

HB 5006 (2017): BUDGET NOTE

Apprenticeship Pathways



RECOMMENDATION REPORT ON APPRENTICESHIP PATHWAYS
HB 5006 (2017) BUDGET NOTE

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EXECUTIVE SUMMARY: HB 5006 BUDGET NOTE (APPRENTICESHIP PATHWAYS)

House Bill 5006, passed during the 2017 Legislative Session, included a budget note that included the following language:

“the Higher Education Coordinating Commission shall convene a workgroup to develop recommendations for enabling community colleges to offer an associate’s degree that is completed in coordination with credits earned in registered apprenticeship or training programs that are at least four years long. The commission shall report their findings and recommendations to the appropriate legislative interim committee.”

In an effort to develop the recommendations, HECC staff convened a work group that included representation from the Oregon Bureau of Labor and Industries, Oregon Department of Education the Oregon Employment Department. The workgroup was charged with assisting in providing information regarding the background and current landscape, and with developing recommendations regarding apprenticeship pathways in Oregon.

As an integral piece to Oregon’s workforce and education system, Oregon apprenticeship and training consists of multiple stakeholders including but not limited to the Higher Education Coordinating Commission; Bureau of Labor & Industries; Oregon Department of Education; Oregon Employment Department; Oregon community colleges; union and non-union training centers and business and industry.

Authority for roles associated with Oregon registered apprenticeship and training can be found in statues relating to the Federal Workforce Innovation and Opportunity Act (WIOA), Bureau of Labor and Industries (BOLI), and the Higher Education Coordinating Commission. In addition, The Northwest Commission on Colleges and Universities (NWCCU) acts as the regional authority on educational quality and institutional effectiveness of high education institutions in the Northwest.

The Higher Education Coordinating Commission approached the budget note contained in HB 5006 as an opportunity to review what currently exists to enable community colleges to offer associates degrees that coordinate with credits earned in registered apprenticeship programs.

Upon further evaluation, the **conclusion is that any additional actions to assist registered apprenticeship programs in articulating to community college credit would result in a duplication of services.** There are already multiple existing systems, resources, and workgroups in place at the state level that perform that support this effort. In addition, these systems consistently look for opportunities to improve outcomes and work together regularly to address new challenges.

BACKGROUND

House Bill 5006, passed during the 2017 Legislative Session, included a budget note that included the following language

“the Higher Education Coordinating Commission shall convene a workgroup to develop recommendations for enabling community colleges to offer an associate’s degree that is completed in coordination with credits earned in registered apprenticeship or training programs that are at least four years long. The commission shall report their findings and recommendations to the appropriate legislative interim committee.”

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Registered Apprenticeship is a unique, flexible training model that combines related instruction with structured on-the-job learning experiences. Registered Apprenticeships provide the opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In Oregon, Registered Apprenticeship is highly utilized in traditional industries such as construction and manufacturing, but can also be instrumental in the training and development of growing industries such as healthcare, information technology, and other emerging areas.

Participating employers pay apprentices for the on-the-job portion of their apprenticeship and apprentices attend school, often operated by private industry training trusts, for their related classroom instruction. The "Earn and Learn" training model of Registered Apprenticeship provides a combination of structured learning with on-the-job training from an assigned mentor. Related instruction, technical training or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance and computer-based learning approaches.

Upon completion of a Registered Apprenticeship program, participants receive an industry issued, nationally recognized credential that certifies occupational proficiency, is portable, and can provide a pathway to the middle class. In Oregon, apprentices who are taking their related instruction through one of 13 community college Registered Apprenticeship programs also have the opportunity to simultaneously obtain postsecondary degrees and certificates. Presently, there are 13 community colleges who offer three pathways in Construction Trades, Electrician, and Industrial Mechanics and Maintenance Technology (three Associate of Applied Science [AAS] degrees and six certificates).

CURRENT LANDSCAPE

Oregon’s Bureau of Labor and Industries (BOLI), Apprenticeship Training Division, registers occupational skill standards and agreements between apprentices and employers. BOLI works with local apprenticeship committees across the state to ensure that registered apprenticeship programs provide quality training and equal employment opportunities, particularly for women and minorities. The Apprenticeship Training Division currently monitors compliance of 139 active registered apprenticeship programs with participation of over 8,800 apprentices and 4,300 employers in Oregon.

Registered Apprenticeship programs that are at least four years long, as referenced in the HB 5006 budget note, require a minimum of 8,000 hours of on-the-job training. Of the 139 active apprenticeship programs in Oregon, there are 126 occupational programs that are 8,000 or more hours long and employ 5,807 apprentices. These 5,807 Oregon apprentices work in three primary industry sectors, Building and Construction, Industrial, and Manufacturing and Fabrication (Table 1).

TABLE 1. Number of Apprentices in Four Year (plus) Programs

Industry Sector	Total Apprentices	Minority	Female	Veteran
Building & Construction	5,149	1,018	371	488
Industrial	86	12	2	16
Manufacturing & Fabrication	466	61	13	69
Utilities	106	17	6	14
TOTAL	5,807	1,108	392	587

Source: BOLI, Apprenticeship & Training Division, October 2017

In Oregon, the HECC and community college district boards both play a role in the approval of Associate degrees and oversight of curricular programming. Currently, relationships vary between registered apprenticeship programs and community colleges. Although most community colleges provide related instruction to registered apprenticeship programs, how they deliver these services varies. Related instruction can happen on a community college campus or at a training center depending on the relationship between the partners. Other registered apprenticeship programs and community colleges offer similar, competitive programming. The transfer of credit from a registered apprenticeship or training program to a local community college is also currently variable in Oregon.

The Oregon community colleges that offer related instruction for Registered Apprenticeship, do so in a way that is aligned with the federal Registered Apprenticeship College Consortium (RACC). The goal of this federal framework is to facilitate the articulation of the Registered

Apprenticeship certificate for college credit on a national scale. The initiative encourages colleges to work to strengthen and develop the relationships between Registered Apprenticeship and post-secondary institutions; enhance the understanding and response to the needs of apprentices as working students; and advocate for the flexibility needed to earn academic credit for their Registered Apprenticeship experience so that they can pursue additional education and degrees needed for their career path.

In addition to offering degrees and certificates in the three industry areas of construction, electrical and industrial maintenance trades, a number of colleges have additional ongoing partnerships with their apprenticeship-training partners. For example, Mt Hood Community College in Gresham is working with the Pacific Northwest Carpenters Institute (PNCI) to establish an on-site, online Writing 101 class to meet their required General Education requirement. Though currently a pilot, the hope is expand General Education offerings to all of their partner training centers.

Registered apprenticeship programs are operated by sponsors—employers, employer associations and joint labor management organizations—that are responsible for program design, related classroom instruction delivery and program oversight. Sponsors must have program standards in conjunction with the Apprenticeship Rules, Chapter 839-011 OAR (Oregon Administrative Rules). These standards describe the guidelines of the program in detail, including entrance requirements, selection procedures, a summary of work processes to be mastered as a part of their paid, on-the-job training, and an overview of the related instruction that recruitments that must be met in order to complete the apprenticeship program. These standards must be supplied by the sponsor to the registration agency and may be modified only with the approval of the registration agency.

Each registered apprenticeship program has an apprenticeship committee which is the statutory entity that is responsible for the operation of the program on behalf of its sponsors. Through their apprenticeship committees, sponsors recruit, screen and place apprentices in employment; develop formal agreements with them identifying the length of the program, skills to be learned, the wages to be paid at different points in time, and the required classroom instruction; and work with state apprenticeship registration agencies to make sure that their registered apprenticeship programs meet State and Federal requirements.

The committee maintains records of all apprentices in its program, with respect to work experience, instruction on the job, attendance at related instruction, and progress; is responsible for apprentices receiving all necessary on-the-job and related instruction; approves related training courses and providers; and reviews and evaluates each apprentice at least semi-annually. The committee has the final say on all aspects of the program's standards, subject to approval by the registration agency.

In addition to the program standards, the two other critical components to an effective apprenticeship are paid on-the-job training (“OJT”) and related instruction. OJT is supervised by an experienced employee acting as a mentor for the apprentice. OJT is focused on the specific skills and knowledge necessary to become proficient in the occupation. Typically, registered apprenticeships require two to five years of OJT, depending upon occupational requirements that are set forth in the standards.

OJT is complemented with related instruction provided by a community college, technical school or by the sponsor itself at their industry supported training center. Related instruction provides the academic training necessary to understand the theory behind the work being performed by the apprentice. The registered apprenticeship approach to teaching gives the apprentice a chance to combine lessons learned during classroom instruction along with feedback and coaching from a mentor or journey worker in the job setting.

Education partners collaborate with sponsors to develop the curriculum, which often incorporates established national-level skill standards. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence courses of equivalent value, electronic media, or other forms of self-study approved by the registration agency. It provides each apprentice with the theoretical and technical knowledge base necessary to become a successful journey worker. It also provides additional practice and useful examples of job-related skills and knowledge at work. Most apprenticeship standards require a minimum of 144 hours per year of apprenticeship training be provided to each apprentice in related and supplementary subjects. This period of time can be increased by trade and craft standards or by program sponsors if required by industry trade.

Registered apprenticeship training is distinguished from other types of workplace training by several features: (1) participants earn wages from employers throughout training; (2) programs must meet national standards for registration with the U.S. Department of Labor or a federally-recognized State Apprenticeship Agency (in this instance it is BOLI); (3) programs provide OJT and related instruction; (4) OJT is conducted in the work setting under the direction of one or more of the employer’s personnel; and (5) training results in a portable, industry-recognized credential.

Each year, three agencies are required to submit an annual Legislative report in response to ORS 344.125. In the 2011 Regular Session, the Oregon State Legislature directed the Oregon Department of Education (ODE), the Department of Community Colleges and Workforce Development (CCWD, now an office of the HECC), and the Oregon Bureau of Labor and Industries (BOLI) to collaborate on issues related to career and technical education (CTE). Originally, this multi-faceted statute addressed the need for Oregon to provide a comprehensive CTE system accessible to Oregon public schools and youth development organizations with a number of strategies:

- Leveraging resources and partnerships, particularly with business, industry, and the workforce
- Promoting articulation and pathways between high school CTE Programs of Study and postsecondary CTE Programs
- Ensuring current industry workforce needs were considered with current curriculum that met state standards
- Increasing professional development opportunities for teachers
- Increasing opportunities for internships, apprenticeship, and other opportunities that led to employment in the region.

In 2015 the Oregon Employment Department in partnership with the Bureau of Labor and Industries, the Oregon Department of Education, and the Office of Community Colleges & Workforce Development at the Higher Education Coordinating Commission began working on expanding Registered Apprenticeship to occupations outside of the building and construction trades. This work started in manufacturing occupations with support from a federal Department of Labor grant and has continued for the information technology industry. As a result of this partnership, work is underway to develop or expand existing registered apprenticeship programs outside of the building and construction trades sector, building capacity to support the expansion of apprenticeship as a preferred workforce training method, and expand registered pre-apprenticeship programs to serve the manufacturing industry as well as underserved populations.

OREGONS STATEWIDE APPRENTICESHIP SYSTEM

As an integral piece to Oregon’s workforce and education system, Oregon apprenticeship and training consists of multiple stakeholders including but not limited to Higher Education Coordinating Commission; Bureau of Labor & Industries; Oregon Department of Education; Oregon Employment Department; Oregon community colleges; union and non-union training centers and business and industry.

1. Roles of partners supporting Oregon’s statewide apprenticeship system:

- a. *Higher Education Coordinating Commission (HECC)*
 - a. *Office of Community Colleges & Workforce Development (CCWD)* - CCWD provides coordination, leadership and resources to Oregon’s 17 locally-governed community colleges, 18 adult basic skills providers, community-based organizations and other partnerships. The governance of Oregon’s public community colleges is the responsibility of their respective local-elected governing boards.

- b. *Office of Workforce Investments (OWI)* – OWI manages an apprenticeship grant from the US Department of Labor that focuses on expansion of Pre-Apprenticeship and Workforce System capacity to support apprenticeship expansion.
- b. *Bureau of Labor and Industries (BOLI) - Apprenticeship & Training Division*. The division registers occupational skill standards and agreements between apprentices and employers. It works with local apprenticeship committees across the state to ensure that apprenticeship programs provide quality training and equal employment opportunities, particularly for women and minorities in technical and craft occupations. The ATD currently monitors compliance of 139 active apprenticeship programs and the participation of over 8,000 apprentices and 4,300 employers in Oregon.
- c. *Oregon Department of Education (ODE)* - Shares an Apprenticeship Liaison position 50/50 with HECC; this position is embedded part-time with BOLI Apprenticeship & Training Division.
- d. *Oregon Employment Department (OED)* - Apprenticeship Liaison position is embedded part-time with BOLI Apprenticeship & Training Division. Apprenticeship Business Services Representative is embedded with the Portland Metro WorkSource Oregon Regional Business Services Team and conducts business outreach with manufacturing and information technology employers. OED also manages two apprenticeship grants from the US Department of Labor that focus on expanding apprenticeship opportunities in Oregon.
- e. *Oregon State Apprenticeship and Training Council (OSATC)* - The Council has statutory authority to oversee apprenticeship committees, programs and policies and to approve apprenticeship committee members. The commissioner of the Bureau of Labor and Industries serves as the chairperson.
- f. *Oregon Community College Apprenticeship Consortium (OCCAC)* – The Consortium's primary responsibility is ongoing monitoring of statewide community college Registered Apprenticeship programs. This involves reviewing member colleges' consortium-related programs, updating and reviewing individual courses to assure continued compliance with outcomes and standards, revisions and updates, and improving existing programs with new and emerging industry needs and standards.

2. Authority

- *Federal Workforce Innovation and Opportunity Act (WIOA)* – Includes requirements that strengthen Registered Apprenticeship as a resource, a training strategy and a partner in the workforce system including the following:

- Inclusion of a member of the apprenticeship system on state and local workforce boards.
 - Inclusion of all Registered Apprenticeship programs on the Eligible Training Provider List.
 - Promotion of greater use of work-based learning and a stronger emphasis on business services.
 - Supporting apprenticeship as a youth workforce strategy.
 - Integration of apprenticeship into business services.
- *Bureau of Labor and Industries (BOLI)* – ORS Chapter 660, Apprentices and Trainees, Regulates Apprenticeship Activities. The Apprenticeship and Training Division (ATD) regulates registered apprenticeship in a variety of occupations and trades and works with business, labor, government and education. Apprenticeship is occupational training that combines on-the-job experience with classroom training. Industry and individual employers design and control the training programs, and pay apprentices' wages.
 - *Higher Education Coordinating Commission (HECC)* – ORS Chapter 350, Statewide Coordination of Higher Education, and Chapter 589 - Office of Community Colleges and Workforce Development (CCWD). The HECC develops and implements policies and programs to ensure that Oregon's network of colleges, universities, workforce development initiatives and pre-college outreach programs are well coordinated to foster student success. The HECC functions as a regulatory and licensing body but is not authorized to confer credits or degrees.
 - The Office of Community Colleges and Workforce Development (CCWD) works closely with colleges and workforce programs to support accessible, high quality learning opportunities to serve the state's present and future needs. CCWD provides coordination, leadership and resources to Oregon's 17 locally-governed community colleges, 18 adult basic skills providers, community-based organizations and other partnerships. The governance of Oregon's public community colleges is the responsibility of their respective local-elected governing boards.
 - The Office of Private Postsecondary and the unit of Degree Authorization (ODA) serve as the state regulators that approve degree-granting institutions, private career schools, and distance education providers to operate in this state. Without approval or explicit exemption from regulation from the HECC, a school cannot legally operate in Oregon or offer valid degrees or certificates to Oregonians.
 - *The Northwest Commission on Colleges and Universities (NWCCU)* - The regional accreditation body for public higher education institutions in Oregon. NWCCU is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of high education institutions in the Northwest. Regional accreditation of postsecondary

institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or pre-accreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid.

RECOMMENDATION

The Higher Education Coordinating Commission approached the budget note contained in HB 5006 as an opportunity to review what currently exists to enable community colleges to offer associates degrees that coordinate with credits earned in registered apprenticeship programs.

Upon further evaluation, the **conclusion is that any additional actions to assist registered apprenticeship programs in articulating to community college credit would result in a duplication of services.** There are already multiple existing systems, resources, and workgroups in place at the state level that perform that support this effort. In addition, these systems consistently look for opportunities to improve outcomes and work together regularly to address new challenges.

APPENDICES

Appendix A: Northwest Commission on Colleges and Universities (NWCCU) Accreditation Standards

Several NWCCU accreditation Standards apply to the creation of apprenticeship pathways. After review of the standards, the workgroup concluded that those that may apply include, but not be limited to the following:

- 2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.
- 2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.
- 2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.
- 2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.
- 2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.
- 2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

- 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.
- 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.
- 2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
- 2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
- 2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.
- 2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
- 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
- 2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.
- 2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for

documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

- 2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.
- 2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.
- 2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.
- 2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.
- 2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.
- 2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.
- 2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

- 2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
- 2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.
- 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services
- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Appendix B: Oregon Revised Standards (ORS) on Apprenticeship Training

ORS 660.157 - Standard courses of study for apprentices and trainees:

- (1) Each state joint committee, with the prior approval of the State Apprenticeship and Training Council, shall prescribe a standard course of study, developed from a trade analysis, for the trade, craft or industrial occupation over which the committee exercises jurisdiction. Each such course of study shall include instructional objectives and an outline of course content for related instruction and manipulative instruction in the classroom. The prescribed course shall also provide for evaluation procedures and instruments for measuring performance. For all programs in apprenticeable occupations, a minimum of 144 hours of related instruction per year is recommended.
- (2) Except as provided in subsection (3) of this section, no course of study for the instruction of apprentices or trainees that has not been prescribed pursuant to subsection (1) of this section may be implemented under ORS 660.002 to 660.210.
- (3) Notwithstanding subsections (1) and (2) of this section, any course of study for the instruction of apprentices or trainees may be implemented under ORS 660.002 to 660.210 where such course of study:
 - (a) Involves instruction in any trades or crafts where the industry will provide the facilities for training;
 - (b) Prepares apprentices and trainees in any trades or crafts;
 - (c) Requires expert instructors to meet the level of skill and training required by the industry;
 - (d) Is substantially equivalent to the standard course prescribed under subsection (1) of this section; and
 - (e) Is supervised by a local joint committee or by a joint industry trust fund committee.
- (4) Where a course of study meets the requirements of subsection (3) of this section, such course shall be approved:
 - (f) By the state joint committee;
 - (g) By the State Board of Education for apprenticeship training credit; and
 - (h) By the Higher Education Coordinating Commission for community college associate degrees.
- (5) Operation of a course of study under subsection (3) of this section shall be the responsibility of the recognized local apprenticeship committee or local industry trust fund or recognized local employee organization. Such local committee, trust or organization may prescribe criteria for enrollment into the course of study.

ORS 660.162 – Adoption of policies, standards, and programs by the State Board of Education; rules. The State Board of Education, in cooperation with the State Apprenticeship and Training Council and the appropriate state joint committee, by rule shall adopt policies, standards and programs to carry out the provisions of ORS 660.002. Such policies, standards or programs may involve any of the following matters:

- (1) Development of courses of study for apprentices and trainees in the trade, craft or industrial occupation over which the committee exercises jurisdiction.
- (2) Operation of related instruction classes by district school boards and in courses implemented under ORS 660.157 (3).
- (3) Development of uniform standards covering occupational qualifications and teacher training requirements for instructors.
- (4) Preservice and in-service training for instructors.
- (6) Evaluation procedures for determining credit for apprenticeship training toward community college associate degrees.
- (7) Defining procedures for granting credit for work experience to instructors, skilled craftsmen or journey workers toward the requirements of a community college associate degree.

Appendix C: Glossary of Terms

Apprenticeship Committee: means an organization formed pursuant to ORS 660.137 to perform the duties of operating a registered Apprenticeship program as set forth in ORS 660.137.

Associate Degree: means a state-approved lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board. [OAR 589-006-0050 \(2\)](#)

Course of study: shall include instructional objectives and an outline of course content for related instruction and manipulative instruction in the classroom. The prescribed course shall also provide for evaluation procedures and instruments for measuring performance. For all programs in apprenticeable occupations, a minimum of 144 hours of related instruction per year is recommended. (ORS 660.157)

- (1) Involves instruction in any trades or crafts where the industry will provide the facilities for training;
- (2) Prepares apprentices and trainees in any trades or crafts;
- (3) Requires expert instructors to meet the level of skill and training required by the industry;
- (4) Is substantially equivalent to the standard course prescribed under subsection (1) of this section; and
- (5) Is supervised by a local joint committee or by a joint industry trust fund committee.
 - a. Where a course of study meets the requirements of subsection (above) of this section, such course shall be approved:
 - i. By the state joint committee;
 - ii. By the State Board of Education for apprenticeship training credit; and
 - iii. By the Higher Education Coordinating Commission for community college associate degrees.

Credit for Prior Learning: The demonstration of knowledge and skills gained outside the traditional classroom setting for which community college academic credit is awarded. HB 4059 defined "prior learning" as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.

Curriculum: Certification of the curriculum and instructional delivery plan by either a state education certifying authority or nationally recognized industry association (ORS Chapter 660.137(2)(c), .126(1)(j) (OARS 839-011-0084)

Local Committee: means any registered joint or trades apprenticeship or training committee approved by the Council (839-011-070)

On-the-Job Training: means a program in which an employer provides training to a paid trainee who is engaged in productive work in a job. The trainee is hired by the employer and the employer provides the trainee with knowledge and the skills essential to ensure full and adequate performance of the job.

Program: means the total system of apprenticeship as operated by a particular local joint committee, including the committee's registered standards and all other terms and conditions for the qualification, recruitment, selection, employment and training of apprentices in that apprenticeable occupation. (ORS 660.002)

Registered Apprenticeship Program: means a local committee approved by the Council to operate an apprenticeship or training program in a specific occupation. (OAR 839-011-0070)

Related Instruction: means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice's occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence. (OARS 839-011-0070)

Standard: means a written agreement submitted by a local committee and approved by the Council, which sets forth a plan containing all terms and conditions for the qualification, employment and training of apprentices or trainees as set forth in ORS chapter 660.126 and 660.137. (OARS 839-011-0070)

