

**PTECC (Professional Technical Education Coordinating Committee)  
ADVISORY COMMITTEE / PROGRAM REVIEW FORM**



**Program Name:** APPRENTICESHIP

**Advisory Committee Presenters:** Colleen Cairney-Committee Chair,  
Andrea Newton-Division Chair, and Randall Tyle-Advisory Chair

**Program Review Date:** May 17, 2005

	<b>Planning &amp; Design</b>
1 A.	<i>What are 3-5 outcomes that have been accomplished?</i>
	<p>Developed a concept of pre-trade training which eventually lead to the formation of the Lane Regional Technical Education Center. Conceptualized, developed, and implemented new trade specific classes for apprenticeship prep. Completed the construction of a hands-on training lab for use in training residential construction skills and commercial and industrial motor controls. Currently, in the final phases of adding low voltage, data com, cable television, networking and alarm systems. This project was a part of the Unit Planning funding along with funding several other trades. Summer 2004 as a result of UP added 9 computer labs for use in self-paced learning of classroom concepts. Curriculum improvements were funded in several programs. Collaborated with Advanced Technology Division to obtain approval to move computer lab for use in the evening by MPE. In addition, secured hands-on construction lab space in Bldg 12 to begin use in Fall '05. College Now Trade Skills Fundamentals class a big success at Churchill Alternative HS.</p>
B.	<i>What are your future plans?</i>
	<p>To market the program to attract more training agents by hosting an 'open house' once Bldg. 12 is underway. Reach out to form apprenticeship programs out of careers/trades that were not previously apprenticeable based on Department of Labor initiative. i.e., computer network administrator, instructional aide, CNA, etc. To obtain more donations of industry equipment and expertise to enhance classroom training. To develop more trade-specific classes i.e. Basic Plumbing Trade Fundamentals, HVAC fundamentals, Blueprint Reading Fundamentals, etc.</p>
C.	<i>What are your strategies for keeping your program "state of the industry"?</i>
	<p>Pending donations from vendors to support 'state of the industry' equipment requires space to house equipment. Currently, Bldg. 12 is in the process of being utilized partially by the plumbing trade. Once we have secured additional space in Bldg 12 we can request industry donations which have already been suggested by several committee members.</p>
D.	<i>What staff development does your staff need to meet future program skill needs?</i>
	<p>While instructors currently keep abreast of their specific trade skill needs. Most instructors are currently employed in their trade and keep abreast of leading edge technology. They do require additional training in classroom techniques including: Adult Learning Styles, Integrating Technology into the Classroom, How to Conduct a Successful Lab. It is our intention to offer this type of training in the future. One of our faculty has received funding for an internship with Weyerhaeuser Co this summer to further his knowledge of the Manufacturing Plant Electrical trade.</p>
	<b>Committee Involvement</b>
2 A.	<i>How did the advisory committee help with achieving those goals?</i>
	<p>The advisory committee collaborated by creating a network of email, mailings, phone, etc. to share upcoming events, training opportunities, and industry related needs.</p>
B.	<i>Describe your advisory committee and what types of businesses or organizations are represented.</i>
	<p>The Apprenticeship Advisory Committee includes local business owners in trades such as Sheet Metal, plant supervisors for companies such as Weyco; trade coordinators for organizations such as Associated General Contractors and Mid-Oregon Independent Electrical Contractors; Employees of University of Oregon, Rosboro Lumber, and Whittier Wood Products; and instructional and administrative staff in the program.</p>
C.	<i>Describe your committee efforts in developing and generating community support.</i>
	<p>RTEC; Oregon Community College Advisory Committee; Apprenticeship Task Force; Apprenticeship Committees-JATC's; BOLI, OCCWD, ODE; High Schools-Lane ESD, Individual committee recruiting and marketing.</p>
	<b>Disability Adaptation/Diversity &amp; Gender</b>
3 A.	<i>How do you plan to assure gender balance in your program student population?</i>
	<p>Each apprenticeship committee represented must have an individual affirmative action plan which helps to create higher levels of program utilization for their program. Recruiting with Lane's Women's Program, NAWIC, Women in Construction.</p>
B.	<i>What will you do to assist students with special needs to successfully reach program outcomes?</i>
	<p>Typically speaking our programs do not openings for special needs individuals, however, certain needs can be accommodated such as dyslexia, learning disabilities, etc. Our program coordinators would refer those individuals for specialized needs assessments with Lane's Disability Services.</p>

	<b>Program Demand/Enrollment</b>
4 A.	<i>What are the national projections and how are you dealing with this?</i> All trades nationally are suffering from a lack of qualified applicants and or journey level workers. Here locally (Oregon) capacity is approximately 890 skilled workers per year with a projection of 1100+ required per year by 2015 not accounting for retiring workforce.
B.	<i>Describe your enrollment trends and capacity.</i> Enrollment is limited by individual trade committee capacity (ratio of journey workers to apprentices).
	<b>Placement/Employment</b>
5 A.	<i>How would you rate the exit math, writing, and interpersonal skills of students who complete your program?</i> Since the majority of related instruction includes math and writing skills and interpersonal skills are received on the job.
B.	<i>How do you know that the students are graduating with the appropriate skills and level needed by the employers?</i>  For the licensed trades it would be the ratio of students who pass the testing required by the State of Oregon Building Codes Division. For both licensed and unlicensed trades the success of students obtaining their journey card would be the indicator and most employers will not support the educational goals of their employees unless they have vested in completing both their on-the-job training and related instruction.
C.	<i>How do you follow-up with your graduates for transfers?</i> Students in the apprenticeship program are .....
D.	<i>What are the outcomes (placement rate, transfer, etc.) of those students who participate in your program?</i> Journey card and some students apply for the AAS degree in Apprenticeship Trades offered at Lane.
	<b>Secondary/Postsecondary Connections</b>
6 A.	<i>How does your committee/program connect with high schools?</i>  Job fairs/ career fairs. Promotion of the Trade Skills Fundamentals and Electrical Trade Fundamentals classes.
	<b>Questions for Interview Committee</b>
7 A.	<i>What questions do you have for us?</i>
	<b>Additional Comments or Summary</b>