



Form 1: Presentation Checklist

Construction Trades and Apprenticeship Readiness Certificate

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Date: 11/30/23

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Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

PROPOSAL OVERVIEW

This new 12-credit certificate in Construction Trades and Apprenticeship Readiness (AKA "pre-apprenticeship") will create a defined entry point for students interested in construction-related careers - especially those that require completion of a registered apprenticeship. Most registered apprenticeship positions in Central Oregon have waitlists, so this program will also provide program graduates with "application points" that can help them move up in priority on those waitlists.

*Note that all apprenticeship programs (including pre-apprenticeship) require BOLI approval in addition to CCWD/HECC approval. BOLI's commission is set to review this proposal at their December meeting and if they do not approve the program, it will be pulled from COCC's curriculum review process.

TYPE OF AGENDA ITEM

- ☐ Information Item (requires approval of AA Chair)
- ☐ Action Item
 - ☐ Information and committee feedback
 - ☐ Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
 - ☐ Procedure—new
 - Identify suggested location in *GPM*: _____
- ☐ Policy—revision (Attach current policy with proposed changes illustrated with track changes)
- ☐ Policy—new
 - Identify suggested location in *GPM*: _____
- ☒ New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- ☐ Other: _____

BUDGET

More budgetary information will be made available by the Academic Affairs Committee meeting on 12/4.

INSTRUCTIONAL REQUIREMENTS

Two new courses will need to be taught by existing faculty.

OPERATIONAL NEEDS, CURRENT AND FUTURE

Detailed in program proposal.

STUDENT IMPACT

Detailed in program proposal.

ANTICIPATED IMPLEMENTATION TIMELINE

Fall 2024.



Program Proposal: Construction Trades and Apprenticeship Readiness*

*or “Pre-Apprenticeship” as a shorthand title

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Accreditation

Is there an accreditation association that aligns with the program?

There is no external accreditation body for pre-apprenticeship, however curriculum is based on National Center for Construction Education and Research (NCCER) curriculum and the local 7014 Joint Apprenticeship and Training Committee (JATC) facilitates the process of matching students who finish the program with local apprenticeship opportunities. Additionally, all apprenticeship programs (including a pre-apprenticeship program like this one) require Bureau of Oregon Labor and Industry (BOLI) approval before they can be approved by the Higher Education Coordinating Commission (HECC). Given that this program represents a revision of our existing, noncredit pre-apprenticeship program, we have submitted a program revision application to BOLI on 10/13/23 and it is due to be reviewed by the BOLI Executive Board on 12/13/23. Moving forward with this program is contingent on approval by BOLI.

Evidence of Need (Standard A)

This program is designed to prepare students for registered apprenticeship positions in construction-related skilled trades, construction laborers, carpenters, and sheet metal workers. Full occupational and wage reports for these positions are included with this application, but summaries of key info for the Central Oregon region are included below. These skilled trade positions pay living wages, but there is often not a clearly defined entry-point into these careers and this pre-apprenticeship program would provide one for students.

Students that successfully complete the program may be offered direct entry into open apprenticeship positions, or priority on waitlists for open apprenticeship positions. Many registered apprenticeship positions in Central Oregon have more applicants than they can accept, and this program will provide students with application “points” that can move them ahead on waitlists. In addition, completing the program will allow students to receive their NCCER Blue Card, which communicates to employers that students have basic knowledge of construction processes, tools, and safety protocols. Holding an NCCER Blue Card is advantageous for getting hired onto a construction crew.

(Data below pulled from qualityinfo.org on 11/26/23)

Construction Laborers

Central Oregon 2023 Wage Info:

- Average Hourly: \$23.75;
- Average Annual Salary \$49,410

Central Oregon 2023 Employment Projection:

- 2021-2031 Growth: 15.3%

- Total annual openings: 190

Carpenters

Central Oregon 2023 Wage Info:

- Average Hourly: \$26.47
- Average Annual Salary: \$55,054

Central Oregon 2023 Employment Projection:

- 2021-2031 Growth: 13.9%
- Total annual openings: 153

Sheet Metal Workers

Central Oregon 2023 Wage Info:

- Average Hourly: \$27.53
- Average Annual Salary: \$57,280

Central Oregon 2023 Employment Projection

- 2021-2031 Growth: 20.3%
- Total Annual Openings: 16

Advisory Board Collaboration (Standard B)

This pre-apprenticeship program is offered through a provider agreement (attached to this proposal) with the Oregon Carpenters JATC 7014. The provider agreement is approved by BOLI and all revisions to the program must be submitted as program revisions to BOLI and are both reviewed by BOLI and the JATC 7014 members. This multi-layered approval process places an emphasis on workforce needs and input into the curriculum and, as such, serves the same function as an advisory board.

Alignment (Standard C)

College Mission

This pre-apprenticeship program aligns with COCC's mission to provide quality lifelong learning for students, as well as our priority to support workforce development in our service area.

Strategic

Our existing noncredit pre-apprenticeship curriculum is already partially funded through Future Ready Oregon grants (both in terms of personnel and equipment), and this for-credit program will also leverage that Future Ready Oregon funding. In addition, COCC has been in

conversation with the East Cascades Workforce Investment Board to develop this program. COCC also has existing College Now relationships with the following high schools in the HDESD and we will work with each school to articulate a for-credit pre-apprenticeship program:

- Bend Senior High School
- Redmond High School
- Bend Tech Academy
- Madras High School
- Crook County High School
- Caldera High School

Catalog Description(s) (Standard D)

The Construction Trades and Apprenticeship Readiness Certificate of Completion prepares students for entry-level skilled trade jobs and Registered Apprenticeship programs in a variety of skilled trades focused on interior and exterior construction. These include carpenters, electricians, boiler operators, and construction specialists.

The program ensures students meet the math requirement for apprenticeship applications and includes coursework to investigate and select possible trades careers. The program's APR courses introduce trade vocabulary, hand and power tools use, rigging principles, basic blueprint reading, and safety. Students learn about Registered Apprenticeship and how to strengthen their resumes and applications to secure and retain positions. Students who complete the program will receive their NCCER Blue Card.

Design (Standard D)

Program Learning Outcomes

- Employ safety protocols, equipment, and hazard management on job sites.
- Demonstrate critical thinking and problem-solving skills to effectively navigate workplace relationships.
- Perform basic construction calculations necessary on job sites.
- Demonstrate proficiency with basic construction power and hand tools.
- Demonstrate proficiency with basic construction vocabulary and communication protocols.
- Complete basic construction tasks like reading construction drawings, material measuring and cutting, and fastener identification and installation.
- Explain the phases of construction and the skilled labor tasks applicable to each phase completed towards a scheduled substantial completion.

Courses

Core Courses (12 credits):

- (4) APR 100: Trade Skills Fundamentals (*New Course*)

- (4) APR 105: Building a Career in the Skilled Trades (*New Course*)
 - OR 4 credits of APR 180 (CWE)
- (4) MTH 060: Basic Algebra*

**Already confirmed with CCWD that this program would be approved with a sub-100 Math course.*

Effective Year and Term (Standard D)

Fall 2024

Enrollment Options (Standard D)

- ☒ Rolling entry (students can begin any term)
- ☐ Rolling entry (students can begin any term except summer)
- ☐ Cohort program (a group of students have the same schedule throughout program)
- ☐ Part-time and full-time attendance options available
- ☐ Full time attendance in cohort or core courses required
- ☐ Program begins every fall term
- ☐ Program begins every other year in fall term
- ☐ Program begins in fall (daytime courses) and spring (evening courses)
- ☐ Program orientation course required in first term
- ☐ Courses must be sequenced carefully; work closely with an advisor

Program Entrance (Standard D)

- ☐ Selective admission
- ☐ Enforced prerequisites for first term
- ☐ Recommended preparation for first term
- ☐ No formal entrance requirement; course prerequisites in program
- ☒ No entrance requirement – May be an age requirement

Capacity (Standard E)

Program Director

Brandi Dancen

Load

APR 100 = 6 LUs and APR 105 = 5.1 LUs

Budget (Standard E)

Expenses

Use the table below to identify current resources to be directed to the program and new resources needed. Ongoing expenses should be included in each year to display cumulative expenses. For guidance, contact the chair and/or dean.

EXPENSE	First Year <i>Reallocation</i>	First Year <i>New</i>	Second Year <i>Reallocation</i>	Second Year <i>New</i>	Third Year <i>Reallocation</i>	Third Year <i>New</i>
Personnel	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Hardware	0	0	0	0	0	0
Software	0	0	0	0	0	0
Materials	0	0	0	0	0	0
Curriculum	0	0	0	0	0	0
Other capital	0	0	0	0	0	0
Accreditation	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	0	0	0	0	0	0

Revenue

The Pre-Apprenticeship Coordinator position (who will teach the APR 100 and 105 classes) is paid for through AY 2024-25 by Future Ready Oregon (FRO)/BOLI grant funding. FRO/BOLI grants have also paid for the existing shop equipment. AY 24-25 of the program is projected to be self-sufficient through a combination of grant funding and tuition revenue. This program can also be contracted out to workforce and local high schools.

Student Aid

Identify special aid, scholarships, or other student resources. Email Financial Aid if you need assistance filling out this portion of the form.

A short-term certificate like this will not be eligible for financial aid. However, grant-funding and some high school partners have been able to support students enrolled in the noncredit version of the program in the past. We would leverage these same resources to support students in this program.

Internal Impacts (Standard E)

Identify impacts to the following areas. If none, write “none.” If you are unsure, the Director of Assessment and Curriculum can connect you to the appropriate person in the relevant unit to help faculty proposers understand potential impacts.

Admissions and Records: None

Advising: None

Bookstore: A new textbook will need to be ordered for APR 100 and APR 105 (the same textbook will be used in both courses and each course will focus on different modules)

Campus Services: None

College Now: A number of COCC's in-district high schools have existing pre-apprenticeship programs. Having an opportunity to align these programs with COCC's program and offer dual credit articulations adds value to the student experience and strengthens COCC's efforts around high school partnerships.

College Relations: None

Financial Aid: None

Information Technology Services: None

Library: None

Policy: None

Risk Management: None

Tutoring and Testing: Minimal impact to tutoring and testing services for Math 060 placement and tutoring.

Is current faculty staffing adequate to meet (a) the likely enrollment needs of the program and (b) the content knowledge requirements to teach the curriculum?

Yes.

If no, please explain the personnel needs:

External Impacts (Standard E)

Are adequate internship, work-based learning experience and/or Cooperative Work Experience sites available? Please list current or potential sites (or write "none" if not applicable):

- The Apprenticeship Manager is establishing relationships across Central Oregon that can create job site opportunities for students interested in taking the APR 180 option. However, given that this program will often enroll high school-aged students that may not be 18 years old (and thus not eligible to be on a job site), CWE will not be a requirement of this program.