

Program Review

Apprenticeship

2025

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I. Program/Program Review History

1. Program Overview

Deb Conrad became the apprenticeship program director around September 2022. Prior to that, Cheslie Hamtak, in her role as Executive Assistant to the Vice President, managed the program.

Apprenticeships are a unique partnership between trades organizations and the college. They link education and local industries, making sure training matches real jobs in demand.

The benefit to this group of students is that instead of going to school full-time and then looking for work later, apprentices are hired by an employer right away, get paid, and learn a trade or career skill on the job. At the same time, they complete related classroom instruction that helps them understand the “why” behind what they’re doing. For WNC, one benefit takes the form of weighted student credit hours, as all classes in the program are weighted at 4. Additional benefits include providing a pathway to an Associate Degree to students who might not normally consider a college degree and supporting the development of a skilled and educated workforce for the region.

Our apprenticeship partners provide instructors to teach their curriculum at their facilities using their equipment. WNC provides college credit to students enrolled with our apprenticeship program partners. Based on the curriculum provided by our apprenticeship partners, courses are mapped to existing courses or new courses developed and approved through the curriculum process. Skills Certificates, Certificates of Achievement, and an Associate of Degree have also been developed to provide various pathways for students in the program to meet their educational goals.

WNC has active partnerships with Associated Builders and Contractors (ABC) and Northern Nevada Independent Electrical Contractors (NNVIEC). The partnership with Northern Nevada Laborers’ Union is not currently active. The last MOU with the Laborers’ Union expired June 30, 2025.

NNVIEC

Students who successfully complete the semester-long training program with NNVIEC earn an Electrician Level 1 skills certificate that aligns with the curriculum of the national organization, the Independent Electrical Contractors (IEC). The courses prepare students to take the IEC exam to

earn the industry-recognized credential. Currently only the skills certificate pathway exists because NNVIEC only provides instruction for the first year of the apprenticeship. IEC offers online education for the balance of the training program.

ABC

ABC has the most robust enrollment of our partners with training classes taking place in Reno and Las Vegas. We offer a skills certificate, Certificate of Achievement, and Apprenticeship associate degree, all three of which need to be updated. ABC offers training for the following fields: Electrical, Plumbing, Carpentry, Heavy Equipment Operator, Sheet Metal, Plumbing, and Low Voltage Telecommunication.

LABORERS’ UNION

Students in the Laborers’ program had the opportunity to earn a skills certificate. Numbers have historically been low in this particular program for a few reasons. Our other program partners require students to take certain courses which makes it highly likely that the student will complete the skills certificate at a minimum and, if it exists, the Certificate of Achievement or Associate Degree provided the students wish to take the General Education courses required to earn those degrees. Laborers’ did not have a set of required courses which would increase the likelihood of completing the skills certificate. There were also many who applied for admission, had holds on their accounts (DOB, Name, SSN, Residency) which were not resolved despite contacts from Admissions & Records with the information they needed to resolve the issue. The MOU with Laborers’ has expired. Laborers’ has not followed up on requests to meet to discuss a mutually beneficial arrangement going forward.

Awards Offered

Partner (Active Date)	Award	Required Courses
Northern Nevada Independent Electrical Contractors (NNVIEC) (2021)	Skills Certificate: Electrician Level 1	ELM 110: Basic Electricity ELM 131: National Electric Code ELM 198: Special Topics in Electrical and Mechanical Technology
Northern Nevada Laborers’ Apprenticeship (2021)	Skills Certificate: Laborers Apprenticeship	OSH 222: General Industry Safety

		<p>BTL 101: General Construction I</p> <p>BTL 102: General Construction II</p> <p>BTL 103: General Construction III</p> <p>BTL 104: Blueprint Reading</p> <p>BTL 105: Construction Math</p> <p>Choose 5 credits:</p> <p>BTL 106: Pipelaying Part 1</p> <p>BTL 107: Pipelaying Part 2</p> <p>BTL 108: Permit Required Confined Space</p> <p>BTL 109: MSHA New Miner Training</p> <p>BTL 110: Asbestos Worker</p> <p>BTL 111: Concrete Worker Part 1</p> <p>BTL 112: Concrete Worker Part 2</p> <p>BTL 113: Rigging and Signaling</p> <p>BTL 114: Asphalt Worker</p> <p>BTL 115: Scaffold Builder</p> <p>BTL 116: Concrete Cutting and Coring</p> <p>BTL 117: Mason Tending</p> <p>BTL 118: OSHA 30</p> <p>BTL 119: Foreman Preparedness</p>
Associated Builders and Contractors (2016)	Skills Certificate: Apprenticeship (Pathways: Electrical or Plumbing)	<p>OSH 222: General Industry Safety</p> <p>BTE or BTP 101 (or 101-107): Building Trades Electrical or Building Trades Plumbing Level 1-7</p> <p>BTE or BTP 102 or (102-108): Building Trades Electrical or Building Trades Plumbing Levels 2-8</p>
	Certificate of Achievement: Building Trades Apprenticeship	<p>Program Requirements (13 units)</p> <p>BTE 101-102 (10 credits)</p> <p>BTP 101-102 (10 credits)</p>

		<p>Building Trades Electives (13 credits) BTE, BTP (7 units) ACC, AIT, BUS, CONS, CEM, ET, ENT, FIN, MGT (Max 6 credits) General Education Requirements (7 credits) English Writing Course Requirement (3 credits) Human Relations Requirement (1 credit) Mathematics Requirement (3 credits)</p>
	<p>AAS (2019): Apprenticeship</p>	<p>BTC 101-108: Building Trades Carpentry, I-VIII (30 credits) BTS 101-108: Building Trades Construction Sheet Metal I-VIII (30 credits) BTE 101-108: Building Trades Electrical I-VIII (30 credits) BTO 101-106: Building Trades Heavy Equipment Operator I-VI (30 credits) BTP 101-108: Building Trades Plumbing I-VIII (30 credits) BTT 101-106: Building Trades Telecommunication Technician I-VI (30 credits)</p> <p>Choose 5-6 units from: Accounting Building Trades Business Finance Management Entrepreneurship</p> <p>General Education: 24 English/Communications: 6 Human Relations: 3 Humanities/Social Science: 3</p>

		Mathematics: 3 Science: 3 US/Nevada Constitution: 3 General Elective: 3

2. Program Review History

- a. No program reviews have been completed on any Apprenticeship awards or partnerships.

II. Alignment to Institutional Goals

WNC	Apprenticeship
<p>Vision: WNC is an integral and innovative educational partner fostering equity and a life of learning in an exclusive environment for the evolving, diverse community we serve.</p> <p>Values: WNC is student centered, inquiry driven and data informed as we nurture community connections and promote an environment of equity and inclusion.</p> <p>Mission: WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.</p>	<p>The apprenticeship programs strongly align with the vision, values, and mission of Western Nevada College. By providing structured pathways to skills certificates, Certificates of Achievement, and associate degrees, apprenticeships create opportunities for students who may not have previously considered higher education or who found traditional routes unsuccessful in meeting their career and professional goals. These programs address a critical workforce need by supplying qualified employees for industries experiencing shortages due to both increased demand and the retirement of skilled workers.</p> <p>Furthermore, apprenticeship pathways contribute to WNC’s values of equity and inclusion by engaging non-traditional learners and broadening access to higher education. Apprenticeships also present opportunities to expand participation among underrepresented groups, including women in the trades, by actively promoting these pathways as viable</p>

	<p>options for long-term, well-paying careers. In this way, apprenticeships reinforce WNC’s role as an innovative and integral educational partner that responds to the evolving needs of Nevada’s communities and industries.</p>
<p>WNC Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1) CONTENT KNOWLEDGE: Demonstrate understanding of essential information and concepts relevant to a discipline or area of study. 2) COMMUNICATION: Effectively convey and/or interpret a central idea via visual, oral, or written media. 3) QUANTITATIVE LITERACY: Correctly analyze, interpret, draw conclusions from, and communicate quantitative processes and information. 4) INFORMATION LITERACY: Locate, evaluate, and appropriately use information from multiple resources in support of a claim or central idea. 5) DIVERSITY AND SOCIETY: Identify and discuss changing human societies demonstrating an understanding of the subject and respect for various cultural, methodological, and/or theoretical perspectives. 6) CRITICAL THINKING: Integrate knowledge and skills to develop logical conclusions and/or solutions that demonstrate a well-reasoned evaluation of a problem, question, perspective, or solution. 7) CAREER PREPARATION: Apply specialized knowledge, approaches, and skills to successfully complete projects and/or demonstrate relevant professional and/or industry-standard competencies 	<p>While apprenticeship programs most directly support SLO 7: Career Preparation, they also contribute to student achievement across multiple institutional learning outcomes. Completion of a Certificate of Achievement or an associate degree requires fulfillment of general education requirements, ensuring that apprenticeship students demonstrate competency in a broad range of outcomes.</p> <p>Through completion of apprenticeship-related degrees and certificates, students meet WNC’s institutional learning outcomes at levels comparable to other Career and Technical Education programs. Apprenticeships therefore represent a robust and academically rigorous pathway that both serves workforce needs and upholds WNC’s educational mission.</p>

WNC Institutional Objectives	Apprenticeship
WNC provides access to educational pathways and opportunities	Apprenticeship programs contribute directly to this objective by creating career pathways for non-traditional students who are focused on the trades. These programs expand access to higher education for individuals who may not have considered college as a viable option or who found traditional pathways did not align with their career goals.
WNC students make an efficient transition from preparatory to college level coursework	At present, structured pathways for apprenticeship students transitioning to college-level coursework are limited. While some students express interest in pursuing an associate degree, there is no consistent institutional plan to facilitate this transition. Currently, students often rely on one-to-one support from program staff. To strengthen alignment with this objective, WNC should consider developing formalized transition support in collaboration with academic advising and student services. This would ensure that apprenticeship students are systematically connected to available academic resources, supports, and planning tools.
WNC provides equitable access for students regionally and demographically	Although apprenticeship programs have the potential to promote regional and demographic equity, outreach has historically been led by apprenticeship partners rather than WNC. To expand equitable access, WNC is exploring opportunities to co-develop outreach materials with apprenticeship providers and to integrate apprenticeships more visibly into WNC's own pathways and

	advising processes.
WNC provides access to dual credit pathways	Recent efforts to connect apprenticeship programs with dual credit opportunities have not been successful due to misalignment in curriculum and scheduling between high school CTE programs and apprenticeship partners. Although these challenges limit the viability of dual credit pathways at present, WNC remains open to exploring future crosswalks or curricular flexibility should conditions change.
WNC supports student learning, progress, and completion	Because apprenticeship students primarily interact with their training providers, WNC’s direct role in supporting learning, progress, and completion has been limited. Establishing more intentional points of contact—through advising, orientation events, or targeted communication—would strengthen student support and improve persistence toward completion.
WNC advances student achievement of learning outcomes at course, program, and institutional levels	Formal assessment of learning outcomes has not yet been implemented for apprenticeship programs. Collaborating with Institutional Research to design assessment measures tailored to apprenticeships would ensure that student achievement is documented and aligned with institutional standards.
WNC builds student engagement with education and the WNC community	Engagement remains limited as apprenticeship students seldom participate in campus life. Expanding WNC’s presence at partner sites—for example, through orientations, informational sessions, or faculty visits—could foster stronger connections between students and the college.
WNC identifies and closes achievement gaps across student populations by supporting achievement across demographic groups in traditional and non-traditional fields	To date, apprenticeship programs have not been evaluated in relation to achievement gaps. WNC should incorporate these programs into ongoing equity analyses to ensure that

	outcomes are equitable across demographic groups and to inform targeted interventions if gaps are identified.
WNC sustains a learning environment that promotes equity and inclusion	While apprenticeships align with WNC’s mission of equity and inclusion, evaluation in this area has not yet occurred. Developing assessment tools to measure inclusivity within apprenticeship pathways would allow WNC to identify gaps and collaborate with partners to enhance equity.
WNC responds to the needs of industry and provides effective pathways for students toward in-demand occupations	Apprenticeship programs demonstrate strong alignment with this objective. They address critical workforce shortages in the trades by preparing skilled workers and supporting in-demand occupations.
WNC contributes to solutions to the critical issues facing 21st century Nevada	Nevada faces an urgent need to expand its skilled trade workforce. Apprenticeship programs address this demand directly while also creating upward mobility for students. By encouraging apprenticeship students to pursue associate or bachelor’s degrees, WNC can further position graduates for advancement into leadership roles, thereby increasing earning potential and contributing to statewide economic growth.

OTHER COMMENTS:

Apprenticeship students face certain barriers that stem from state and federal requirements as well as institutional processes. For example, many students encounter enrollment holds related to residency status, demographic discrepancies (e.g., Name, DOB, SSN), or outstanding balances at other NSHE institutions. While Admissions and Records (A&R) communicates with students each semester about these issues, many apprenticeship students do not resolve them, in part because some are not focused on the value of earning college credit. WNC could strengthen support in this area by offering proactive assistance—such as dedicated troubleshooting sessions,

workshops at partner sites, or early orientation touchpoints—to help students address these barriers in a timely manner.

Another area for improvement is communication about apprenticeship pathways. Currently, direct entry into an apprenticeship program occurs through training providers rather than through WNC, which can limit student awareness of how apprenticeships connect to college pathways. To address this, WNC should work to co-develop outreach materials that explain credit opportunities, associate degree pathways, and options for further study.

Finally, expanding WNC’s presence at apprenticeship partner orientations would be highly beneficial. Being visibly present at events hosted by organizations such as ABC would allow WNC representatives to explain the benefits of earning college credits, outline opportunities for degree completion, and address common enrollment challenges directly. Building these connections not only demystifies the college process for students but also reinforces WNC’s role as a partner in their long-term academic and career success.

Curriculum Map: No curriculum map is provided because all classes list only SLO 7 without additional outcomes. This should be revised in the next MOU cycle with Apprenticeship partners.

III. Program Data

ABC Declared Academic Plans (as the Apprenticeship courses are not financial aid eligible, students often declare alternative programs).

	+ 2023	+ 2024	+ 2025	Grand Total
Row Labels				
AA	3			3
AGS	5	3	4	9
AP-AAS-H	2	1		3
AS	3	2	1	4
AUT-CP	1			1
BT-CP-H	2	1		3
CM-BAS		1	1	1
CPM-AAS	1			1
CRJ-AA	2			2
CRJ-AAS		1		1
GBU-AAS	2			2
IET-CP	1			1
IET-CP-H	1			1
MGT-AAS	2			2
MTT-AAS	1			1
ND-JU	480	291	192	480
ND-PI	1			1
ND-TR	1			1
ND-UND	100	174	173	175
TAUT-AAS	1			1
TCIT-AAS	1	1	1	1
TCON-AAS	3			3
TMT-AAS	1			1
TMT-AAS-H	1			1
Grand Total	581	471	371	654

ABC All Awards Earned

	+ 2020	+ 2021	+ 2022	+ 2023	+ 2024	+ 2025	Grand Total
Row Labels							
ABR			1				1
AEE			1				1
AEP			1				1
AER		1					1
AHAC			1				1
AMLR			1				1
AMTT			1				1
AP-AAS-H				2	1		3
ATSS			1				1
ATT			1				1
BT	86	41	66	70	89	19	371
BT-CP-H			1	1	1		3
TAUT-AAS			1				1
WP					1		1

NNVIEC Declared Academic Plans

	+ 2023	+ 2024	+ 2025	Grand Total
Row Labels				
AA	1	1		1
AGS	2	2	2	4
AS	2	1	1	3
AS-H	1			1
BIS-AS	1			1
ND-PI	1			1
ND-UND	5	9	10	14
TCIT-AAS	1	1	1	1
TCON-AAS	1			1
Grand Total	11	13	14	19

NNVIEC All Awards Earned

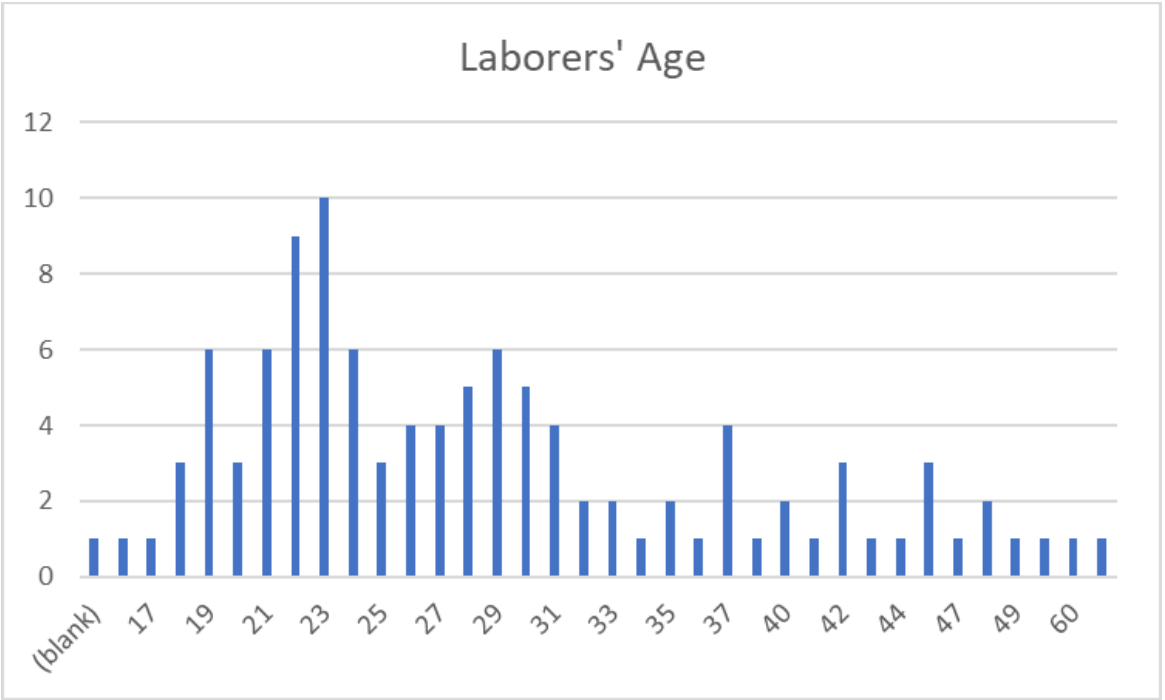
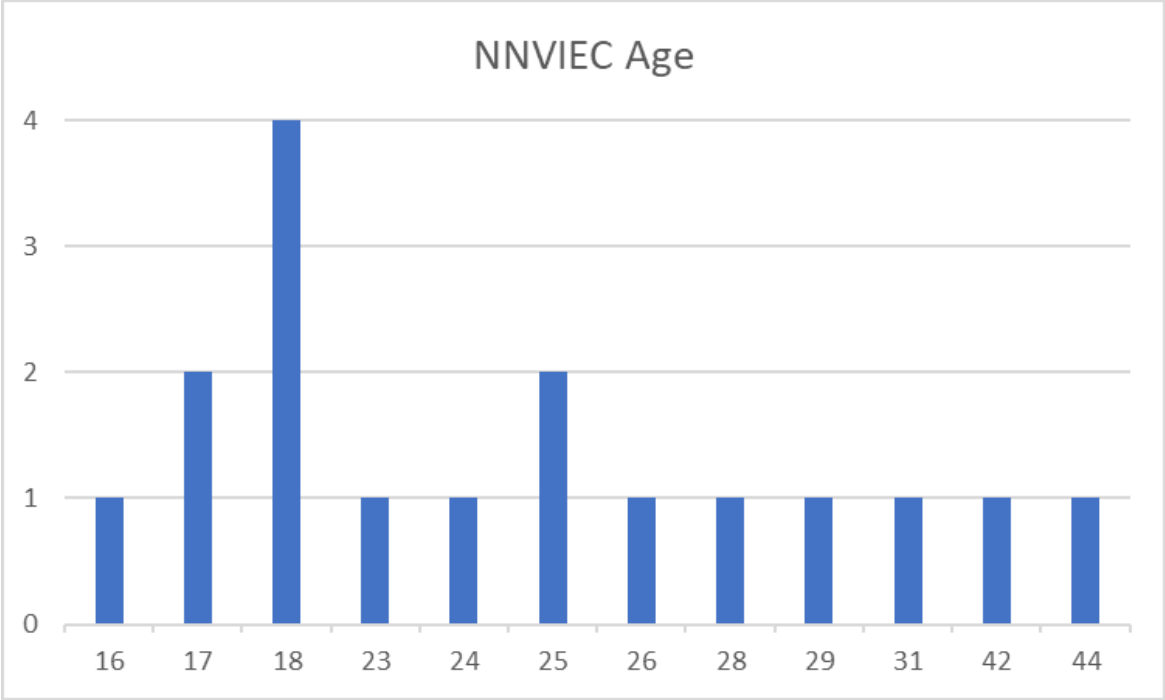
	+ 2023	+ 2024	+ 2025	Grand Total
Row Labels				
AS	1			1
ELEC1	1	5	5	11
Grand Total	2	5	5	11

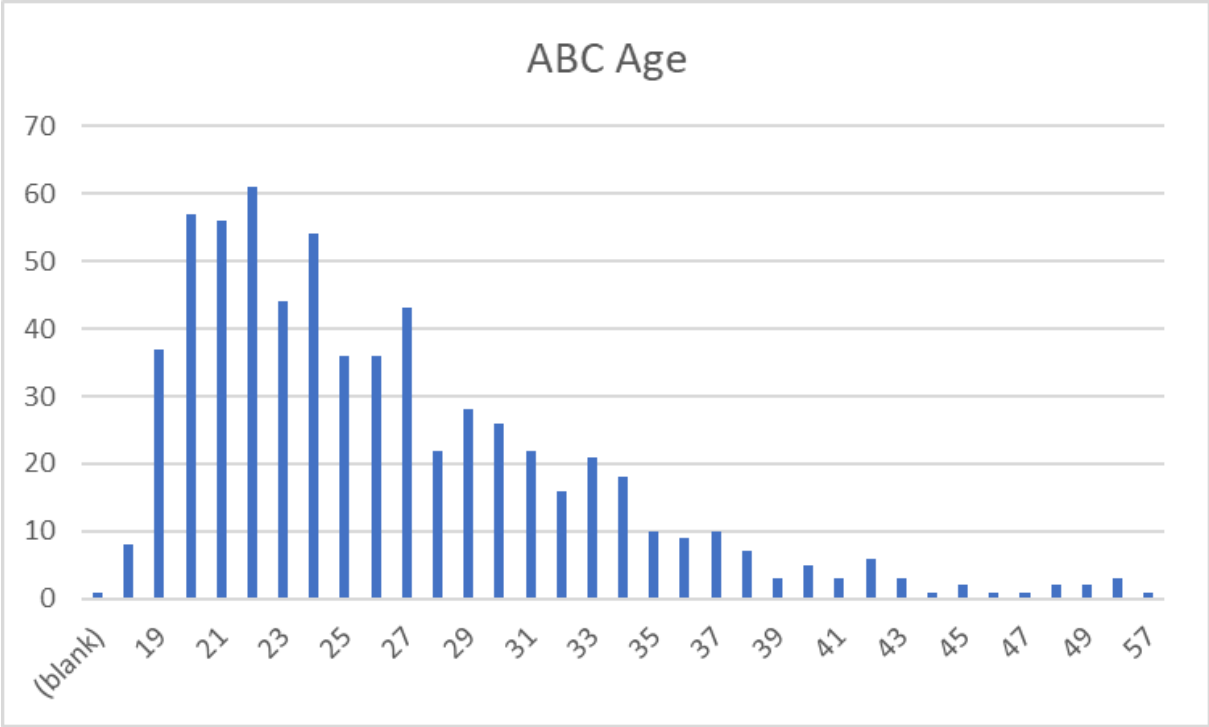
BTLA All Awards Earned

	+ 2015	+ 2023	+ 2025	Grand Total
Row Labels				
AA	1			1
AGS		1		1
DFS-AAS	1			1
DSIP	1			1
MECH			1	1
MT			1	1
Grand Total	1	1	1	3

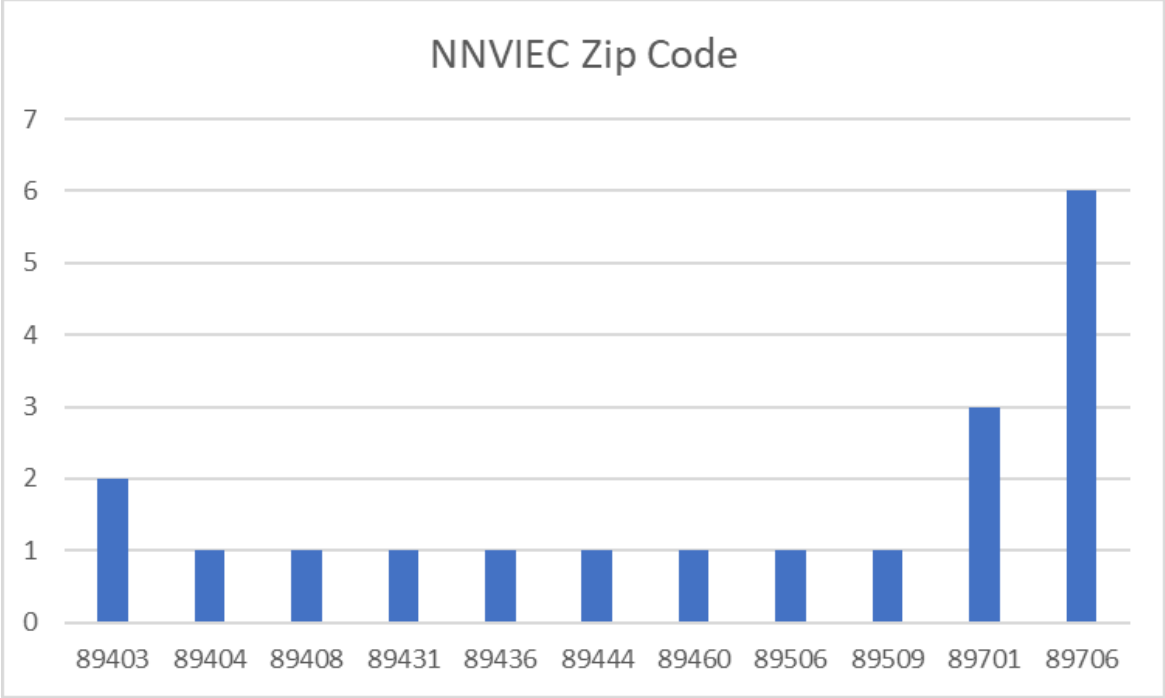
BTLA Declared Academic Plans

	+ 2023	+ 2024	+ 2025	Grand Total
Row Labels				
AA	4			4
AGS	1			1
AS	1			1
ASL-CP	1			1
CRJ-CP	1			1
DFS-AAS	1			1
GBU-AAS	1	1	1	1
ND-JU	22	4	2	22
ND-PI	1			1
ND-UND	67	30	23	83
Grand Total	91	35	26	107

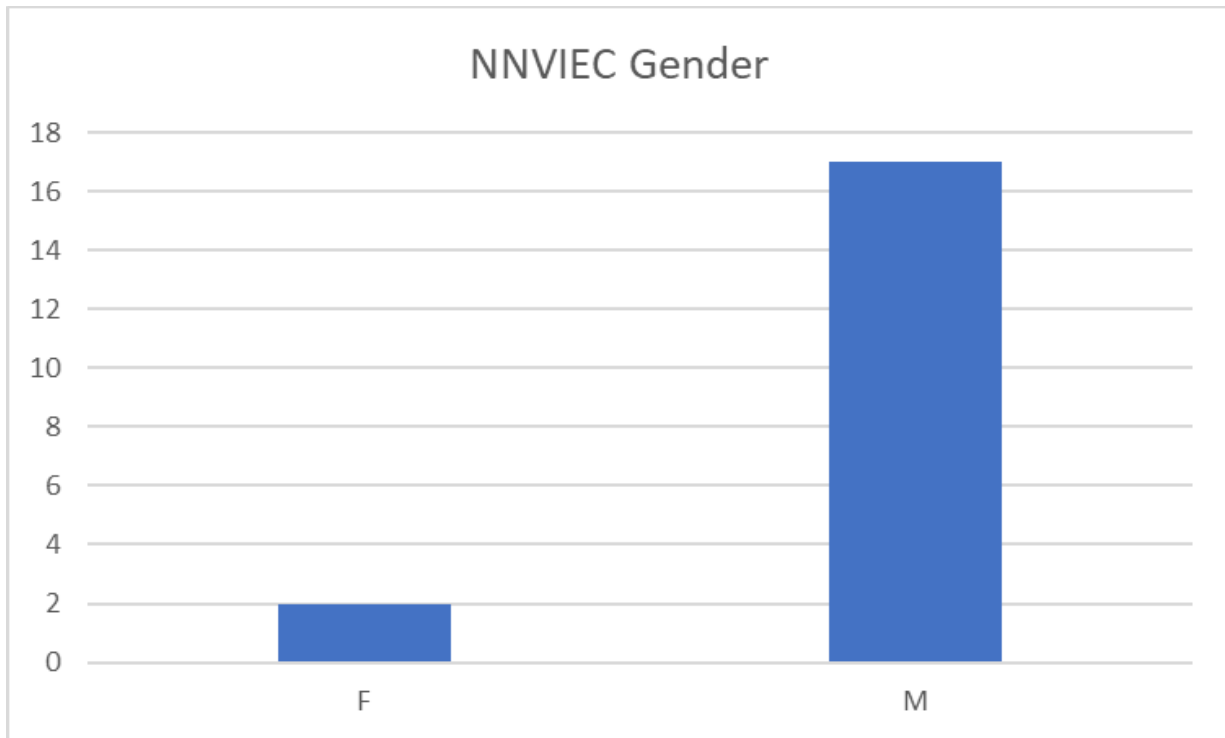
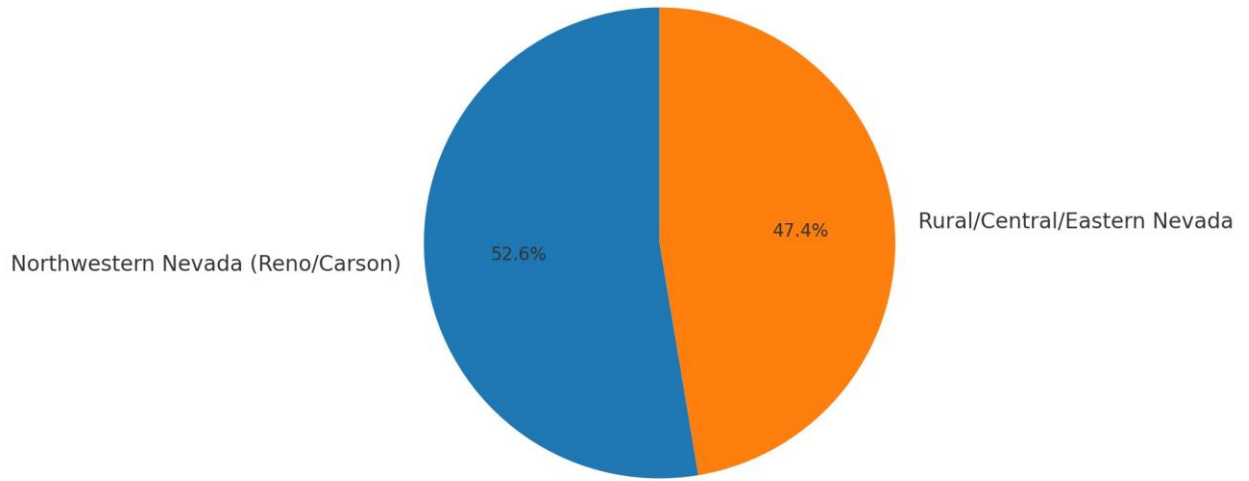




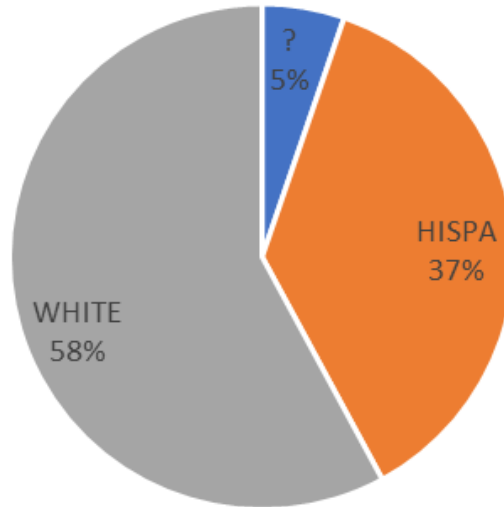
[NNVIEC Zip Code:](#)



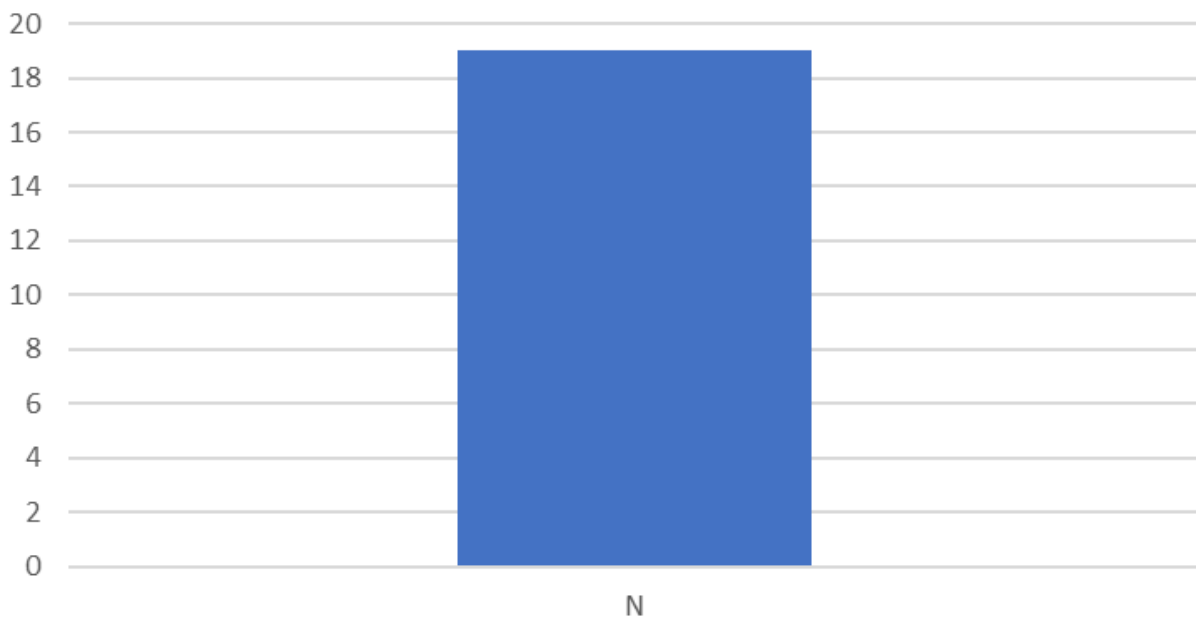
Regional Distribution of People (NNVIEC Data)



NNVIEC Ethnicity



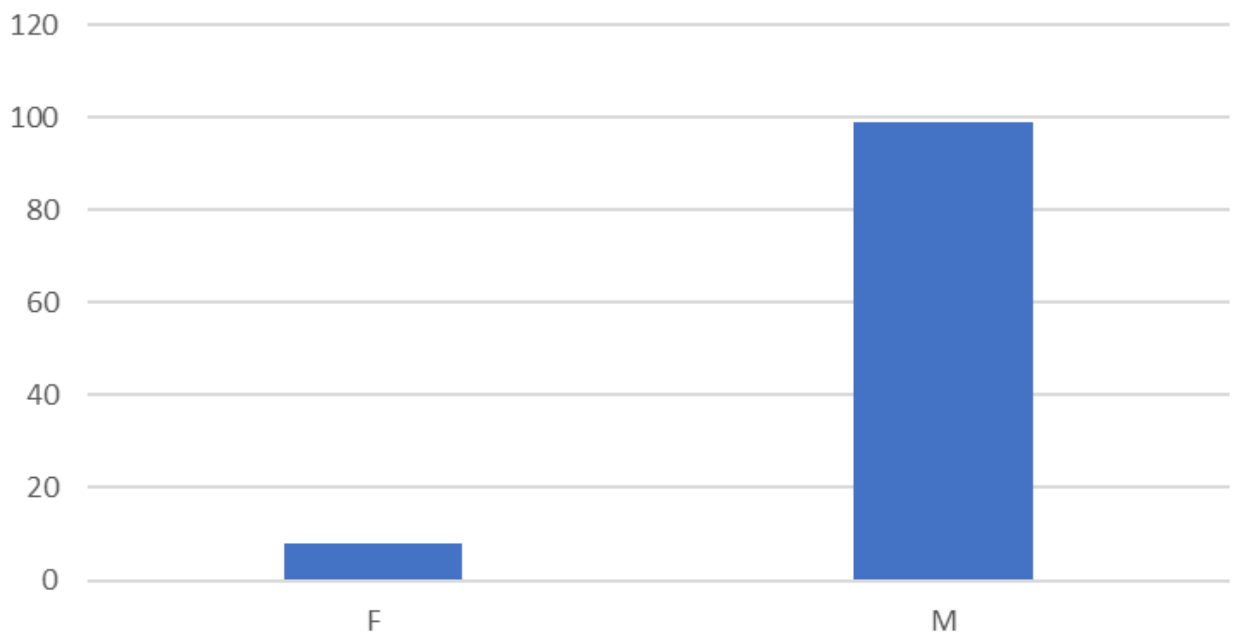
NNVIEC First Generation



1

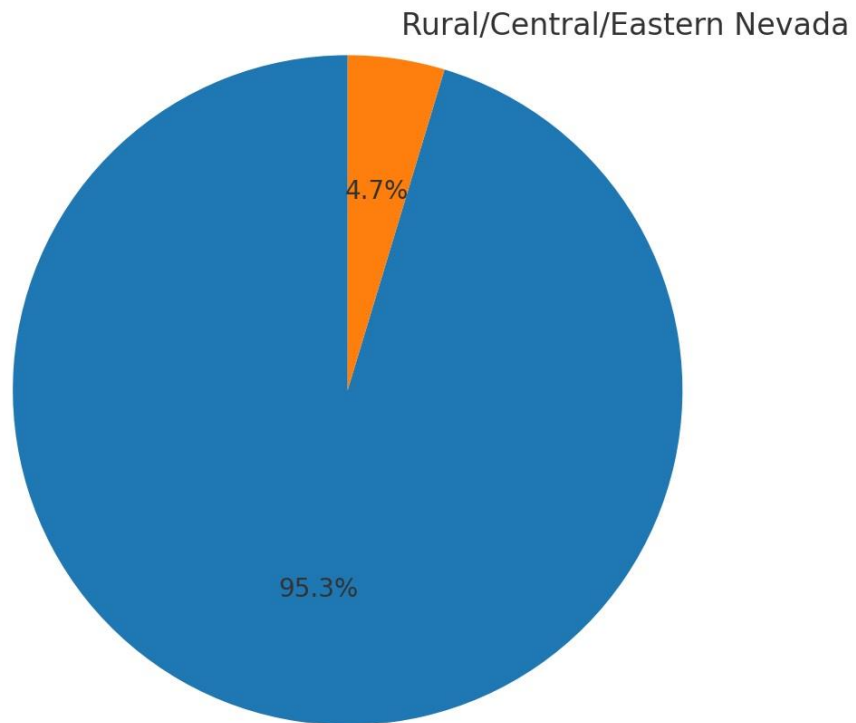
¹ All First Generation data was listed as no. This indicates a problem with either reporting or documenting this question.

Laborers' Gender

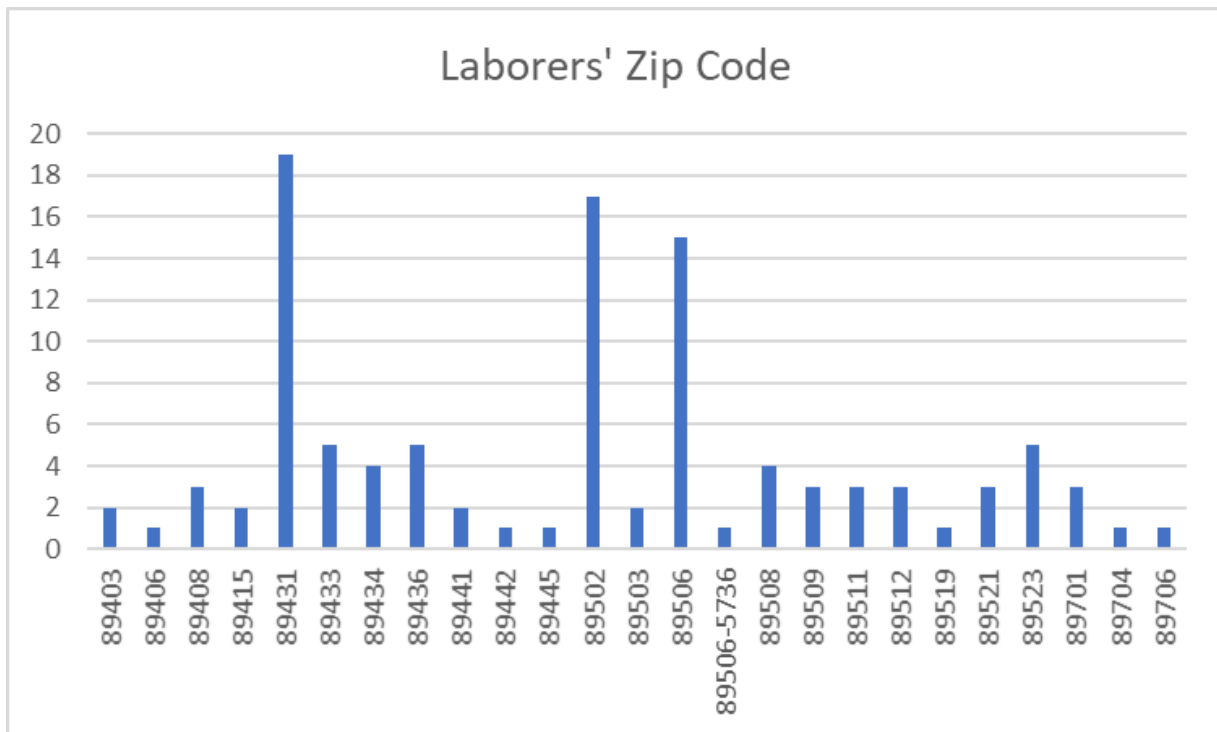


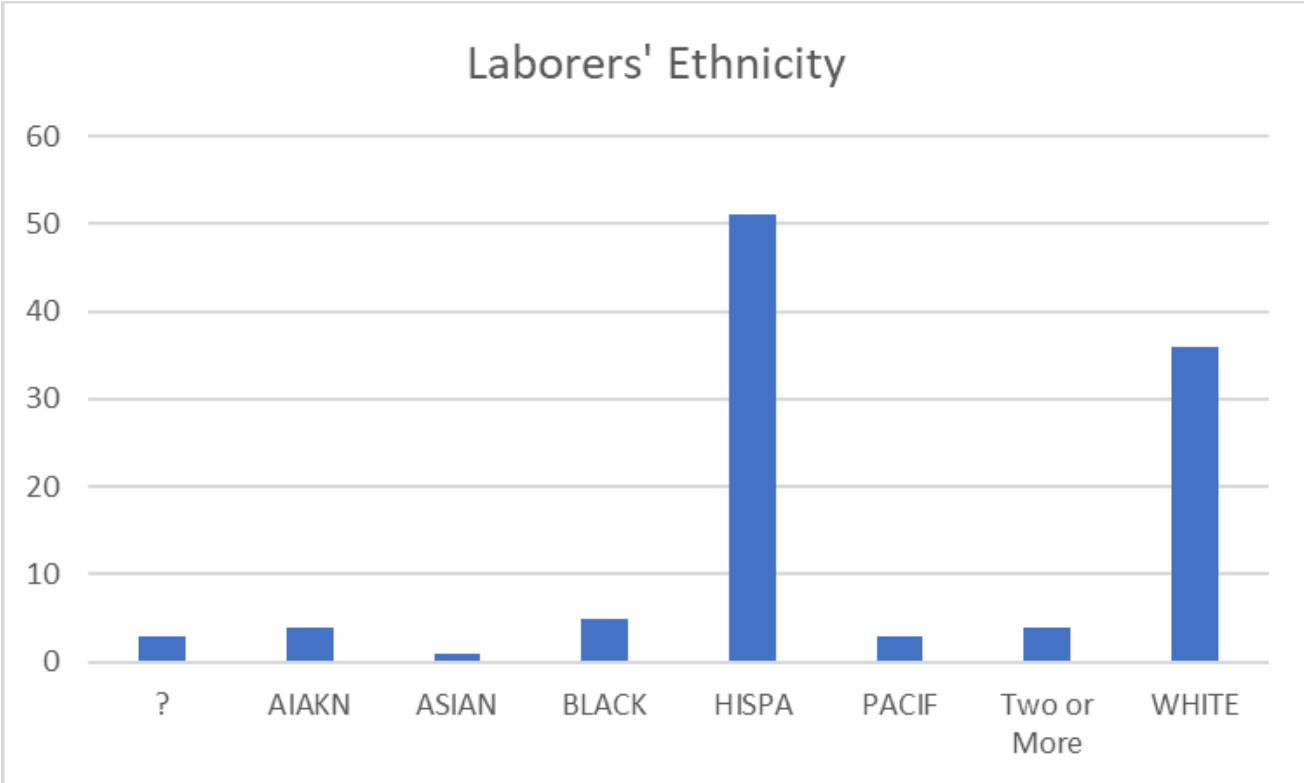
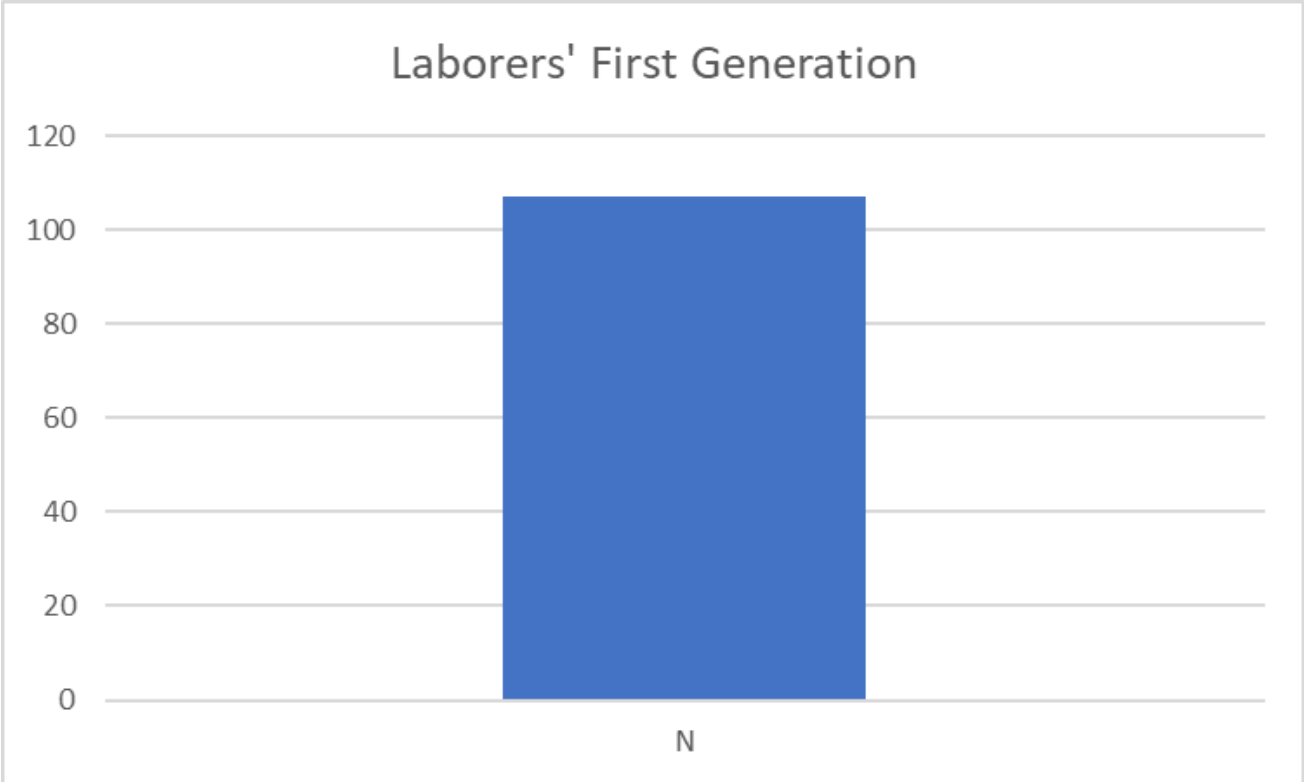
Laborers' Zip Codes:

Regional Distribution of People (Laborers' Data)



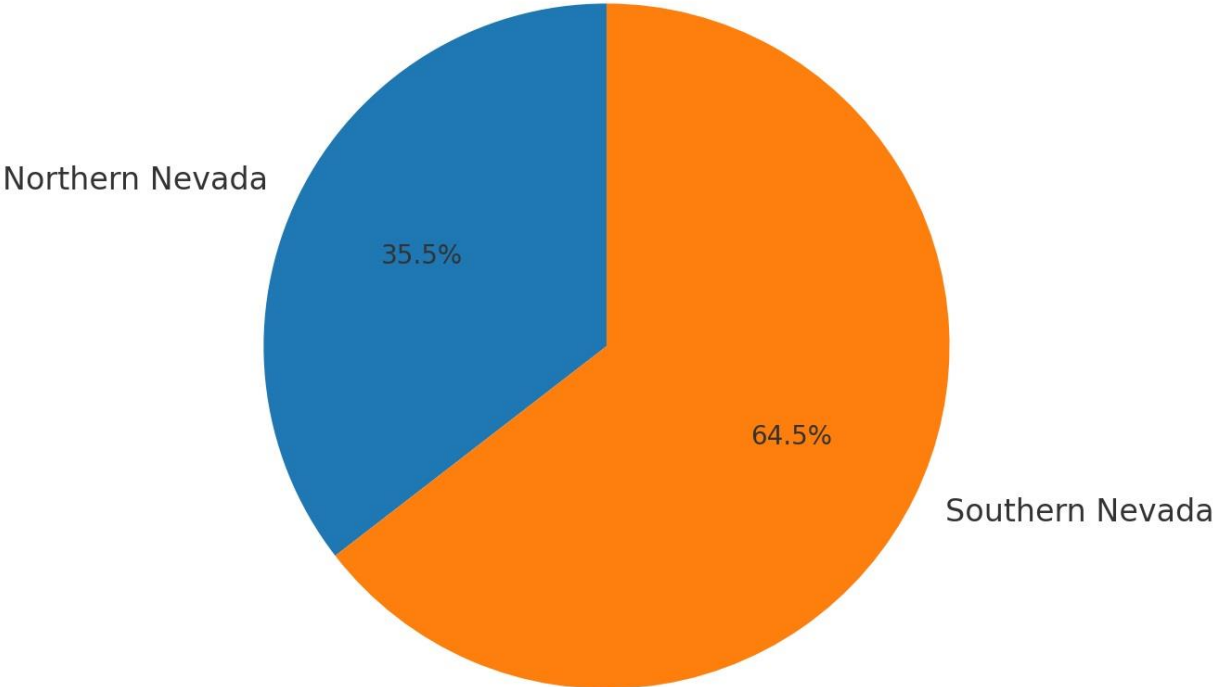
Northwestern Nevada (Reno/Carson)



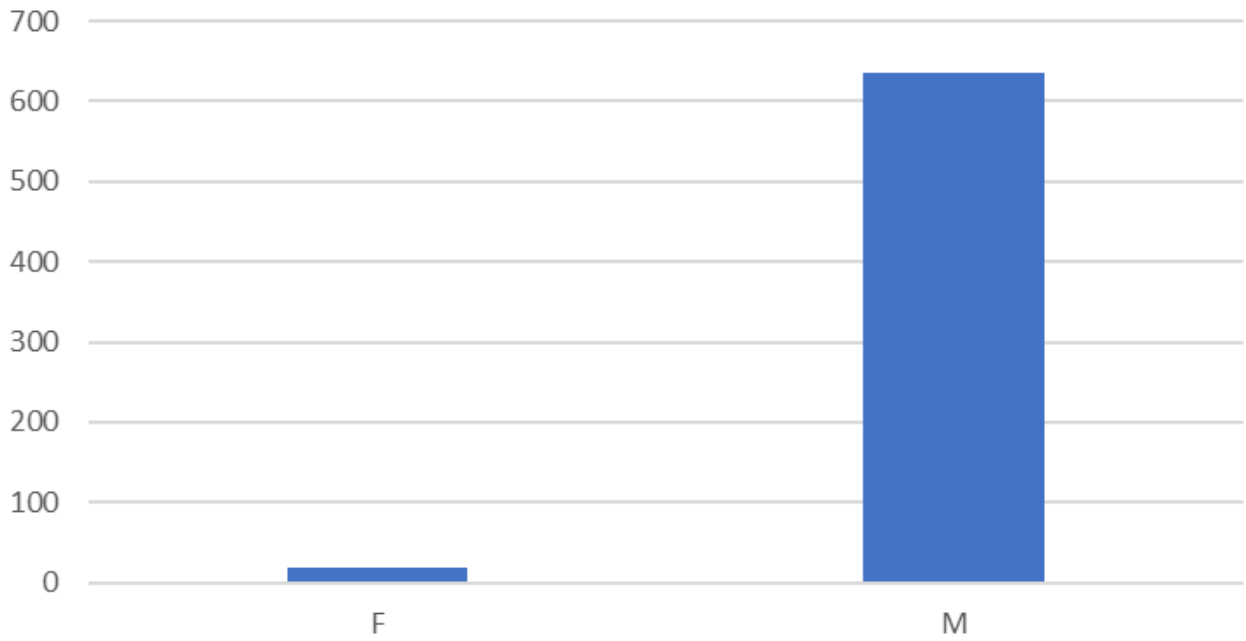


[ABC Zip Code:](#)

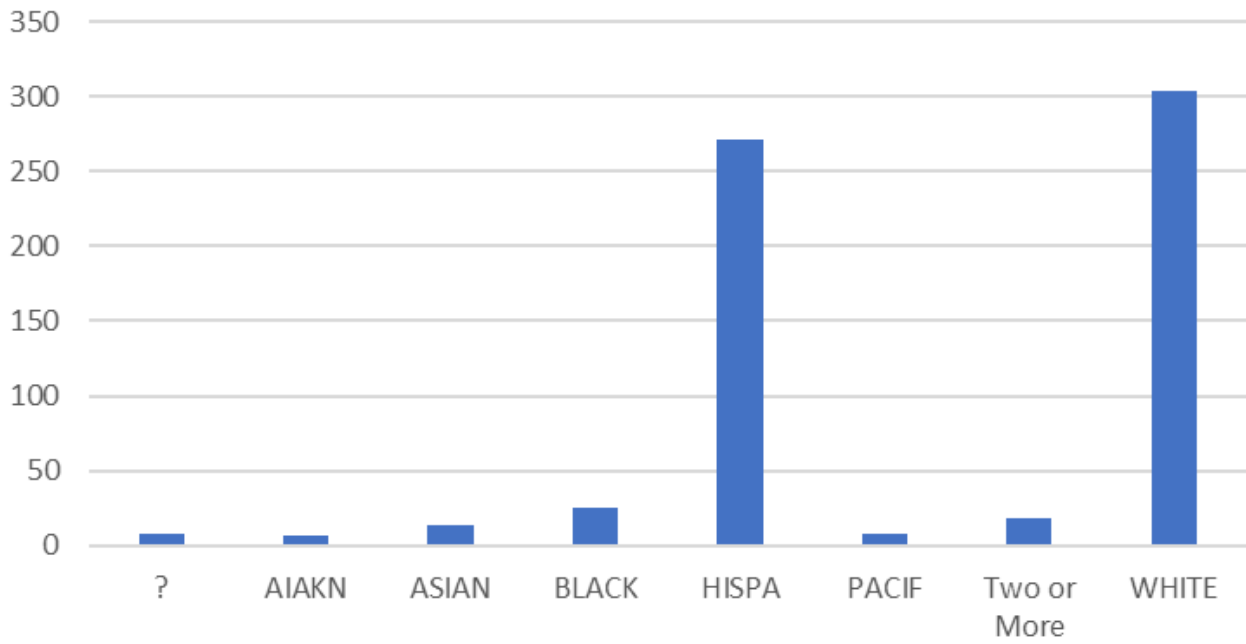
Distribution of People: Northern vs Southern Nevada



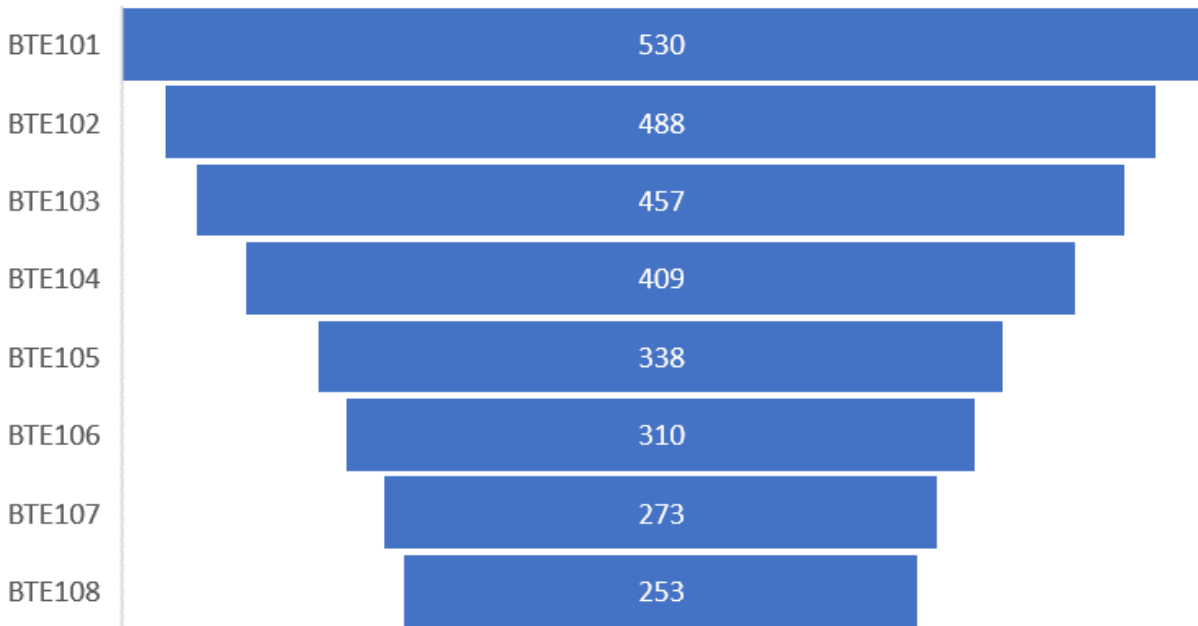
ABC Gender



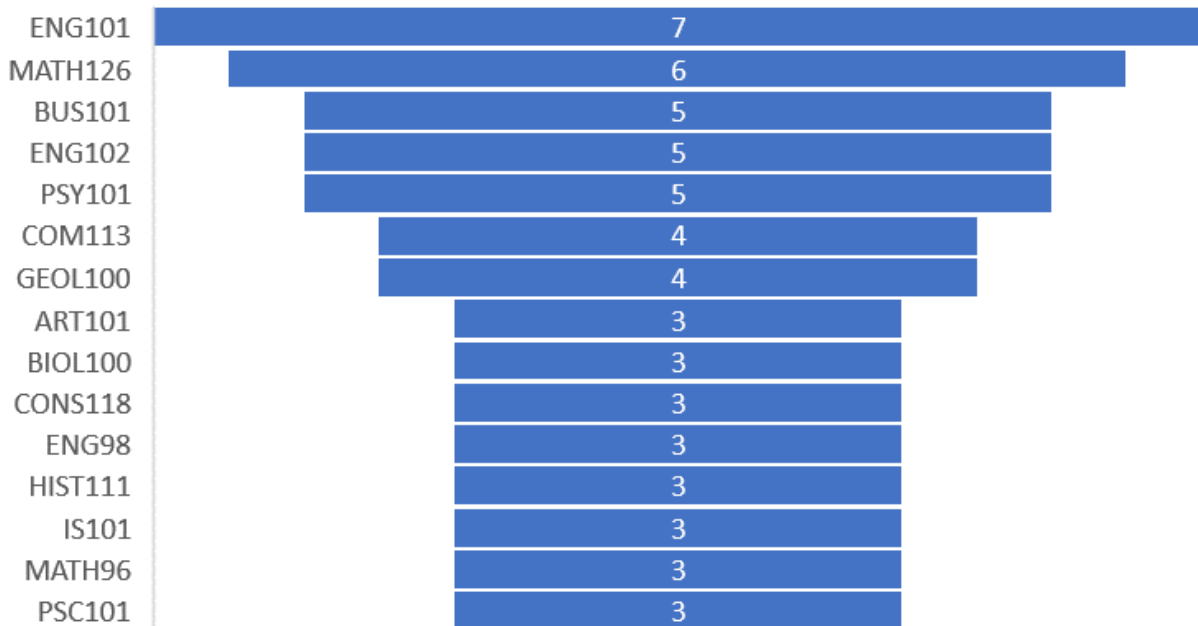
ABC Ethnicity

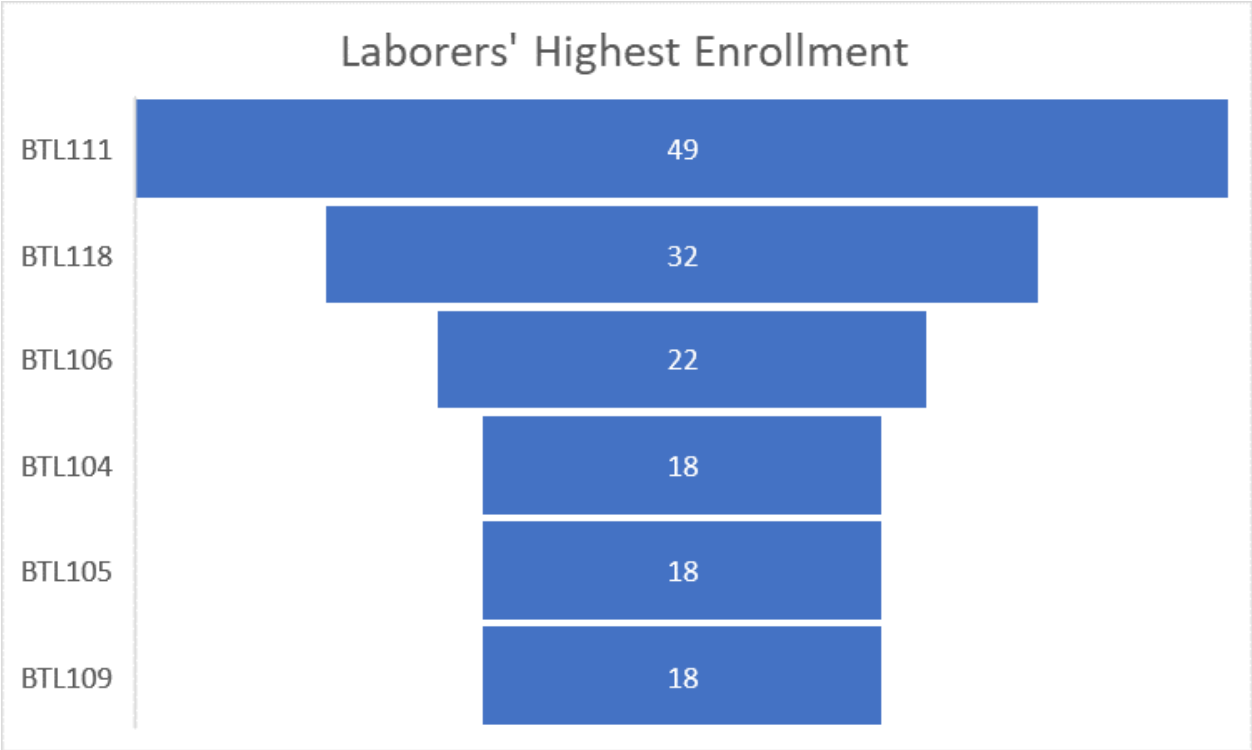
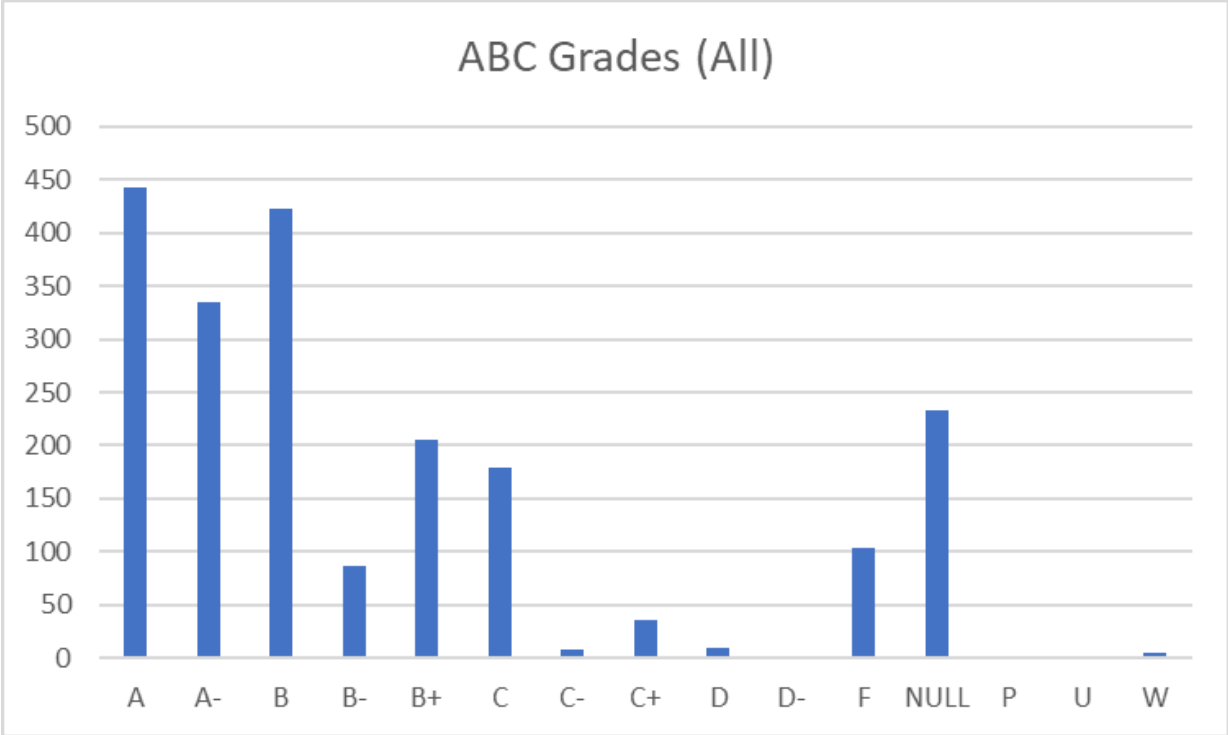


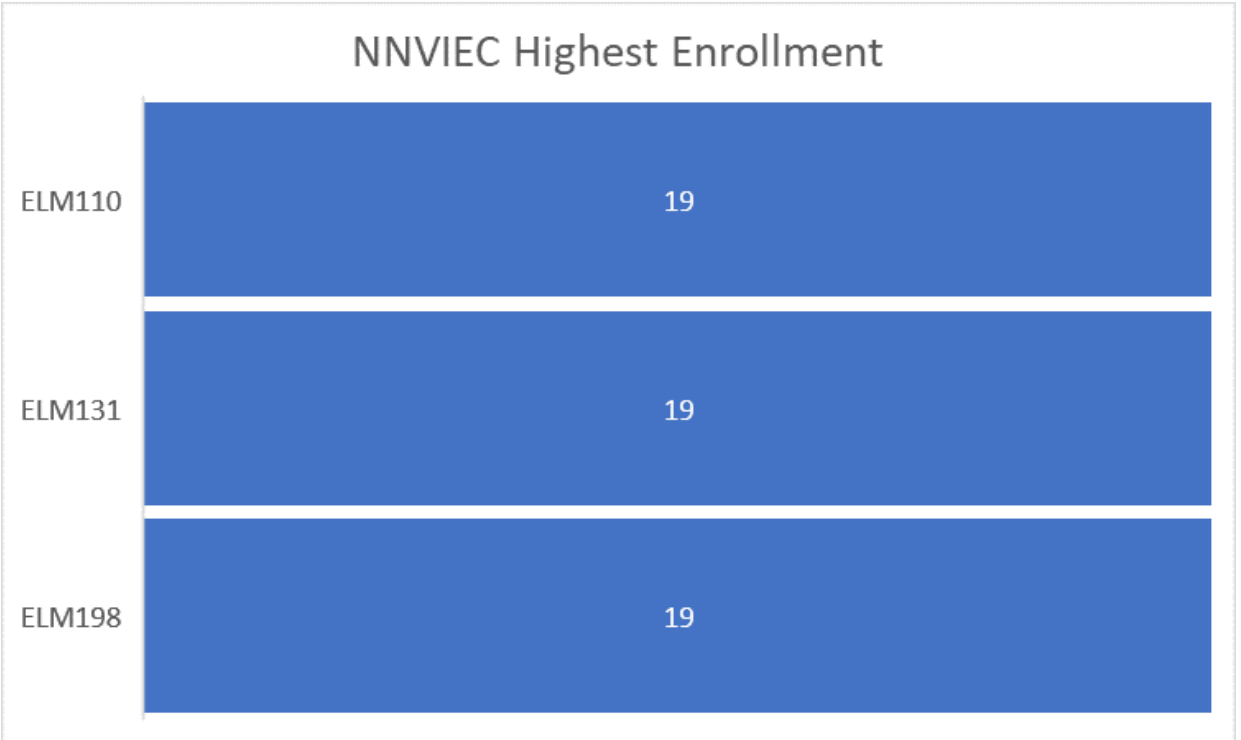
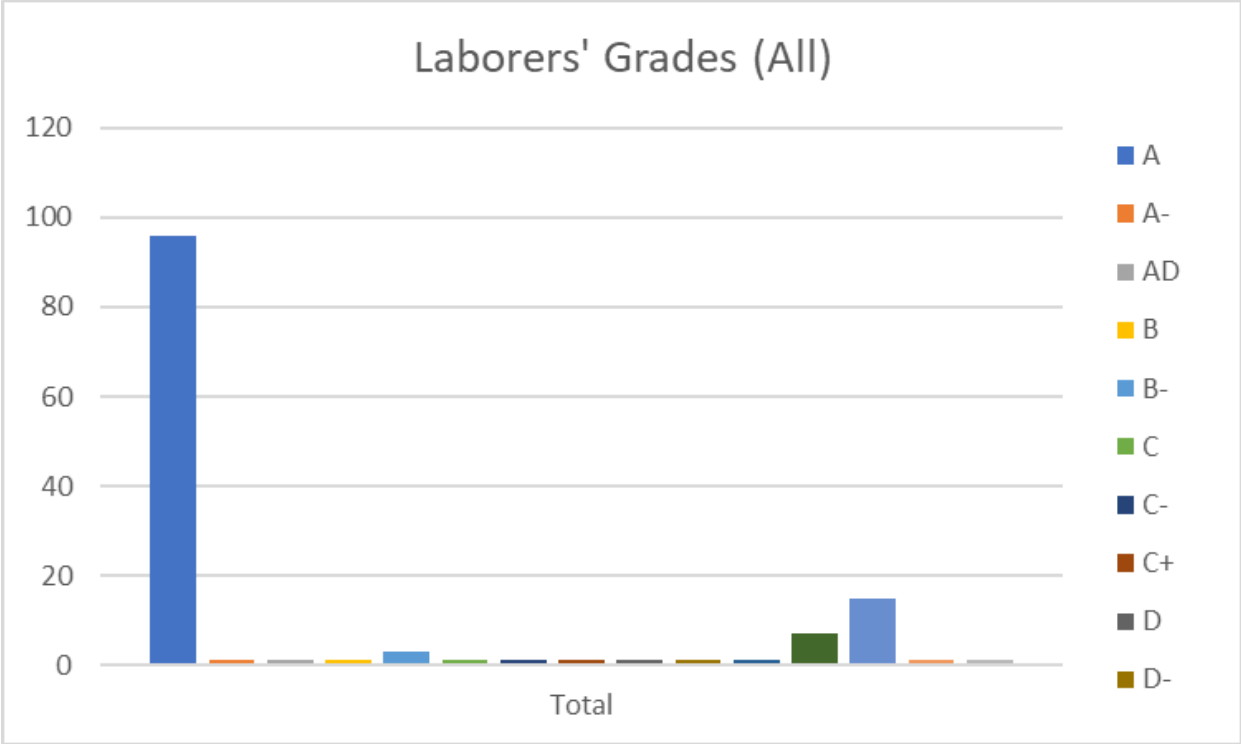
ABC Highest Enrollment



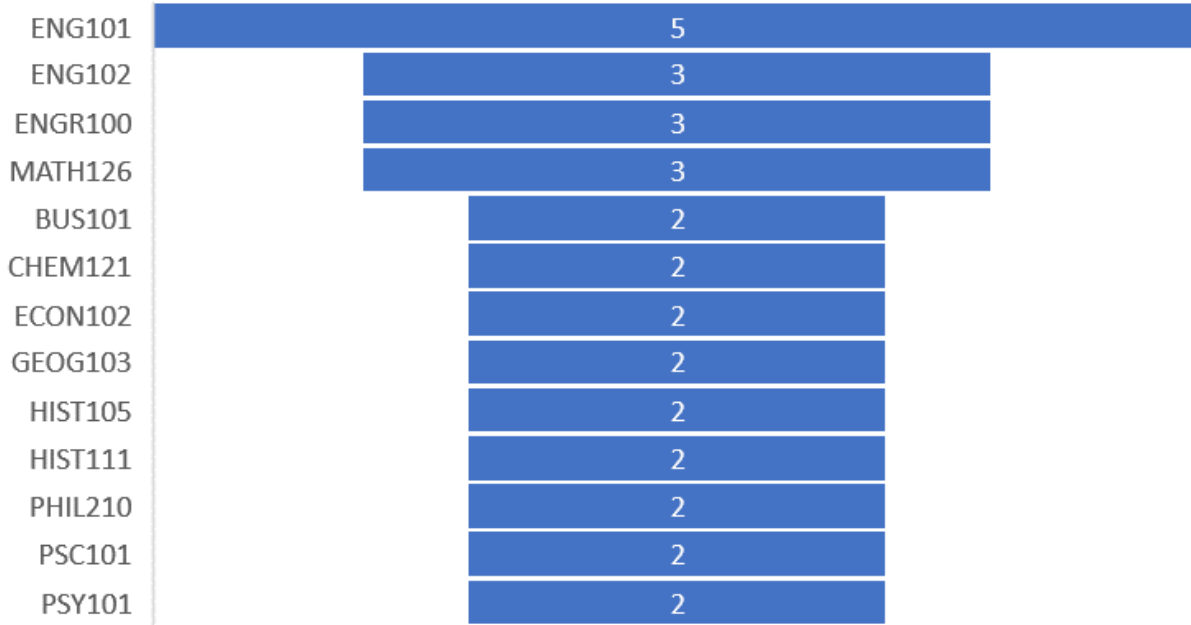
ABC Highest Gen Ed Enrollment



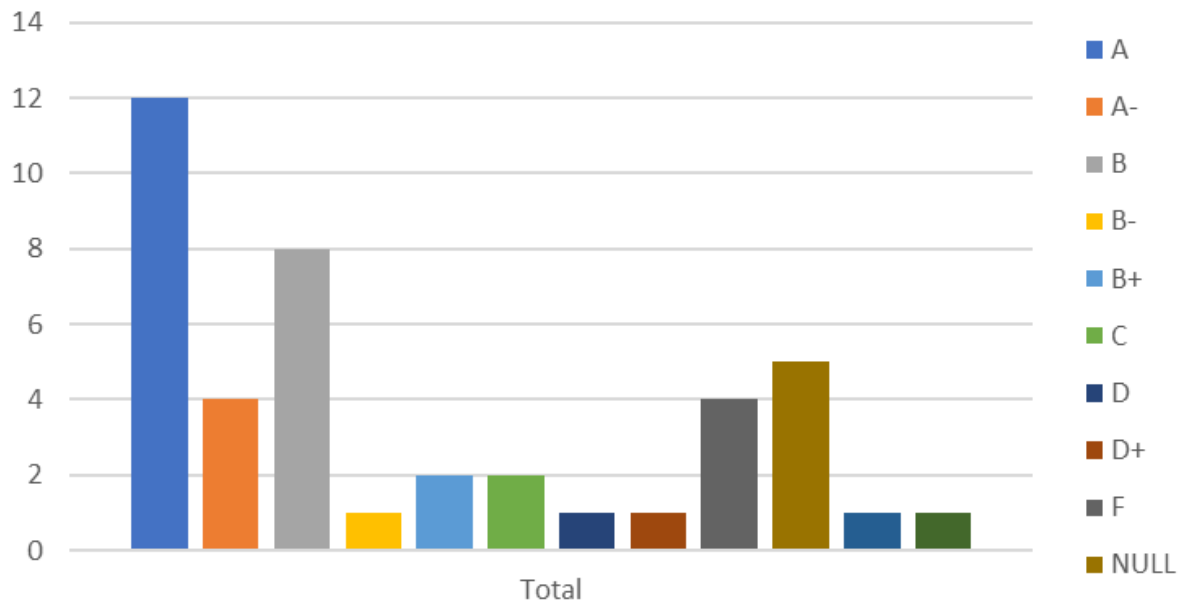




NNVIEC Highest Gen Ed Enrollment



NNVIEC Grades (All)



IV. Financials - provide a narrative response to each of the following:

If students choose to pursue the Certificate of Achievement or AAS they have to pay for the General Education courses, though they do not pay for their other classes out of pocket as employers pay for those courses. Per MOU requirements, we are not able to divulge the detailed process and costs associated with each Apprenticeship partner. Generally speaking, WNC provides an invoice to the partner institution and receives an invoice for expenses related to the faculty, facilities, and expenses. WNC receives funding for this program through the DETR grant, degree completion, and weighted student credit hours at 4 credit hours per class per student.

V. Additional Department Information

Apprenticeship students have access to the same student services as every other student at the college. In practice, however, they rarely use these resources unless they contact Deb Conrad, the Program Director, about the AAS. Advising staff have expressed interest in collaborating more closely, as they often encounter students who are interested in joining Apprenticeship. One opportunity to strengthen this collaboration would be the development of a suggested General Education curriculum for AAS students, which would provide a clearer advising pathway.

The program is supported, in part, by a grant from the Department of Employment, Training and Rehabilitation (DETR). Each year, the college receives funds through this pass-through grant.

Leadership and administrative oversight of the program has recently been strengthened. Deb Conrad now serves as Program Director, a role that was previously handled by the assistant to the Vice President. This change reflects the college's decision to allocate greater administrative resources to Apprenticeship, thereby elevating the program's visibility and support. The Program Director works closely with Admissions and Records as well as the Business Office, which are integral to the program's daily function. As the program grows, particularly if the number of Apprenticeship partners increases, additional support will be necessary. Advising is expected to play a larger role in this expansion, especially as the college emphasizes the AAS pathway. To assist with the program's heavy paperwork load, Deb will soon have a part-time Administrative Assistant 2 (AA2) to provide direct support.

While the program has received additional administrative attention, the college does not currently participate in faculty or curricular decision-making for Apprenticeship. Faculty qualifications are not assessed by the institution; instead, they are accepted through Memoranda of Understanding (MOUs) that rely on partner organizations to vet faculty. To align Apprenticeship with other Career and Technical Education (CTE) programs, the college should work collaboratively with its partners to develop assessment plans for faculty qualifications, much like those already in place for CTE.

VII. Comparisons - Apprenticeship programs are not included in public documents, so no specific information is available.

1. TMCC has an Apprenticeship Program
2. CSN has an Apprenticeship Program
3. GBC has an Apprenticeship Program

These programs are largely regional or through particular partners, who do their own recruiting. We are an administrative emulsifier only.

VIII. Recommendations and Commendations

Commendations:

- Faculty and administration in both Construction and Apprenticeship were incredibly flexible and student focused in modifying both programs to make beneficial changes. Deb and Nigel rule.

Recommendations:

- WNC must be invited and attend ABC orientations to 1) promote the program, and 2) assist students with enrollment related barriers.
- We need to include mandatory assessment of course objectives, with required reporting to WNC, in the partner MOUs. WNC must develop an accountability check to ensure compliance on this item.
- To address low completion rates, WNC should provide greater administrative support to the program. This will allow the institution to pursue more direct access (via phone and email) to students to provide greater support, which has the potential to positively influence their ability to enroll and complete higher level awards. To further encourage students, we should also ensure that we are sending skills certificates for completers.
- Modify the AAS program promotional materials to recommend CONS 111 and CONS 281 for students planning on enrolling in the BAS construction program and list both courses specifically as options in the curriculum.
- Consider creating an opportunity for Apprenticeship students in Southern Nevada to participate in our BAS program. Two of the classes we offer are only currently available in person (CADD 100 and CEM 453).
 - We should consider offering CADD 100 online as the software, which was once prohibitively expensive, is now available for free to students.
 - CEM 453 is available at UNLV, which students could take as non-degree seeking students, then reverse transfer the course to WNC. Possible problems: there are

prerequisites for that course that are not required as part of our BAS curriculum. If those are hard flagged prerequisites, this wouldn't work.

- Review and amend existing MOUs based on how these recommendations are implemented.
- Eliminate the partnership with Laborers.
- We currently have only one award code for ABC skills certificates (BT), but offer six different curriculums for this award. It would be useful to create the following award codes for each different skills certificate in order to track which curriculum students are choosing: BTP (Plumbing), BTE (Electrical), BTO (Heavy Equipment Operator), BTC (Carpentry), BTL (General Construction), BTS (Construction Sheet Metal), BTT (Building Trades Telecommunications).
- Compile a suggested General Education curriculum for AAS students.