agree
O Neutral
O Disagree

Announcements and updates to policies and procedures are communicated to you and your instructors in a timely and effective manner.

14 O Agree
O Neutral
O Disagree

Apprenticeship Office training workshops (e.g., Jerry Cerny’s Teacher Training, basic computer classes, etc.) address the training needs of your instructors.

12 O Agree
2 O Neutral
O Disagree

Methods used to distribute and collect payroll timesheets and distribute paychecks are efficient.

13 O Agree
O Neutral
O Disagree
The instructor lounge (lunch/mailroom) is a hospitable setting for instructors to informally meet, complete paperwork and relax before and after their classes.

12  O  Agree
1   O  Neutral
O   Disagree

You receive the assistance needed to revise and/or develop new courses and curriculum.

13  O  Agree
1   O  Neutral
O   Disagree
O   Does not apply

The College helps provide the supplies and materials needed to offer your courses.

14  O  Agree
O   Neutral
O   Disagree
O   Does not apply

Technical support staff are available to assist when problems are encountered with the multimedia equipment and computers that your instructors use to teach their courses.

9   O  Agree
1   O  Neutral
O   Disagree
3   O  Does not apply

OFFICE SUPPORT - please evaluate the following:

Accessibility of copy machines

14  O  Satisfied
O   Neither satisfied or dissatisfied
O   Dissatisfied
O   Does not apply

Capability of copy machines (e.g., speed, two sided copies, collate, staple, etc.)

13  O  Satisfied
1   O  Neither satisfied or dissatisfied
O   Dissatisfied
O   Does not apply
### Appendix F

Availability of office supplies and aids (e.g., paper clips, staplers, hole punchers, etc.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>O</td>
<td>Satisfied</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>Neither satisfied or dissatisfied</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>Dissatisfied</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

Availability of laptops, portable DVD players and projectors.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>O</td>
<td>Satisfied</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>Neither satisfied or dissatisfied</td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>Dissatisfied</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

If you noted deficiencies in any of the above items, please explain below so that we can more effectively plan improvements. We also welcome any additional feedback or suggestions that you may have. Please feel free to continue on the back of this page.

---

Thank you for completing this survey. Please do not hesitate to see one of us to discuss this survey or any other matter.
SATISFACTION SURVEY COORDINATOR COMMENTS

- I’m very satisfied with all applicable services and administrators.
Appendix G

SATISFACTION SURVEY
APPRENTICESHIP INSTRUCTORS

Spring 2013

Please take a few minutes to complete this survey and return it to the mailbox up next to the Grade/Attendance sheet box. The results will be used to evaluate and improve our services.

HCC Apprenticeship Office hours are sufficient (i.e., you are able to get the services that you need when you need them).

54 O Agree
3 O Neutral
O Disagree

Requests for information and/or services are received courteously and acted upon promptly.

56 O Agree
O Neutral
1 O Disagree

The classrooms that your classes are scheduled in meet your needs in regard to capacity, multi-media equipment, web access, desk size and accessibility.

49 O Agree
3 O Neutral
1 O Disagree
4 O Does not apply

The computers and types of software in the Apprenticeship Computer Lab are adequate for your classes(es).

26 O Agree
3 O Neutral
2 O Disagree
26 O I don’t use the lab.
The College’s laboratories/hands-on training spaces permit you to effectively and safely conduct your training activities.
41 O Agree
1 O Neutral
2 O Disagree
13 O I do not use these spaces.

The registration and tuition payment processes are organized and efficient.
30 O Agree
12 O Neutral
O Disagree
15 O Does not apply

The procedures for obtaining and submitting grade/attendance hours sheets are simple and easy to follow.
56 O Agree
1 O Neutral
O Disagree

Announcements and updates to policies and procedures are communicated to you in a timely and effective manner.
56 O Agree
1 O Neutral
O Disagree

Apprenticeship Office training workshops (e.g., Jerry Cerny’s Teacher Training, basic computer classes, etc.) address your training needs.
41 O Agree
15 O Neutral
O Disagree

Methods used to distribute and collect payroll timesheets and distribute paychecks are efficient.
57 O Agree
O Neutral
O Disagree
The instructor lounge (lunch/mailroom) is a hospitable setting to informally meet, complete paperwork and relax before and after your classes.

53 O Agree
3 O Neutral
O Disagree

You receive the assistance needed to revise and/or develop new courses and curriculum.

33 O Agree
6 O Neutral
1 O Disagree
14 O Does not apply

The College helps provide the supplies and materials needed to offer your course(s).

38 O Agree
5 O Neutral
O Disagree
18 O Does not apply

Technical support staff are available to assist when problems are encountered with the multimedia equipment and computers that you use to teach your course(s).

31 O Agree
5 O Neutral
O Disagree
19 O Does not apply

OFFICE SUPPORT - please evaluate the following:

Accessibility of copy machines

53 O Satisfied
O Neither satisfied or dissatisfied
O Dissatisfied
2 O Does not apply

Capability of copy machines (e.g., speed, two sided copies, collate, staple, etc.)

53 O Satisfied
O Neither satisfied or dissatisfied
O Dissatisfied
2 O Does not apply
Appendix G

Availability of office supplies and aids (e.g., paper clips, staplers, hole punchers, etc.)
53 O Satisfied
    O Neither satisfied or dissatisfied
    O Dissatisfied
2 O Does not apply

Availability of laptops, portable DVD players and projectors.
33 O Satisfied
    O Neither satisfied or dissatisfied
    O Dissatisfied
24 O Does not apply

If you noted deficiencies in any of the above items, please explain below so that we can more effectively plan improvements. We also welcome any additional feedback or suggestions that you may have. Please feel free to continue on the back of this page.

Thank you for completing this survey. Please do not hesitate to see one of us to discuss this survey or any other matter.
SATISFACTION SURVEY INSTRUCTOR COMMENTS

- Whenever I have problems or questions, questions get answered and problems solved. Thank you- good job in the apprenticeship office.

- Need to have a better system in place to do more hands on. Training students engage better.

- I appreciate the effort of the staff.

- My class room 5th floor BLDG 7- Ewa End unusually cold, while classrooms on the Diamondhead end are warm. Is this because of construction? Will it be corrected at a later date, after construction is over? Thank you for your time.

- GOOD JOB PEOPLE!

- The space to fill in grades and hours could be bigger in grade sheet. Too close together.