

PROGRAM REVIEW

**Office of Continuing Education & Training (OCET)
University of Hawaii Maui College**

**Review Year
September 2010 – August 2011**

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Executive Summary

This is the Program Review for the University of Hawaii Maui College, Office of Continuing Education and Training. The review year is defined as September 2010 through August 2011.

There are three major program areas within the Office of Continuing Education and Training – EdVenture, Maui Language Institute, and the Apprenticeship Program.

EdVenture

In summer of 2011, VITEC transitioned to a new name – EdVenture. The 2011 spring catalog promoted the name change contest and suggestions were received from the public. Although our community has identified with VITEC for many years, the current team believes strongly that the program's current offerings and future offerings requires a new name that will attract attention to a wider customer base.

The EdVenture the team is lean, stable, and solid. Talents on the team are diverse and complement each other. There is a sense of accomplishment, a sense of belonging, and a sense of contribution that each team member feels.

Registration numbers continue to be lower than previous years and cancellation rates are higher than desired. Computer/Technology classes and business classes have done well, with personal enrichment classes taking a dive, which is understandable during a depressed economy. In November of 2010 a new Operations Manager joined the team and processes and procedures are becoming more effective and efficient. The team is now able to analyze data in a timely manner and drive decision making with the use of data. For the past four years the team has utilized casual hires on a part time basis to handle catalog development and marketing, and each year the proposed strategy has been to focus on marketing and promotions, to implement ideas on generational marketing, e-newsletters, constant contact notices, specific class promotions, and more. This coming year, plans are to hire a full time graphic/promotions person to assist with the marketing needs to take EdVenture to the next level. The team has also initiated steps to modifying each team member to have revenue generation responsibilities. 2012 will be the year for a major shift in EdVenture's marketing strategy along with the possibility of acquiring an online registration system, currently at the RFP review process.

EdVenture's goal is to not only create new, interesting, and lucrative courses and workshops and market them to the world, but to also address the workforce development needs of our community and state. The team is market driven and focused on life-long learning, and continually challenges the traditional limits of education to develop new and innovative strategies for creating dynamic learning environments for the life-long learner.

Maui Language Institute

It has been ten years since the inception of the Maui Language Institute, in its current manifestation. The following report traces the development of the Institute from 2006-2011 to provide a perspective for MLI's 2010-2011 Program Review. The report covers: 1) an overview of MLI including its mission and relationship to UHMC's strategic plan;

2) an overview of MLI's programs including tuition revenue generated by the short term programs, the SAM (Study Abroad on Maui) programs, and MLI's fiscal contribution to the college as a whole; 3) an overview of MLI's students and curriculum, including countries of origin, as well as local and international connections; 4) an overview of MLI's assessment, quality standards, and continued improvement strategies; 5) an overview of MLI's accomplishments in 2010-2011, including developments with the SAM program (with particular reference to Osaka Gakuin University), the new Kulanaa`o management team, HTH Worldwide insurance, and the International Office of International Services; 6) and, an overview of MLI's S.M.A.R.T. goals for the future, including 1) retain Osaka Gakuin University as a feeder school for MLI's Fall I session in the future; 2) recruit a university that would serve as a feeder for one of MLI's Spring sessions; 3) recruit FI students for both MLI and the UHMC credit program through conferences and workshops; 4) recruit FI students for both MLI and the UHMC credit program through Internet Marketing and Online ads (Study USA); and 5) recruit FI students and globalize campus through the establishment of the Office of International Services

This report will demonstrate that MLI has never been fiscally sounder. Also, it recognizes that the philosophy of the new Kulanaa`o management team is conducive to a student-centered environment with the flexibility to accommodate a variety of UHMC's many short-term groups/programs. MLI will be working closely with the Kulanaa`o team to ensure housing for future entrepreneurial initiatives.

Apprenticeship Program

A major component of the Construction Initiative is to improve and expand Apprenticeship Training. UH Maui College's Apprenticeship Program provides the related instruction portion of Apprenticeship Training to all active construction apprenticeship programs within the County of Maui that applies at the College and who are pursuant to the State of Hawaii's Apprenticeship law.

Presently the growth of UH Maui College's Apprenticeship Program has decreased due to the down turn in the State Construction Industry which did not require any new/replacement jobs that need to be filled through apprenticeship. Enrollments have decreased from approximately 880 in 2007 to about 556 in 2010. Presently in 2011 the apprenticeship enrollment is approximately 420. This down turn in apprenticeship enrollment has occurred with increases in a combination of Apprenticeship/Journey Worker Up-grading, Health and Safety enrollments in training programs that are currently affiliated with the College. Besides the standard apprenticeship classes that are requested by the various trades, many trades are offering Welding, AutoCAD, Soldering/Brazing, Confined Space, Driver Program Improvement, Pipe-layout, Med-Gas, Rigging, Forklift certification, Hazardous Materials, Fall Protection, Scaffolding, Rough Terrain certification and other specialty courses were also available this past semester to various apprentices attending the fall 2011 semester. These courses were held because the ratio of journey persons to apprentices have decreased and the need for apprentices to apply certain skills in the field that the journeypersons would have completed in the past are now being requested of the apprentices. The funds earmarked for lectureship costs will help to continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increased number of classroom and shop spaces required to support the demand in apprenticeship and journey worker training have over taxed shop/classroom spaces. In 2010 and this past semester, UH Maui College's Apprenticeship Program have used apprenticeship funds to purchase building materials and supplies to build storage areas for the masons, plumbers, carpentry programs, along with a covered training area for the masons. Besides building materials and supplies, media and other equipment were purchased with the Constructive Initiative funds.

This funding enabled the College to replace equipment that are outdated and/or unsafe and purchase different types of equipment that all the trades can utilize to expand their scope of training.

Presently, budget cuts and the end of the Constructive Initiative funds have impacted UH Maui College Apprenticeship Program funding. The UH Maui Apprenticeship Program will inform the trades that it no longer can assist with purchasing of equipment and supplies to supplement all their apprenticeship programs. Due to budget cuts, the equipment and supplies monies are on hold for the spring 2012 apprenticeship classes. The UH Maui College Apprenticeship Program is awaiting the trades to complete their spring 2012 class rosters in order to calculate the lecturer salaries for the spring semester. After the spring 2012 semester starts, the budget will be reviewed again, to determine if sufficient funds are available to pay all the lecturers. If there are insufficient funds in the apprenticeship budget, the apprenticeship equipment and supply budget will be used to pay for lecturer salaries. If there is a shortage in the apprenticeship funds, other funds from the campus will be required to pay for the lecturers because the apprenticeship programs are mandated by the State. Once the lecturer funds are calculated and the spring 2012 begins, equipment and supplies will be purchased if funds are still available. Most of the projected equipment and supplies that will be purchased will be based on class requirements. Although the College will not be able to furnish all the trades with the equipment/supplies requested, with continued planning and development with the trades and industry, UH Maui College Apprenticeship Program will assist with the opportunity to provide courses to better prepare the apprentices and journey person within the construction industry in the County of Maui.

Conclusion

As the Director of the Office of Continuing Education and Training, I am truly honored and humbled to work with a team that is second to none. I am proud of each person's ability to step up to the plate and do what needs to be done. They live our team values and mission, and truly care about providing learning opportunities for the life-long learner of Maui County and beyond.

Please enjoy reviewing this Program Review, as I have enjoyed sharing this team's successes.

PROGRAM REVIEW

Office of Continuing Education & Training (OCET) University of Hawaii - Maui College

Review Years: September 2010 – August 2011

Compiled by Lori T. Teragawachi, Ed.D. in collaboration with the OCET Staff
(EdVenture, MLI, & Apprenticeship)

Program Review Approach

The Office of Continuing Education and Training (OCET) provided a Comprehensive Program Review as one of three pilot programs in September 2004 and again in September of 2009. Submittals of standard Program Reviews occurred for:

September 2004 – August 2005 in fall 2005

September 2005 – August 2006 in winter 2006

September 2006 – August 2007 in winter 2007

September 2007 – August 2008 in fall 2008

September 2009 – August 2010 in fall of 2010

This Program Review will cover September 2010 – August 2011.

As stated in previous years, the University of Hawaii Community College system wide Directors of Continuing Education and Training are in dialogue with regards to a system wide format for the annual program reviews. Plans are to develop a template that resembles an Annual Report, similar to those of businesses and organizations that report to their stakeholders. This applicable format would then allow a distribution to businesses we serve. The Annual Report template has hit a few roadblocks from a few campuses, and the conversations continue. Some campuses are currently reorganizing and OCET Directors are obligated to meet the Program Review format request from their administrators. Until a template can be agreed upon by all campuses, each campus will utilize a format that best suits their programs.

OCET continues to adopt the business model of strategically assessing our internal programs and services with the facilitation of a strategic planning retreat utilizing the SWOT analysis on an annual basis. A strategic planning session for the OCET/EdVenture team was held on September 8, 2011 from 7:45 AM – 5:00 PM at the King Kamehameha Golf Course, Mana’o Pono Conference Room. For the last three years, the strategic planning retreat involved the entire team of OCET/EdVenture. This strategy continues as we live the guiding principle of “involvement = commitment”.

In Attendance: Freida Harris, Lucille Franco-Eharis, Stephanie Pratt, Eva Bondar, Marc Antosch, Joanne Doell, Sue Feltz, Peggy Kelley, Diane Grogan, Bobbie Rucker, and Lori Teragawachi. Chancellor Clyde Sakamoto was also in attendance for the first hour to share his insights to the future for Maui County and vision for EdVenture.

There are three major program areas within OCET – EdVenture, Maui Language Institute, and Apprenticeship. Each of these programs will report separately within this Review.

OCET/EdVenture Mission

Annually the OCET/EdVenture Mission is reviewed and no changes were made this year:

The Office of Continuing Education and Training promotes life-long learning for residents, visitors, businesses, and organizations.

UH MC Mission

UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

OCET/EdVenture Vision

During the Strategic Planning Retreat, the OCET/EdVenture Vision also remained the same and continues to be in alignment to the College's Vision:

Our vision is to be a leading edge training organization dedicated to enhancing the professional and personal lives of Maui residents, visitors, and increasing the effectiveness of businesses in a dynamic global marketplace.

UH MC Vision

A world-class island based open admission university meeting current and emerging education and training needs through innovative, challenging, excellent programs offered in authentic and stimulating learning environments.

EdVenture Values

This year the team was exposed to Patrick Lencioni work on the Five Dysfunctions of a Team. An assessment was given to each team member and the compiled results were shared at the retreat. The primary purpose of the assessment was to provide the team's unique strengths and areas for improvement in the categories of Trust, Conflict, Commitment, Accountability, and Results. The outcome of this activity will assist the team with understanding specific behaviors that will help to live the values of the team.

- Integrity
 - I treat everyone with fairness
 - I live in alignment with my values
 - I live a pono life and do what is best for my team
- Professionalism
 - We live great customer service
 - We treat people with kindness and respect
 - We keep our commitments in a timely manner
- Creativity
 - We do the same things differently
 - We find a way to get it done within the system
 - We problem solve and we make the impossible possible

- Cooperation
 - I cooperate by helping others with their work projects
 - I listen and respond to other's needs
 - I am cooperative when participating in group activities
- Passion
 - I enjoy my work and I am enthusiastic at work
 - I share my enthusiasm
 - I like to progress
 - I try to be efficient... I work smart, not hard
 - I inspire and motivate
 - I appreciate being appreciated
 - I like to contribute over 100%

UH MC Values

- Malama
- Mana'olana
- Lokahi
- Aloha
- Kuleana
- Pono

Contribution of OCET/EdVenture to the Mission and Vision of MC

- EdVenture contributes to the mission and vision of Maui College by being the entrepreneurial arm of the college that offers non-credit continuing educational opportunities to a diverse community of lifelong learners.
- Involvement in the programs is also designed to entice individuals to become students of the college.
- As described in the mission, vision and values, EdVenture shares the college's vision of being a leader in the field by offering innovative, high quality programs in a stimulating learning environment that uses the "best practices" of adult learning.
- EdVenture supports the college practice of "sustaining and sharing finite resources for the benefit of all" working hard to sustain programs that meet the needs of the community and perform at a level of excellence.
- Each program within EdVenture is expected to earn sufficient income to cover the main expenses of the program.

EdVenture's Purpose

To provide continuing education, which includes various certifications through the following programs:

- Business, workforce development, vocational & trades training
- Computer technology training
- Personal Enrichment through the arts, culture & health
- Contracts & Grants (Customized training for community clients)

As stated in the Community Colleges Faculty Classification Plan

Because continuing education and training is market-driven and focused on life-long learning, faculty working in this area need to challenge the “traditional limits on education” and develop new and innovative strategies for creating dynamic learning environments for the adult life-long learner.

Therefore, the EdVenture team takes pride in being innovative and creative with finding new ways to generate revenue and promote and market the various programs that are offered. Weekly meetings are conducted to review the data that help to determine actions that must be taken along with reviewing leading and lagging indicators.

EdVenture Wildly Important Goals (WIGs)

Since 2007 the team developed Wildly Important Goals (WIGs) and created performance measurements that address the specific WIGs.

The 4 Major Wildly Important Goals were identified:

1. Sustained Superior Performance
2. Intensely Loyal Customers
3. Winning Culture
4. Distinctive Contribution

Specific performance measures were limited to three or less for each WIG. Though our spreadsheet indicates additional measures, the measurements reported on the following page are key measures that align directly to the WIGs.

- These performance measurements are reviewed weekly at the WIG meetings and annually they are reviewed to determine if modification should be made.
- This system also helps to hold the team accountable and clarify the OCET/EdVenture direction for the upcoming cycle.
- It encourages team members to reflect on their individual and team successes, and address the overall future opportunities to continue living the mission and purpose of the department.
- As the team strives for continuous improvement and thrives on being at the leading edge, benchmarks and performance measurements are continually modified and are based on national standards for continuing education programs and are supported by Continuing Education’s national professional association, LERN.

**OCET
EdVenture
WIGS**

**Sustained
Superior
Performance**

- Increase registration numbers 3% from previous year
- Incur NO deficit – hold consistent cash balance of \$300,000
- Less than 20% class cancellations
- Creation of 3 business and 3 personal enrichment stars per cycle that are huge money makers

**Intensely Loyal
Customers**

- Greater than 25% repeat student
- Greater than 98% student satisfaction on evaluations
- Greater than 98% facilitator-trainer satisfaction on evaluations

**Winning
Culture**

- Each team member will utilize their talent to bring value to the team
- Improve employee Gallup Survey Results from 4.3 to 4.6
- Improve Team Assessment Average score to the “medium range”.

**Distinctive
Contribution**

- Greater than 15% of new course offerings each cycle on an average
- Acquire an operating margin of 40%, with a net of 5% after subtracting salaries.
- Each open enrollment area nets 5% after all expenses.
- Develop future leaders with the Ka Ipu Kukui Program

Quantitative Indicators for Program Review

These measures are reviewed weekly during our 20 minute WIG meeting.

	Fall 09	Spring 10	Summer 10	Fall 10	Spring 11	Summer 11
	Sept-Dec	Jan-May	May - Aug	Sept - Dec	Jan-May	June-Aug
Customer Satisfaction						
Tot. # of open enrollment students served	1276	1704	1071	1377	1486	1281
Number of enrollments (classes yet to happen)						0
Previous (seasonal) cycle + 3%		#REF!	#REF!	1314	1755	1103
Tot. # of APEC attenders						
Tot. # of C4K students served	16	17	59	0	0	22
Number of C4K enrollments (yet to happen)						
% of Trainers satisfied on survey					98.77%	100.00%
% of Students satisfied on survey	97%	97%	98%	97.08%	98.56%	98.50%
% of Students returning (annual)	30%			18.5%		
MLI						
# of MLI students	57	22	18	214	28	22
# of students trans. to credit	11	7	3	12	3	
# of MLI students graduated/system trans	33	4	0	5	9	
Ed2Go						
# of On-Line classes	29	52	82	29	36	38
# of On-Line students	30	53	72	31	42	38
Process Improvement						
Tot # of open enrollment classes offered	211	226	177	214	240	150
Tot # of open enrollment classes-LAH	3	2	3	0	1	1
# of C4K Classes	2	3	5	1	0	3
# of C4K Classes CXLD	1	2	0	1	0	2
% of cancellations	41.71%	40.18%	35.58%	37.38%	36.67%	21.43%
% of cancellations - LAH	33.33%	50.00%	66.67%	100.00%	100.00%	0.00%
# of new workshops offered	68	38	38	48	56	34
Dollars spent on brochures	25,517	25,841	26,126	22,899	25,079	25,652
Financial Accountability						
Total # of Contract	47	calendar end 2010		40		
Tot. # of Contract students served	441	calendar end 2010		320	157	
MLI \$ generated for credit/semester	53,243	42,569	23,780	189,600	32,438	
Net Inc collected C4K		1,028	11,165	17,774		

Accounts	9/24/10	10/28/10	11/30/10	12/31/10	1/31/11	2/28/11	3/31/11	4/30/11	5/31/11	6/30/11	7/31/11	8/31/11
015018 VITEC/Open "S"	122,794	153,304	137,019	99,217	87,211	98,475	96,723	78,122	38,856	94,122	99,869	96,213
015016 OCET Contracts	2,316	2,315	2,316	2,316	1,968	3,569	5,371	13,910	13,913	13,920	13,920	17,873
022814 Conference Center	23,785	41,263	84,980	86,846	92,983	110,915	106,254	110,600	122,435	101,725	79,857	66,653
015020 Facility	34,688	35,201	40,007	40,284	40,270	43,585	44,907	51,130	52,292	54,292	62,037	62,183
015014 Admin	12,514	12,485	12,068	12,065	11,497	11,240	11,189	10,381	10,089	9,861	9,639	9,640
Sub-total EdVenture	196,097	244,569	276,390	240,729	233,929	267,784	264,444	264,143	237,585	273,920	265,322	252,562
016670 MLI "S"	91,284	103,073	85,159	71,340	76,054	119,758	108,442	119,952	102,175	127,797	169,262	176,588
022929 MLI "R"	2,704	2,704	2,704	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504
015994 MLI App Fee	9,478	9,914	10,453	10,688	10,930	13,014	13,660	14,079	14,405	14,878	14,878	15,407
Sub-total MLI	103,465	115,690	98,316	83,532	88,488	134,276	123,606	135,535	118,084	144,179	185,644	193,499
017632 Ka Ipu Kukui	34,131	37,687	37,609	37,628	37,101	39,279	37,498	36,677	36,480	34,661	14,661	14,666
023086 PIN	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285
142251 Community Svc +						97,912	110,151	122,390	134,629	146,868	0	0
142241 Apprenticeship G+						114,374	132,706	149,753	167,655	182,650	0	0
263761 Apprenticeship T/F+						89,283	94,388	100,259	115,579	118,789	1	1
TOTALS *	336,979	401,232	415,600	365,174	362,803	444,624	428,833	439,640	395,434	456,045	468,912	464,012
+ Balances are total expenses, not funds available												
* Final three account funds not included in total												

EdVenture Outcomes

Sustained Superior Performance

- Overall registration numbers continue to be lower than the previous year by 93, but Fall 2010 jumped ahead of Fall 2009. There has not been a consistent growth in registration for all cycles, but there is a small increase in every other cycle. This pattern will be watched over the next year and we will continue with the goal of increase registration by 3% from the previous year. The cancellation rate was at an all-time low for the last cycle of the year at 21.4% bringing the average cancellation rate down to 32% for the year. This is in alignment to the increase in registrations for the summer cycle of 2011. Modification of the cancellation rate measure for this year has been modified from no more than 25% cancellation to 20%.
- The goal is to have a balance of no less than \$200,000 in the Open “S” account. This past year our strategy was to not only look at the “S” account, but to look at the combined balances of the OCET accounts for EdVenture. The reason is because all of payroll comes out of that one “S” account, but the entire operations staff assists when there is a contract or event that feeds the other accounts within OCET/EdVenture. Therefore when you look at the average balance of cash at hand for all OCET/EdVenture accounts, the total is \$251,456. for the year. We have increased this goal for this coming year to \$300,000.
- The support for a system wide online registration system continues and the final RFP went out to bid. Currently system-wide teams are reviewing the proposals. EdVenture eagerly anticipates this major transformation of the way it does business from streamlining the registration process for the community and maintaining various data that will allow for easier analysis and action planning. It is hoped that this system can be implemented in early 2012 and it is believed that the impact to our registration and revenue will be significant.
- Other Methods Implemented to Increase Enrollment:
 - Placed brochures at the library and other public locations (people who go to libraries would also be likely to take a class – continuous learners)
 - Team attended/audited classes to better promote classes to others and quality audit classes
 - Created Flyers to promote classes – included trainer bio - trainers also distributed
 - Catalogs were mailed to businesses – promoted employers to send employees
 - When designing catalog covers – audience was considered along with the quality look.
 - Promotions were designed to motivate students to take more classes with use of discounts
 - Target marketing with use of email blast and social media
 - Offered new and advanced technology courses that the public wants – Google Apps, GIS, AutoCAD and Mac Support Essentials IT training and certification.

- Operations staff continually selling - similar classes, clears the waitlist, and partners with businesses.
- The account receivable tracking and invoicing improved tremendously over the past year.
- Income statements for each program area were developed and programmers are accountable to their financials.
- Working directly with public school counselors and teachers to promote and get input for College for Kids program. Acquiring direct input from parents regarding content
- Provide Opportunities for the Community to come to the Campus and experience what we have:
 - Apple Institute for Maui Educators
 - Apple Authorized Training Center
 - Adobe Seminar
 - A Showcase of Business Classes for Business Leaders
 - College for Kids promoted at RAP meetings and Parent’s Night at elementary and high schools, and various presentations to educators.
 - Conducted Mock Interviews for sophomores at Maui High.
 - Coordinated “Leader in Me” Covey workshop for DOE educators.
- Targeted Baby Boomers:
 - Since baby boomers are looking for adventure and continuous learning opportunities – we continue to develop classes with this in mind, along with topics on financial planning, staying healthy and staying active.
 - Frustrated by Computers Clinic and extended beginners courses to address the over 55 population, Preventing Falls, etc.
- Targeted Veterans:
 - Developed workshop for Veterans in translating skill sets and work experience into employment.
 - Offered Veterans 20% discount on EdVenture classes and working in partnership with County Resource Center to provide information to Veterans.
- Actions taken to Reduce Cancellation Rates:
 - Re-negotiating trainer pay when registration is at the break-even or less point. Always try to make the class “go” to improve customer satisfaction – just so long as we can make enough to pay the trainers.
 - Sunday Maui News Ad reflects Tuesday – Saturday classes. Also focus on the low enrolled classes.
 - Monthly e-blast for all computer and business classes.
- Ways that create less time-consuming method for registration:
 - Input registration while taking registration on phone – look for and address the roadblocks to doing this more effectively.
 - Online Registration System is currently at the RFP review stage! The online system will also allow us to cross promote similar classes similar to what

Amazon.com does, and also have video testimonials on our website. The team continues to dream of creative strategies to utilize the online system once it gets here.

- Implemented NEW Catalog Distribution Strategies:
 - Added Businesses to the catalog mailing which has increased registrations to business classes (Continue to look for ways to develop partnerships with businesses)
 - Special catalog mailing to our valued customers (student return rate is calculated at the end of 3 cycles – we need to determine the effectiveness of this)
 - Catalogs are mailed out earlier – 5 weeks before the first class. This was done for the 2011 summer catalog and enrollment numbers increased. We need to continue to determine any trends.

Intensely Loyal Customers

- The goal of 20% repeat customers was met for fiscal year 2010-2011 with a repeat rate of 25% The goal for 2011-2012 is now modified for 25%.
- Student satisfaction and trainer/facilitator satisfaction continues to be above 90% therefore the team has increased that goal to 98% for the coming year.
- Initiatives taken to include instructors to the OCET Ohana:
 - New Instructor Orientation also included marketing/promotion techniques. This event will be held annually with topics to enhance training experience.
 - Continue to look for ways to provide instructors an incentive to fill classes and acquire more money – percentage of tuition versus an hourly flat rate. This will encourage the instructor to fill their classes. We have also negotiated with instructors to take a pay cut when we don't have the minimum number of students enrolled – this allows us the opportunity to have the class and not have it cancelled.
 - Program developers call all first time instructors to see how their classes were and thank them for being a part of the OCET Ohana.
- Continually look for ways to honor our Repeat Customers:
 - Special Catalog Mailing
 - 10% Discounts – create numerous ways to acquire a discount.
 - Implement customer's request – example, change beginner computer classes to be longer and adjust intermediate classes to a shorter duration also making them more affordable and increasing the revenue up front.
 - Instructors are reminding students of the ocet.org website to check out additional classes.
- Explore additional online learning offerings:
 - We now advertise a full page of online/distance learning courses in our catalog, AND we have easily linkable buttons on the website to make this opportunity seamless. Our online class registrations are now being tracked and growth is slow, but options are growing.

Winning Culture

- The OCET/Edventure team continues to grow and strive to become the most effective team in the world. Communications is open and trust amongst each other continues to develop. Members of the team are committed to this development. Members take the initiative to call meetings when needed and there are regular staff and marketing meetings to ensure they are sharing their projects cross-functionally and individual talents are leveraged. Members believe in the mission and are passionate in their contribution to the team and the community they serve.
- Weekly 20 minute WIG meetings helps to focus all team members on performance measures and areas that need to be addressed. The team continues to create a culture of shared accomplishments, a sense of belonging, and individual contribution to the team's success.
- Another example of the creation of a "Winning Culture" – When it seems like a team value is not being honored, a meeting with those impacted is called to address the concern immediately. This action stops the "drama" that could occur when actions are misunderstood.
- The decision was made to utilize the Gallup Team Assessment every other year, therefore results are not available. The team did implement another team assessment from Patrick Lencioni program entitled The Five Dysfunctions of a Team, which helped to identify behaviors of a highly functional team. On a monthly basis reminders are given to team members on healthy behaviors of functional team members.
- The team has created more social/casual interactions with each other that help with understanding each other on a personal level, which in return will help to nurture and support each other at work.
- The team recognized the importance of acknowledging team and individual successes often. During a staff meeting lunch each team member decorated an appreciation box for team members to house acknowledgement notes.

Distinctive Contribution

- EdVenture creates a distinctive contribution to our community by our course offerings and the goal is to develop and offer at least 15% new classes each cycle (3 cycles per year). This goal has been met.
- OCET continues to fine-tune allocation of funds to the appropriate accounts. This has created an attitude towards sustainability for each program area.

Revenues by Department FY11:

	Personal Enrichment	Business	Computer	C4K	MLI
Tuition/Revenue FY11	152,473.58	308,823.41	221,560.78	4,809.00	293,501.73
Payroll/Personnel	132,857.70	168,429.54	154,847.94	780.00	218,797.34
Other Expenses	42,821.24	108,811.79	49,908.89	2.52	48,469.15
Total Expenses	175,678.94	277,241.34	204,756.84	782.52	267,266.49
Net Income	-23,205.37	31,582.07	16,803.95	4,026.48	26,235.24

A Look at the past five years:

FY10	Open	Conference	Contract		Sub-Total	Facilities	Total
Revenue	526,115.14	108,426.17	7,035.12		641,576.43	24,727.05	666,303.48
Payroll	405,767.80	32,176.09	7,927.66		445,871.55		445,871.55
Other	147,870.44	40,460.45	350.00		188,680.89		188,680.89
Total Expense	553,638.24	72,636.54	8,277.66		634,552.44		634,552.44
Net Income	-27,523.10	35,789.63	-1,242.54		7,023.99	24,727.05	31,751.04

FY09	Open	Conference	Pace		Sub-Total	Facilities	Total
Revenue	801,496.82	68,441.57	-4,924.80		865,013.59	28,099.77	893,113.36
Payroll	413,937.96	59,593.11			473,531.07		473,531.07
Other	164,870.63	35,449.58			200,320.21		200,320.21
Total Expense	578,808.59	95,042.69			673,851.28		673,851.28
Net Income	222,688.23	-26,601.12	-4,924.80		191,162.31	28,099.77	219,262.08

FY08	Open	Conference	Pace	Comptech	Sub-Total	Facilities	Total
Revenue	684,061.69	94,336.26	-9,914.34	23,467.88	791,951.49	14,957.99	806,909.48
Payroll	448,893.00	49,895.71		0.00	498,788.71		498,788.71
Other	137,245.70	20,947.43		442.65	158,635.78	387.44	159,023.22
Total Expense	586,138.70	70,843.14		442.65	657,424.49	387.44	657,811.93
Net Income *	97,922.99	23,493.12	-9,914.34	23,025.23	134,527.00	14,570.55	149,097.55

FY07	Open	Conference	Pace	Comptech	Sub-Total	Facilities	Total
Revenue	590,792.94	117,236.81	10,867.68	18,960.38	716,122.45	20,013.20	736,135.65
Payroll	367,306.81	81,429.73	4,187.40	0.00	452,923.94		452,923.94
Other	134,916.11	15,410.56		177.96	150,504.63	990.77	151,495.40
Total Expense	502,222.92	96,840.29	4,187.40	177.96	603,428.57	990.77	604,419.34
Net Income	88,570.02	20,396.52	15,055.08	18,782.42	112,693.88	19,022.43	131,716.31

When comparing OCET results with the “Ideal Percentages” chart recommended by LERN:

Ideal Percentages:		FY10		FY11	
Income	100%	\$ 526,115.14	100%	\$ 575,700.09	100%
Promotion	10-15%	\$ 81,949.21	16%	\$ 62,058.86	11%
Production	45-50%	\$ 205,948.52	39%	\$ 174,519.83	30%
Direct Costs	60%	\$ 287,897.73	55%	\$ 236,578.69	41%
Operating Margin	40%	\$ 238,217.41	45%	\$ 339,121.40	59%
Administration	35%	\$ 347,607.10	66%	\$ 347,732.61	60%
Net	5%	\$ (109,389.49)	-21%	\$ (8,611.21)	-1%

This Ideal Percentage Chart is being used for the overall operations of OCET. In the past this chart has been used to determine the amounts that are charged for each class tuition. Our “Net” goal is 5% and currently we are at -1%. From this finding the OCET team is in the process of evaluating various functions of individuals to look at ways to generating additional revenue, along with additional marketing ideas.

- Grant Funds Include:
 - A&B Foundation \$25,000
 - SESP Funds \$270,916
 - Apple Authorized Training Center \$4,785 from PCATT
 - SLIM Pau Hana funded by PCATT \$6,000
 - Rapid Response Funding for 7 Habits for Managers totaling \$43,130. (Over the past 4 years approximately 849 managers in Maui County have been exposed to 7 Habits for Managers 2-day leadership training program.)
 - RDP Funding for APEC Training \$44,380. (Providing APEC Training to all Airport Security and Service Personnel, and Hospitality Service Providers in Maui County – over 550 people were trained.)
- Another successful year of the Ka Ipu Kukui Fellows Program graduating 8 new Fellows to the Alumni Group. This year completes the fourth year of the program with a total of 47 graduates. In August of 2011, 12 new Fellows make up year five of the Ka Ipu Kukui Fellows.
- College for Kids has ventured into a new strategy of offering SATURDAY classes. PTP (Personal Transition Plans) workshops to high school students who have fallen behind or just want more individual help. The initial results of these workshops look promising. OCET continues to recognize that having a College for Kids program is the right thing to do and truly prepares students for a future in our system.
- OCET is the one stop for Workforce Development and developing a qualified workforce for current and future needs:

- OCET works closely with the County One Stop for referrals to ETF and WDD. We also work closely with Catholic Charities and Goodwill for candidates utilizing SESP funds.
- Continue to promote “Customize Training” and all that we do – businesses need to know what we are capable of providing for them – how we can help them succeed and how we can address their gaps.
- We are the only Apple Authorized Training Center in the state and we offer IT Training for Mac OS.
 - During the Apple Institutes we provide the opportunity to train with Apple’s technical engineers and during the CS5 Training Sessions we have the opportunity to train with engineers from Adobe Inc.

Trends & Challenges

During the strategic planning retreat the team discussed trends and challenges EdVenture should be aware of in five major categories – Technology, Economy, Environment, Competition, and Customer. A discussion and dialogue occurred with the following areas.

Technology

- Look into the effectiveness and delivery of online course delivery
- Mobility is the new trend – desk tops are going away
- Use of social networking

Economy

- We cannot count on the economy getting better soon enough
- We need to train on new technologies
- We need to assist small businesses grow – often times the age group of those small business owners are between 25-40
- We need to target the visitor industry – there are more non-stops to Maui and they come here more so than to the other neighbor islands

Environment

- 25% or energy is derived from renewable resources, potentially 50% by 2013 – more people are thinking green
- Be aware of the challenges of pollution, over population, exhausted natural resources, coastal erosion, global warming, wastewater, and food supply.

Competition

- Online webinars could possibly compete for our students
- Distance education technology has not been perfected
- Kaunoa and their lower pricing or free classes on the island
- Our pay to instructors are low
- We need to continue to look for partnerships with other businesses and colleges
- Continue to create a one-stop training shop

Customer

- Although many do not have financial stability we can create options for training after training to gain customer trust – create hope and a positive outlook
- Attract new college students and also target baby boomers who need to go back to work – create opportunities
- Coordinate with community services to obtain funding – build community relationships and find financial support to lessen the burden

A Look at the Data:

This table identifies the top twenty-five professions in Maui County which will have the largest number of new and replacement jobs in the next few years. Source: EMSI Data

Description	New Jobs	Replacement Jobs	Median EPW
Retail salespersons	1,571	1,786	\$9.23
Maids and housekeeping cleaners	1,047	775	\$11.99
First-line supervisors/managers of retail sales workers	935	461	\$15.30
Real estate sales agents	512	259	\$17.59
Real estate brokers	452	230	\$24.31
Maintenance and repair workers, general	393	312	\$15.21
Property, real estate, and community association managers	391	224	\$14.47
Registered nurses	355	234	\$28.53
Transportation attendants, except flight attendants and baggage porters	355	52	\$11.28
Cashiers, except gaming	342	1,407	\$8.96
Customer service representatives	338	131	\$11.01
Janitors and cleaners, except maids and housekeeping cleaners	298	322	\$10.95
Waiters and waitresses	280	1,913	\$9.12
Coin, vending, and amusement machine servicers and repairers	257	118	\$10.25
Office clerks, general	244	532	\$10.20
General and operations managers	234	224	\$31.80
Postsecondary teachers	219	164	\$25.66
Food preparation workers	207	327	\$10.06
Bus drivers, transit and intercity	199	68	\$13.81
Automotive service technicians and mechanics	198	150	\$14.66
Combined food preparation and serving workers, including fast food	193	563	\$7.61
Reservation and transportation ticket agents and travel clerks	187	167	\$13.90
Counter and rental clerks	183	212	\$8.31
Chief executives	175	112	\$41.50
Child care workers	175	131	\$7.26

State Economic Data & Trends Considered for Class Development:

Description	2006 Jobs	2017 Jobs	New Jobs	Replacement Jobs	Annual Jobs
Sales and related occupations	101,513	114,707	13,194	34,199	4,308
Food preparation and serving related occupations	77,676	82,383	4,707	34,985	3,608
Office and administrative support occupations	123,442	124,555	1,113	34,374	3,226
Building and grounds cleaning and maintenance occupations	48,419	58,127	9,708	10,804	1,865
Management occupations	51,566	58,721	7,155	10,640	1,618
Personal care and service occupations	32,923	41,785	8,862	8,351	1,565
Education, training, and library occupations	43,909	50,073	6,164	10,156	1,484
Transportation and material moving occupations	48,489	51,438	2,949	12,560	1,410
Production occupations	32,898	35,993	3,095	10,477	1,234
Healthcare practitioners and technical occupations	31,251	35,774	4,523	6,406	994
Business and financial operations occupations	33,709	37,586	3,877	6,679	960
Installation, maintenance, and repair occupations	30,049	33,041	2,992	7,562	959
Construction and extraction occupations	39,143	40,105	962	8,394	851
Military Occupations	53,839	48,405	(5,434)	14,541	828
Protective service occupations	22,092	23,505	1,413	7,539	814
Arts, design, entertainment, sports, and media occupations	20,255	23,558	3,303	4,221	684
Healthcare support occupations	16,509	20,190	3,681	2,962	604
Community and social services occupations	12,955	15,894	2,939	2,715	514
Computer and mathematical science occupations	11,992	14,383	2,391	1,799	381
Life, physical, and social science occupations	8,127	9,104	977	2,137	283
Architecture and engineering occupations	11,781	12,143	362	2,732	281
Farming, fishing, and forestry occupations	2,783	2,757	(26)	884	78
Legal occupations	6,346	6,298	(48)	793	68
	861,667	940,526	78,859	235,907	28,615

The Hawaii’s Green Workforce: A Baseline Assessment Report provided a comprehensive framework for assessing green jobs in the private sector of the state of Hawaii. Green jobs were defined as those that engage in at least one of five core green areas: 1. Generate clean, renewable, sustainable energy; 2. Reduce pollution and waste, conserve natural resources, and recycle; 3. Energy efficiency; 4. Education, training and support of a green workforce; and 5. Natural, environmentally-friendly production.

The draft report indicated that green jobs in the private sector of Hawaii are estimated at 11,145 which accounts for 2.4% of total private employment, of which approximately 2,597 are jobs located in Maui County. The breakdown by job area is as follows.

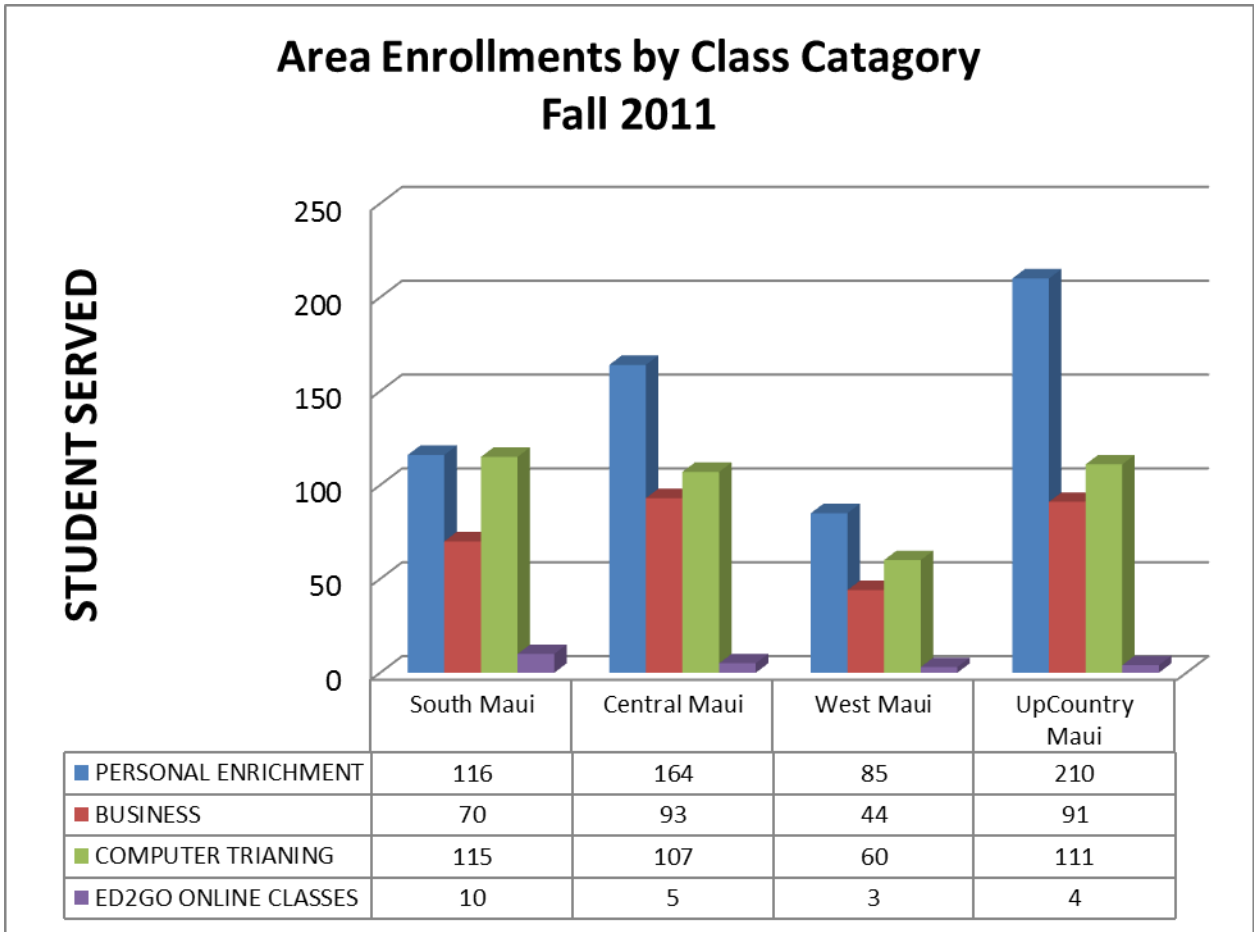
- Generate Energy = 129
- Reduce Pollution = 349
- Energy Efficiency = 620
- Education and Support = 118
- Natural Production = 1,383

On Maui County 4.6% of all the jobs are considered to be green. The total number of jobs is approximately 56,184.

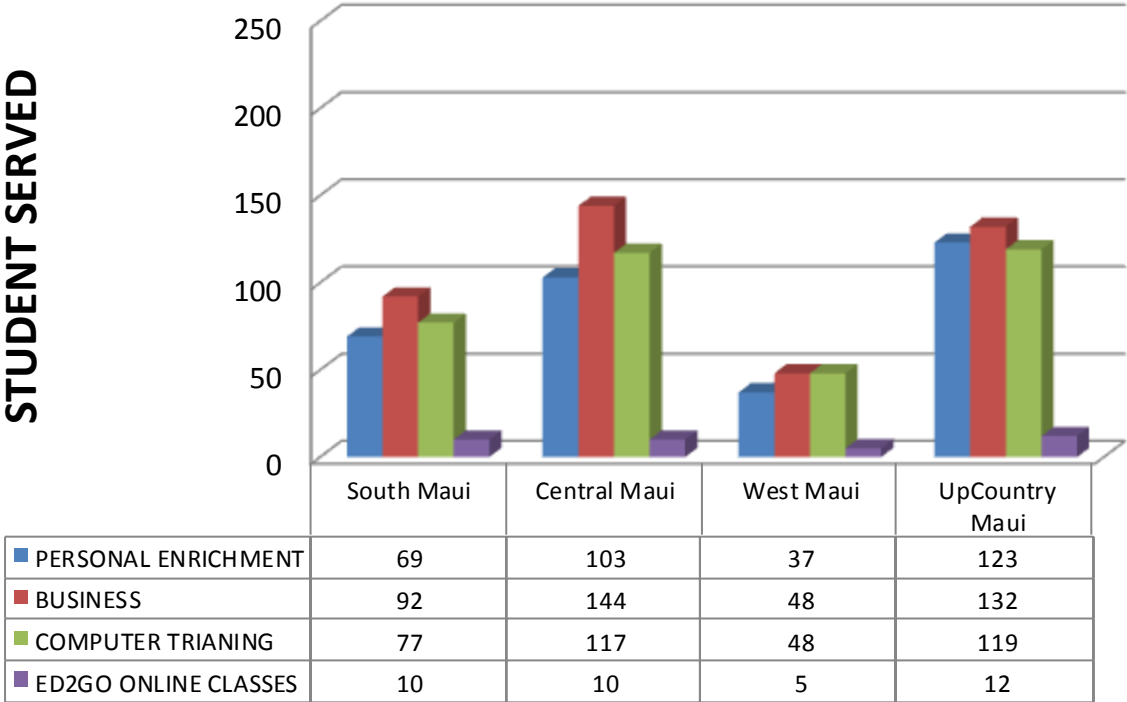
The report states that businesses anticipate green employment to grow faster than the overall labor market in Hawaii. Between 2010 and 2012, employer worksites project the number of green jobs to increase by 26%.

Community Colleges and trade schools fulfill 62% of the education and training requirements for reported green jobs. The Leadership in Energy and Environmental Design (LEED) certification is the most commonly cited qualification.

Program Data Analysis

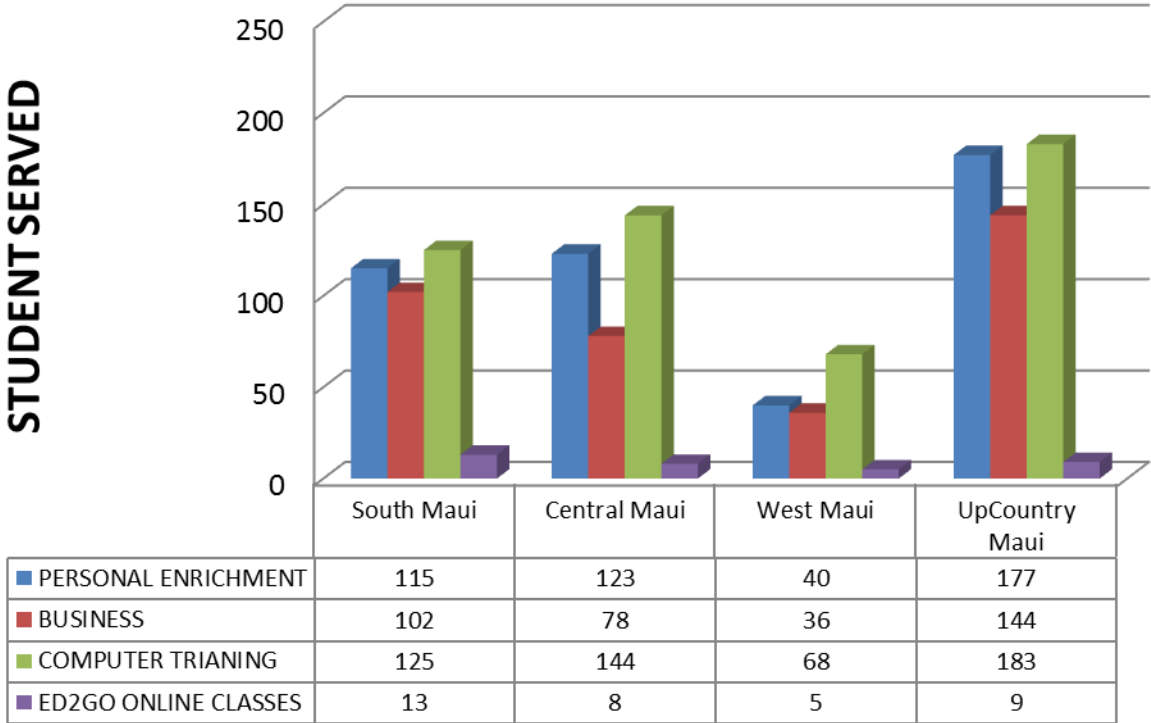


Area Enrollments by Class Catagory Summer 2011

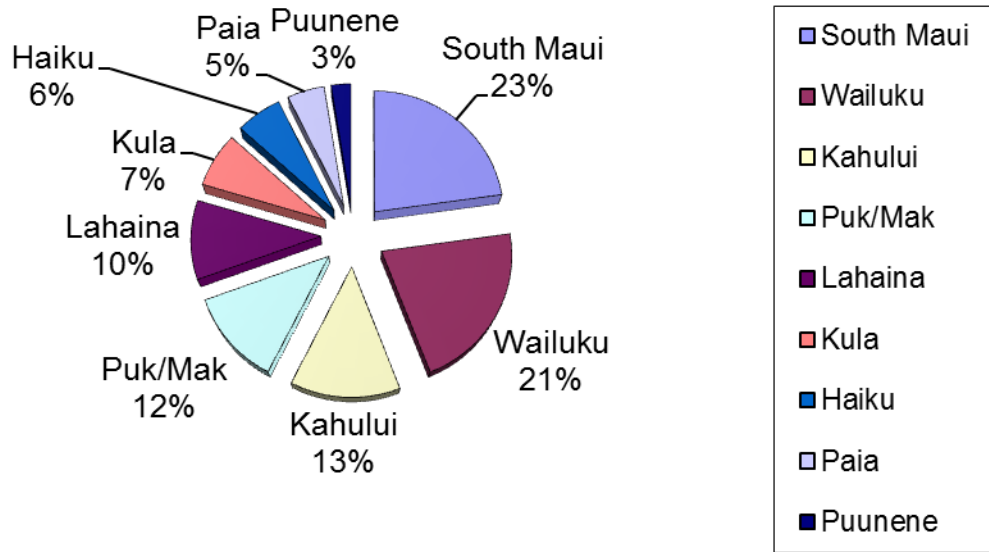


During the Fall, personal enrichment class enrollments were higher. During the Summer, Business class enrollments were higher and during the Spring, Computer training took the lead. This may be a pattern we need to watch over the next year to help us determine when and what to focus our marketing effort.

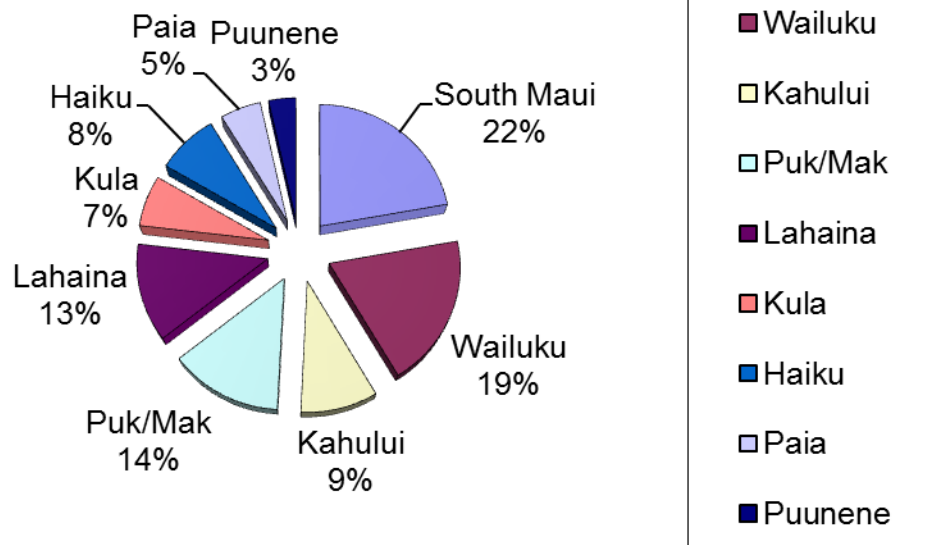
Area Enrollments by Class Catagory Spring 2011



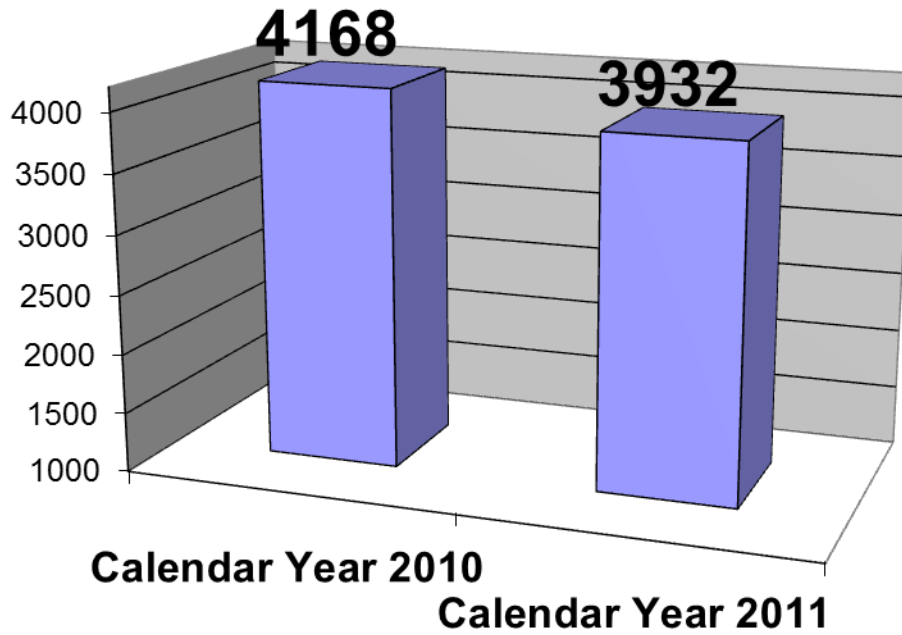
Student Demographics by Area Academic Year 2010



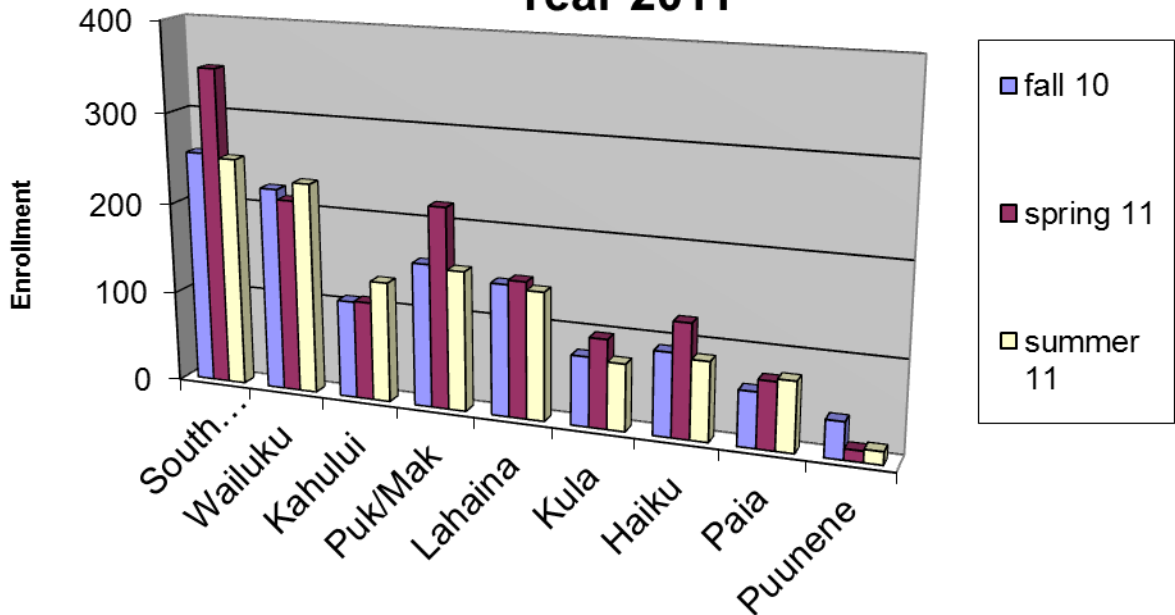
Student Demographics by Area Academic Year 2011



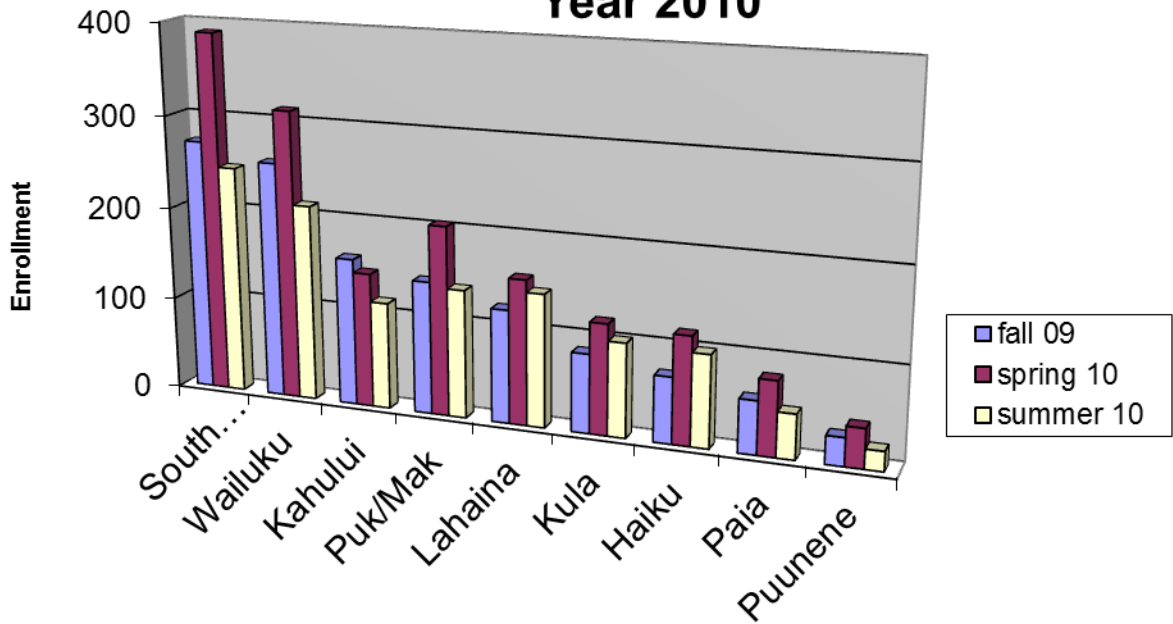
Total Enrollment for Continuing Education and Training 2010 - 2011



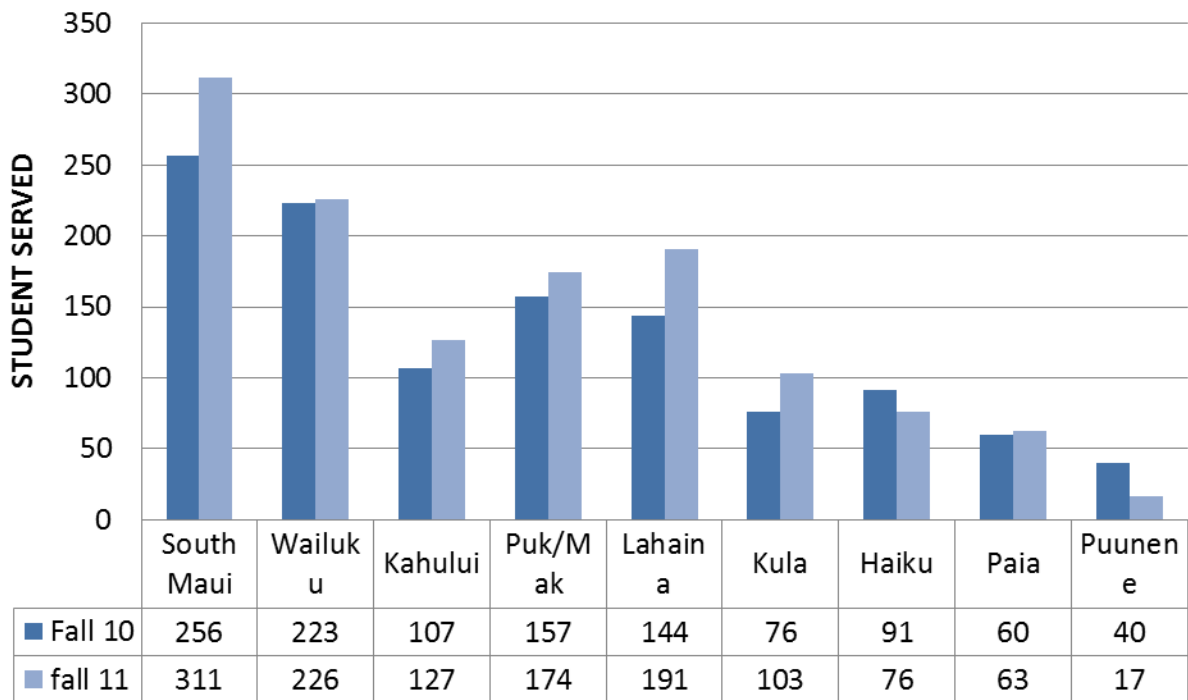
Average Enrollment by Cycle - Academic Year 2011



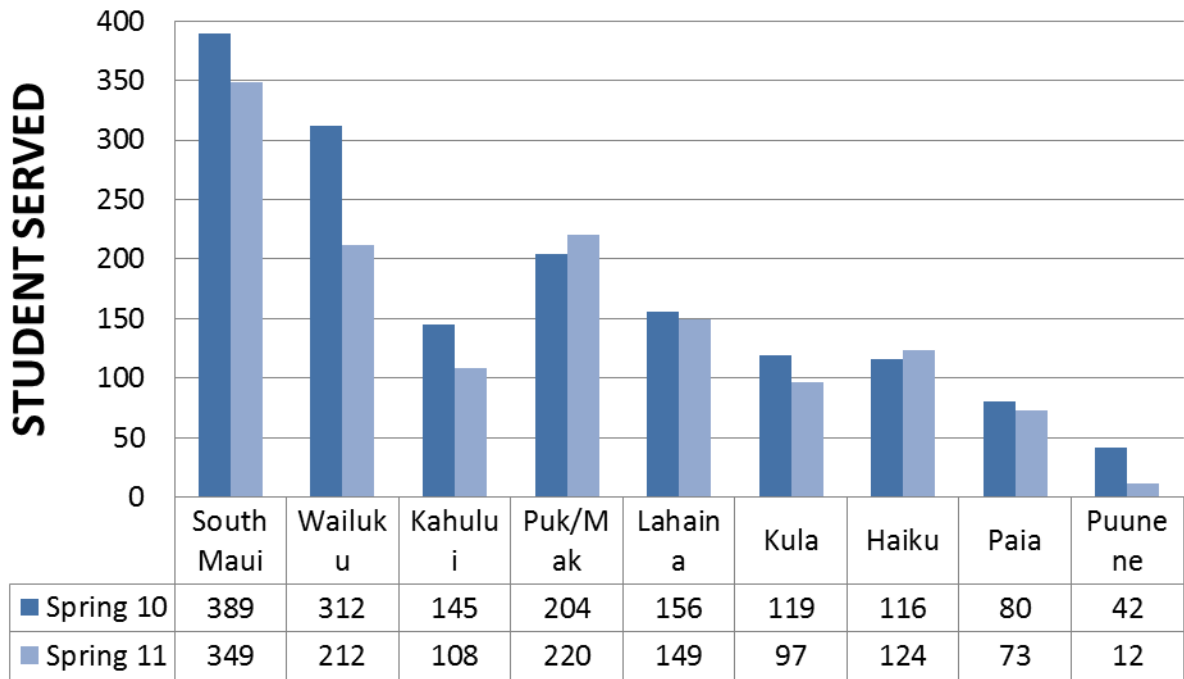
Average Enrollment by Cycle - Academic Year 2010



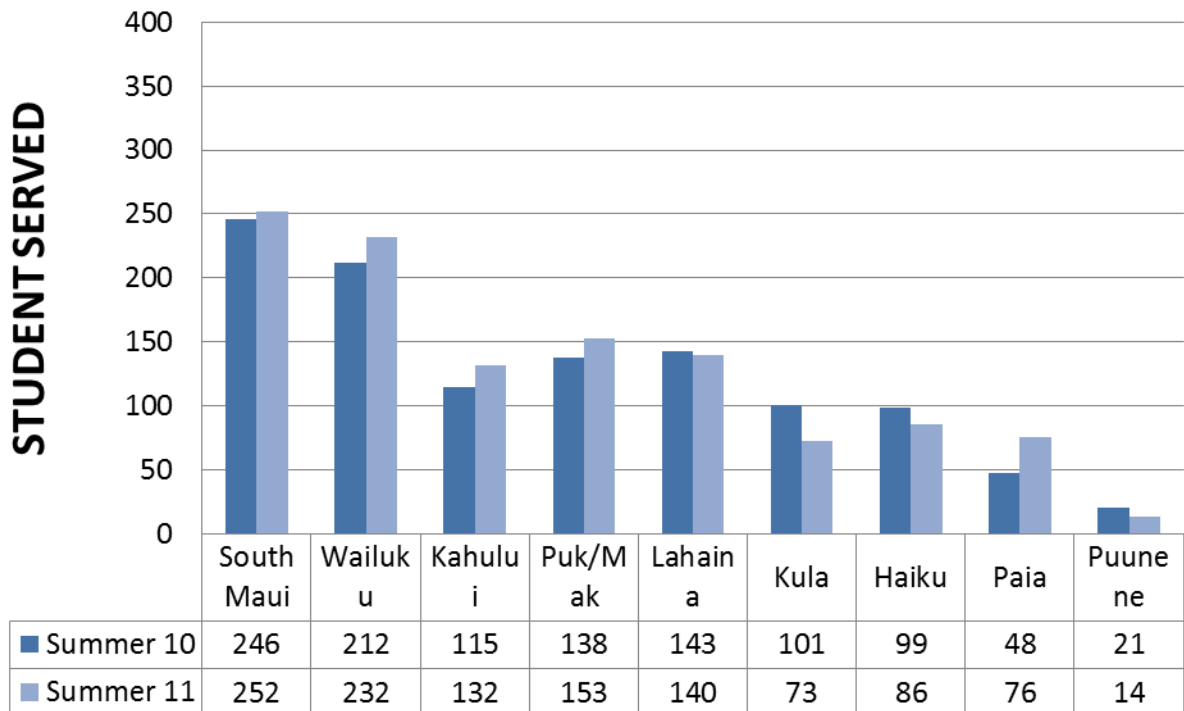
Fall 2010 to 2011 Comparison by Area



Spring 2010 to 2011 Comparison by Area



Summer 2010 to 2011 Comparison by Area

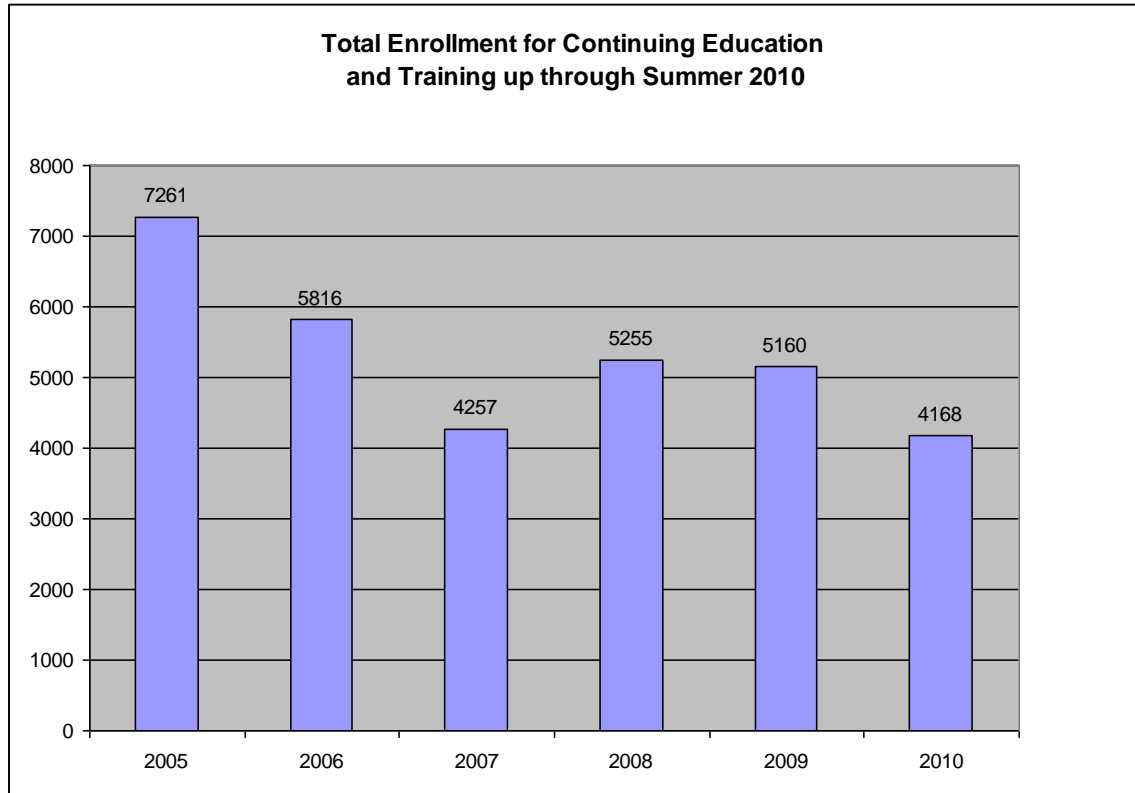


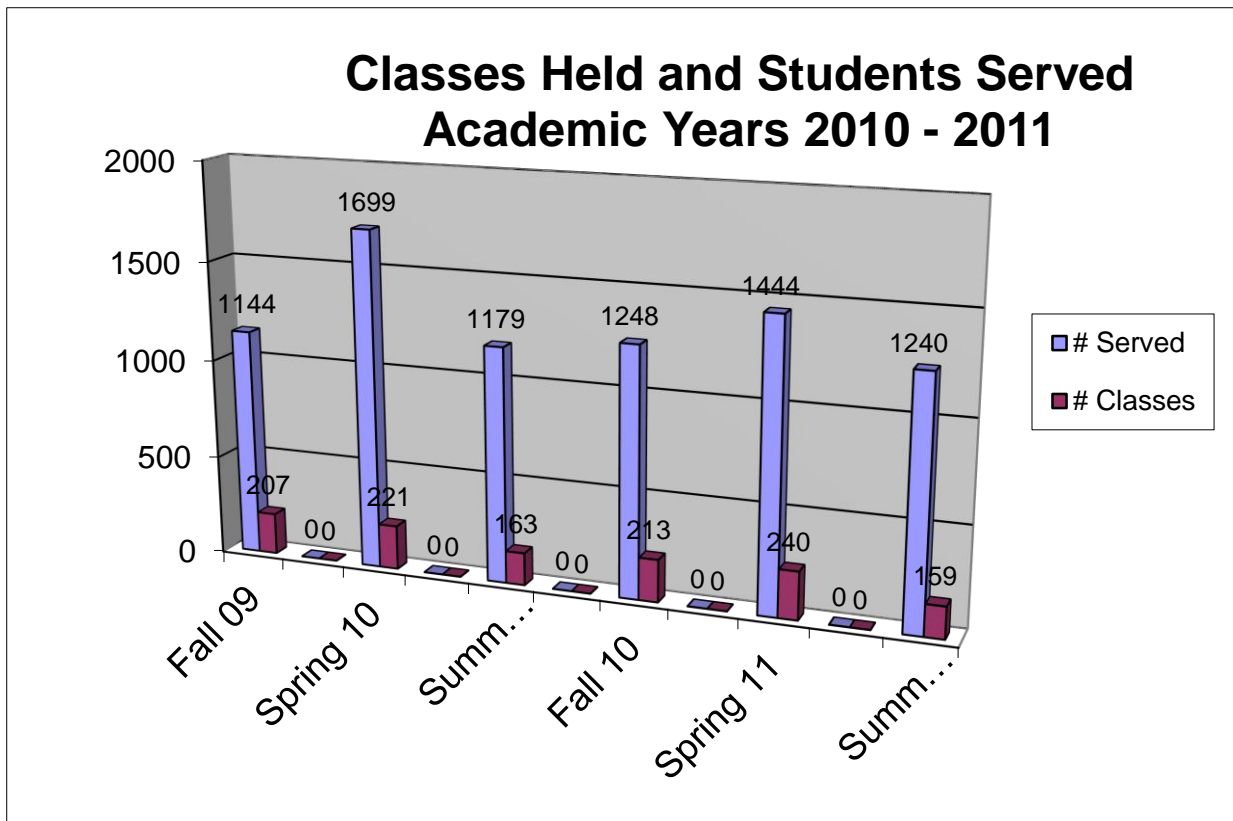
Spring continues to be our busier cycle, followed by fall, then summer. Though spring enrollments seemed to have dropped in all areas except in Pukalani and Haiku when comparing spring 2010 to 2011.

There has also been an increase in enrollment from the areas of Haiku and Lahaina when comparing 2011 to 2010 enrollments

Overall enrollment for fiscal year 2011 has been the lowest when compared to the last six years. A slight increase in enrollment occurred in summer of 2011. This occurred just after the unveiling of the new name EdVenture.

Historical look compared to this past year's total of 3932.





If you were to divide the total number of students served with the number of classes offered, you will get an approximate number of students per class. Over the last two years, the average would be 6.6 but it is also a practice to cancel classes that do not have the minimum number of registrations to cover expenses, and the average number for breaking even is often times 7-8 students. The three cycles for 2011 averaged a class size of 6.4

The OCET team has learned that often times with new class offerings, promotions of that class must occur three times before the class acquired a minimum enrollment. Further analysis must be made on the demographics that make up students that frequent our classes.

Resources – Personnel Updates

Currently all positions within OCET are being reviewed and considered in the context of revenue-generation potential. The past years of economic downturn has affected our financial situation and with the anticipation of federal grant funds diminishing in the years to come, the OCET team is required to continually think of ways to minimize expenses and grow revenue in order to maintain a self-sustaining program. This is a major opportunity and one that all team members are aware of. The team has begun to tweak job functions within the organization and will continue to do so in 2012 to ensure that OCET has the “right” structure and everyone’s role is one of a “revenue generator”.

2011-2012 Four Strategies and Action Items

Strategy 1: Expand Offerings

- Look into becoming an Authorized CEU provider (IACET)
- Package CEU offerings for various professional groups
- Host an International Women's Entrepreneurial Conference
- Look into offering workshops for cruise ship visitors and employees
- Explore afternoon offerings for visitors that check out of hotels and await their evening flights
- Partner with PEOs to handle their training needs for their clients
- Partner with Agricultural Tourism initiatives
- Host/partner to provide workshops from other institutions such as the Center for Creative Leadership (Greensboro)
- Create a Career Education Stop for high school students in preparation for their next step
- Look for ways to leverage from conferences already planned for Hawaii
- Keep open to week long workshop offerings like the Writer's Conference, BootCamp for Goddesses, etc.
- Motorcycle Safety Courses – address the waitlist of 200+
- Research Contractor Training Certification
- Research workshops for the non-profit organizations

Strategy 2: Workforce Development Focus

- Get great at selling solutions and determining ROI, promote facilitation of strategic planning sessions and team building events
- Develop and implement workforce readiness programs (utilize SESP funds to pilot)
- Meet regularly with One Stop to address and anticipate work force development needs
- Develop special mailings and promotional sessions for businesses with 15 or more employees – they will be the foundation to the input for business offerings
- Develop wastewater certificate program
- Research the need for a Process Technology Certification Program
- Utilize HARRIET program funds for hotel employee development
- Expand the Apple Authorized Training Center offerings to the neighbor islands

Strategy 3: Utilize Social Media/Marketing/Promotions and Develop the EdVenture Brand

- Develop commercials for MC TV
- Look into Computer User Groups
- Expand marketing and promotions to the mainland and internationally or other educational institutions on the mainland
- Research the ability to sell ads in our catalog
- Create customer loyalty initiatives
- Look into promoting workshops in travel publications or airline magazines

- Develop QR code for EdVenture and publicize on the Laulima window.
- Group classes for marketing
- Create events like an Holiday Book Fair or create a EdVenture Gift card
- Take the Decision Maker's Overview on the road

Strategy 4: Unleash Talent of the Team Members

- Diane to create a monthly award for best idea to increase efficiency/reduce expenses/generate revenue
- Marc and Peggy to facilitate a session on Social Networks
- Lucille to explore grant writing
- Research other OCETs nationally to leverage best practices
- Each team member will be involved with facilitating or team-teaching a session
- Each team member will be trained on all audio and electronic equipment in the classrooms
- Marc and Stephanie will be OCET's representatives on the review team for the online registration system
- Perfect distance education technology and methodology to effectively facilitate 7 Habits for Managers via distance to the mainland
- Continue to facilitate training sessions for instructors – sessions could include marketing techniques or presentation techniques. Program developers will regularly audit classes for quality assurance.
- Acquire a full time Graphics/Promotions team member

Memberships and Partnerships

Continue membership and attendance to professional association meetings, i.e. Chamber of Commerce functions, Maui Hotel Association, SHRM (Society of Human Resource Managers), NCATC, and ASTD (American Society of Training and Development) etc.

The Office of Continuing Education & Training is part of a national system of continuing education and training programs that exist in most colleges and universities in the United States. Maui's OCET department will continue to participate as an active member of its professional association, LERN (Learning Resource Network), the world's leading association in lifelong learning programming, providing information and consulting services to organizations offering lifelong learning programs.

OCET continues to be a member of Maui County's Workforce Investment Board (WIB) and plans are to work even closer to assist the County with meeting their objectives on the County Economic Development Plan.

Program Review: Maui Language Institute (2010-2011)
Maui Language Institute (MLI)

I. OVERVIEW OF MLI

A. Mission of UHMC

UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

B. Mission of MLI

The mission of MLI is:

- To provide ESL instruction to students for academic, professional, and personal purposes.
- To provide profitable custom-designed Short-Term*, SAM, and Rainbow Studies programs.
- To ensure a high quality of education in the fields of language teaching acquisition and culture.

*profitable is defined as net revenue of \$5,000+/-per week for Short-Term Programs

C. MLI's Relationship to UHMC's Strategic Plan

MLI has been engaged in activities that support UHMC's Strategic Plan Action Strategies as follows:

1. Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Provide students with access to a seamless UH system with full articulation to all campuses

MLI developed the hybrid program to provide a seamless transition for students moving from the non-credit to credit program. This is the first step on their journey to articulate to other campuses.

Develop and support service learning and community service opportunities

MLI has implemented a community service aspect to the Intensive English Program whereby students participate in one community volunteer program per semester. Service learning and community service are a regular part of the short-term programs.

Provide instructional methods, technologies, materials, facilities and academic support services that accommodate students of varied learning styles, backgrounds interests and abilities

MLI students hail from all over the world (over 30 countries in the past 5 years) and the instructional methods address the wide array of learning styles, backgrounds, and interests. MLI offers three levels of each skills based course (beginner, intermediate and advanced), address a variety of abilities. MLI classes are also offered in the Laulima Building, a facility providing modern technologies and materials.

Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status

MLI has developed an extensive student database that is used for the purposes of networking to recruit students as well as serving as a record of the alumni. MLI also works in tandem with the Registrar's Office in developing reports based on available data and tracking student progress. MLI also introduced a blog and Facebook to stay in touch with current and former students.

Provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning-centered environment

MLI's Student Services Specialist provides transitional services and support services for students. An updated handbook was developed for new students and the orientation program has continued to expand and cover a broader range of topics each year. Tutoring is offered in the form of private lessons, and faculty and staff offer academic counseling and refer students requiring personal counseling to the UHMC Counseling Office. MLI's excursions, social events, potluck parties and certificate ceremonies are all fall under preventative counseling and retention efforts.

Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties

MLI classes are small (approx. 8-15 students), so instructors are able to become very familiar with the students, providing maximum opportunity to detect a student who is experiencing difficulties, and to provide academic intervention. Depending on the nature of the difficulty, students are either advised in-house, and/or are referred to counseling services.

2. Objective 2: Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Create a learning environment where diversity is valued and embraced

MLI students come from over 30 different countries, vary in ability from pre-beginner to advanced levels, and range in age from 11 years old to seventies. The learning environment welcomes and encourages students from these broad spectrums, and hosts

excursions and social events to encourage intermingling and embracing cultural differences.

Encourage excellence in faculty and staff by offering opportunities for professional growth and renewal

MLI staff is encouraged to attend statewide conferences such as the annual HITESOL conference in Honolulu. MLI also offers faculty in-house training in the form of evening classes spanning 6-8 weeks. In addition, new faculty are mentored in the MLI classroom setting. Faculty and staff are also encouraged to take advantage of the professional development funds offered by UHMC and several faculty travel to state, national and international professional development sessions.

Continue to recruit and retain a diverse faculty and staff

MLI's diverse faculty and staff are all university educated, with most holding advanced degrees. All have overseas experience, either as instructors or as students participating in study abroad programs. The training and support provided for new faculty, as well as ongoing professional development opportunities assist in the retention of faculty and staff.

3. Objective 3: Develop and implement a comprehensive evaluation system for the regular review of all educational and student services programs.

Evaluate curriculum to improve student learning

MLI has ongoing curriculum reviews, and during the past few years has undergone an extensive curriculum revision, which included the restructuring of the MLI program from 6-week to 8-week sessions. Regular faculty meetings are scheduled for an ongoing review of the curriculum.

Implement educational program review/assessment and learner outcomes to evaluate and improve student learning.

MLI conducts student evaluations every 8-week session, and makes revisions to the curriculum and instruction in accordance with student feedback. Faculty and staff also assess the program, and set student learner outcomes for each level in an effort to improve student learning.

D. Core Values – MLI is committed to:

Aloha – MLI's curriculum includes Hawaiian Studies, chant and hula, encompassing a respect for history, traditions and culture of Hawaii and its indigenous people.

Collaboration and respect – MLI shares human and physical resources with other OCET programs in an atmosphere of open communication, integrity and mutual respect.

Academic freedom and intellectual rigor – MLI instructors meet regularly to review the curriculum and ensure that students are challenged, embrace intellectual challenges, and prepare for the future.

Institutional integrity and service – Volunteerism and Service to the Community have been integrated into the MLI program as a means of enhancing the spirit of service to the Institute’s activities.

Active learning and discovery – MLI’s curriculum is student-centered and maximizes student engagement through a variety of classroom activities and excursions designed to appeal to various learning styles.

Diversity, fairness and equity – All populations at MLI are represented equitably, and diversity is valued and embraced.

Leveraged technology – MLI courses include instruction in computer-assisted writing, film studies, and professional presentations, utilizing technology to enhance instruction and learning.

Hawaiian Islands Advantage – MLI marketing and recruitment efforts capitalize on Maui County’s unique cultural and geographic attributes.

Accountability and fiscal integrity – MLI must remain fiscally viable but does not sacrifice the academic integrity of the program.

II. OVERVIEW OF MLI’S PROGRAMS

A. Intensive English Program

MLI’s Intensive English Program offers English as a Second Language (ESL) classes in 8-week sessions, beginning annually in late August and concluding in early July. MLI’s Intensive English Program is designed to assist language learners with their academic, professional, and personal language goals. The program is an open enrollment program and accommodates both F1 student visa students as well as non-F1 student visa students. Students enrolled in the program study anywhere from 2 weeks to 1½ years, depending on their respective language abilities, progress, and goals.

2010-11 MLI Academic Calendar & Fee Schedule

SESSION	DATES	DAYS	TIME	TUITION
FALL I	Aug 16 – Oct 8	M – Th	9:00 – 1:30	\$1,745
FALL II	Oct 18 – Dec 10	M – Th	9:00 – 1:30	\$1,745
SPRING I	Jan 3 – Feb 25	M – Th	9:00 – 1:30	\$1,745
SPRING II	Mar 7 – Apr 29	M – Th	9:00 – 1:30	\$1,745
SUMMER	May 11 – Jul 1	M – Th	9:00 – 1:30	\$1,745

B. Short-Term Programs (STPs)

MLI's Short-Term Programs involve custom-designed programs for visiting groups. The programs range in duration from a few days to several weeks, are designed for all ages of participants (from children to adults), and can accommodate up to 60 participants. STPs involve both ESL programs and non-ESL programs. The STP curriculum consists of classroom instruction, workshops, related excursions, as well as community service projects. Listed below is a sampling of STPs offered through MLI:

- English as a Second Language
- Second Language Teacher Training
- Hawaiian & Cultural Studies
- Business English
- Elderhostel

History of MLI's Short Term Programs

2006 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Mei Ho Inst. of Tech.	Taiwan	6-Jul	15-Jul	18	\$3,500
2	Miyakojima	Okinawa	27-Jul	4-Aug	17	\$8,300
3	Shoei High School	Japan	27-Jul	6-Aug	39	\$30,100
4	Fukuyama	Japan	31-Jul	4-Aug	20	\$8,300
2006 TOTALS					94 Students	\$50,200

2007 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Shoei High School	Japan	39288	5-Aug	40	\$30,500
2	Miyakojima	Okinawa	39289	2-Aug	13	\$7,300
3	Toyama Junior High	Japan	39313	24-Aug	29	\$8,600
4	Psychotherapy	Canada	39442	28-Dec	6	\$1,200
2007 TOTALS					88 Students	\$47,600

2008 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Fujimigaoka HS	Japan	19-Mar	28-Mar	11	\$11,300
2	Fukuyama	Japan	22-Jul	28-Jul	11	\$7,100
3	Shoei High School	Japan	24-Jul	3-Aug	41	\$27,700
4	Miyakojima	Okinawa	28-Jul	1-Aug	7	\$6,400
5	Toyama Junior High	Japan	18-Aug	22-Aug	30	\$9,300
6	Ehime	Japan	15-Sep	16-Sep	6	\$500
2008 TOTALS					106 Students	\$62,300

2009 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Yew Chung Inter S	China	21-Feb	1-Mar	23	\$8,050
2	Shoei High School	Japan	23-Jul	2-Aug	15	\$7,800
2009 TOTALS					38 Students	\$15,850

2010 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>

1	Hyechon University	Korea	19-Jan	21-Jan	23	\$1,400
2	Yew Chung	China	27-Feb	8-Mar	46	\$27,895
3	Global Campus	Japan	6-Mar	20-Mar	10	\$1,642
2009 TOTALS					79 Students	\$30,937

2011 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Yew Chung Inter Sch	China	5-Mar	15-Mar	34	\$17,000
2011 TOTALS					34 Students	\$17,000

C. SAM Programs (Semester Abroad on Maui)

MLI's SAM Programs offer international student groups from an educational institution an opportunity to study abroad on Maui in the Maui Language Institute English as a Second Language program. Students are generally integrated into the regular Intensive English Program where they have an opportunity to study with international students from many countries. Additionally, students have an opportunity to explore and learn about Maui through additional workshops and activities arranged specifically for the SAM participants. SAM programs can range in duration from 2 to 16 weeks. Scheduling is dependent on the visiting university's availability. The groups' home institutions determine credit equivalency for the students.

The fundamental differences between the SAM program and the regular Intensive English program are as follows:

- SAM students tend to come from their universities in groups (as few as 2-3 from the same university)
- SAM students' schedules do not necessarily align with the regular UHMC academic schedule
- SAM students receive credit at their home universities for the English courses taken at MLI
- SAM students are integrated with the Intensive English students unless a university requests a "closed" format. In a closed program, the students are not integrated with the Intensive English program students.

SAM Programs

2008-2011

Sam Program	Country	Start	End	# of Students	NET REVENUE
Osaka Gakuin University	Japan	25-Feb-08	7-Mar-08	6	\$6,200
Hakuoh University*	Japan	6-Dec-08	21-Dec-08	36	\$31,200
Hakuoh University*	Japan	12-Feb-10	23-Feb-10	52	\$17,049
Osaka Gakuin University	Japan	4-Aug-10	10-Aug-10	1	\$1,000
Osaka Gakuin University	Japan	14-Aug-10	9-Dec-11	2	\$3,290
Hakuoh University*	Japan	14-Feb-11	24-Feb-11	27	\$8,990
Osaka Gakuin University	Japan	15-Aug-11	9-Sep-11	6	\$6,000
Osaka Gakuin University	Japan	15-Aug-11	9-Dec-11	18	\$62,820
Toyama University	Japan	15-Aug-11	9-Sep-11	2	\$2,000

Totals *CLOSED SAM PROGRAMS	150	\$138,549
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The SAM program is the newest of MLI’s initiatives to draw students to MLI, and in Fall II, MLI drew the first large “feeder” group from Osaka Gakuin University; these students are currently being housed at the Kulanaa`o Student Apartments.

D. Fiscal Contribution of MLI to UHMC Credit Program

MLI contributes to the mission and vision of the University of Hawaii Maui College by being an entrepreneurial arm of the college that offers non-credit educational opportunities to a diverse community of lifelong learners, including but not limited to, local and international students.

We support the practice of “sustaining and sharing finite resources for the benefit of all” by working hard to provide the resources needed to sustain MLI’s high performance standards. We are a self-supporting program and we are expected to earn sufficient income to cover the main expenses for our program.

Through a high level of academic standards and rigor, students are prepared to succeed in the credit program. Thus, when MLI students advance to the credit program, they generate considerable revenue for the college as a whole.

Prior to 2001, students advancing to the credit program from MLI had little success. Over the years, MLI was instrumental in raising the COMPASS test writing score, adding the COMPASS reading test, raising the TOEFL requirement for the college, and creating the hybrid program. MLI students advance to credit as “hybrids” – 50% MLI and 50% credit. As hybrid credit students, they are required to take one reading and one writing course. The hybrid program constitutes an additional semester of “English only” courses, further preparing the students for success once they become full-time UHMC credit students. The following chart indicates the amount of gross tuition revenue generated by MLI students who were retained in the credit program. The following is a snapshot of the past decade.

MLI’s Contribution to UHMC Credit Program (Fall 2001-Fall 2011)

# of former MLI students who transferred to UHMC	# of UHMC credits taken by former MLI students	Total UHMC gross tuition revenue generated by former MLI students
152 students	6,684 credits	\$1,891,461

III. OVERVIEW OF MLI’S STUDENTS & CURRICULUM

A. Students

1. Intensive English Program Students

The MLI student population in the Intensive English Program consists of students from overseas as well as on Maui. The ages of MLI students range from 16 to students in their 70s. MLI students come from numerous countries in Asia, Europe, South America, Central America, North America, as well as the Pacific. MLI students’ abilities also vary from raw beginners to highly advanced learners of ESL.

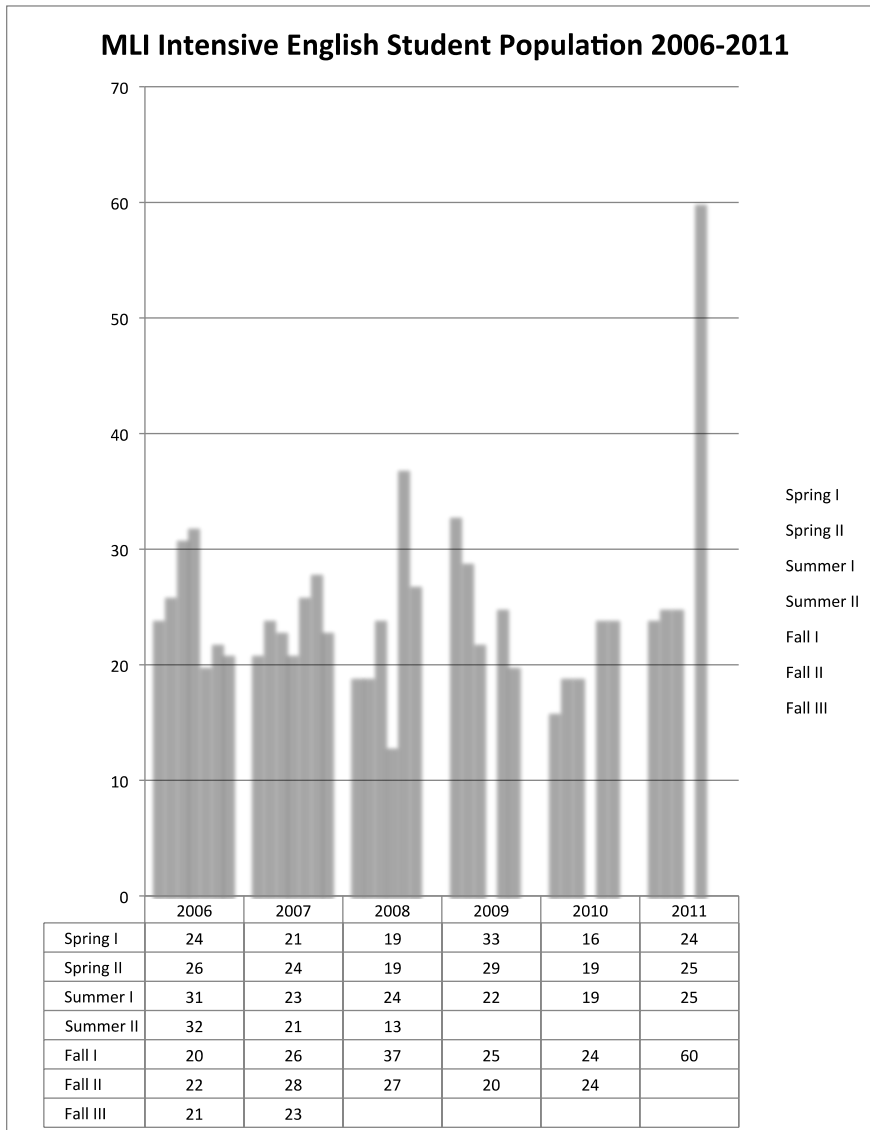
MLI Student Diversity (International Countries of Origin)



Argentina • Brazil • Bulgaria • China • Colombia • Czech Republic • Ecuador • Fiji • France • French Polynesia • Germany • Haiti • Honduras • Iran
Israel • Italy • Japan • Macau • Marshall Islands • Mexico • Paraguay • Peru • Philippines • Poland • Portugal • Russia South Korea • Spain • Syria
Switzerland • Tonga • Turkey • Venezuela • Vietnam

The “sessions” at MLI have evolved throughout the years, as delivery of the program was revised and refined. Eventually the program settled into our current format of five 8-week sessions per year that are closely aligned with the credit program schedule: Fall I, Fall II, Spring I, Spring II and Summer I. July and August have been devoted to short term programs.

The following chart depicts MLI’s consistent student registration over the past 6 years, and also indicates the spike in growth in Fall 2011, partially due to the SAM program participants from Osaka Gakuin University.



B. Curriculum

1. Intensive English Program Curriculum

MLI's IEP curriculum consists of 6 separate classes during Monday through Thursday, from 9 am to 1:30 pm.

The curriculum represents a balance between skill-based classes (addressing the four major skills areas of speaking, listening, reading and writing, as well as grammar) and

content-based classes. The content-based classes are designed to allow the MLI students to use their language in meaningful and purposeful ways through learning content areas of interest. The content-based classes are also designed to assist the students in enhancing their academic preparation skills. The balance between the skill-based and content-based classes allow for MLI to take a holistic approach to language learning for the students, giving them the greatest opportunity for success in their language learning goals. All classes have a specific language focus, but are integrated skills classes, meaning that they incorporate multiple language skills into each lesson plan.

The following are a list of the courses at MLI:

Skill-Based Classes

Writing
Reading & Vocabulary
Grammar
Speaking & Listening

Content-Based Classes

Cultural Literacy
Film Studies
Performing Arts

2. Short-Term Programs Curriculum

The MLI STP curriculum is custom-designed for the particular group based on their language learning needs and/or specific content area focus. Generally, the curriculum consists of a combination of ESL classes, content-specific workshops, and related excursions and activities. The overall intent of the curriculum is to allow the visiting group to maximize their educational experience on Maui and to be able to holistically learn about our unique Maui culture and environment. Additionally, the short-term program is designed to deliver the highest quality of instruction in the areas of focus, whether ESL, language teacher training, leadership training, or hospitality and tourism management training. The concept of the curriculum is to incorporate “the living classroom” in order for students to be able to immediately apply what they have learned in the traditional classroom setting.

IV. OVERVIEW OF MLI’S CONNECTIONS WITH OUTSIDE COMPANIES, ORGANIZATIONS, INTERNATIONAL AGENCIES & EDUCATIONAL INSTITUTIONS

Through both the intensive English Program (including SAM), and the short-term programs, MLI has established many connections both locally and internationally. Maui companies, organizations, and institutions are instrumental in assisting us in designing and implementing top quality STP’s. The following constitute the local companies that are affiliated with MLI:

Maui Companies
Akina Bus Service
Tihati Productions

Maui Organizations & Institutions
Community Pride at Kanaha Beach Park
Digital Bus

Asian Star Restaurant	Helenani O Maui – Events (Homestay)
Bentos & Banquets	Haleakala National Park
Dragon Dragon Restaurant	Iao Intermediate School
Got Chef Maui	Ka ‘Imi Na’auao O Hawai’i Nei
Hawai’i Nature Center	Kamehameha Schools - Maui
Mahalo Tours and Trans	Lae’ulu O Kai
Maui Beach Hotel	Maui High School
Maui Ocean Center	Maui Waena Intermediate School
Maui Tropical Plantation	Roselani Senior Center
Pacific Whale Foundation	
Polynesian Adventure Tours	
Roberts Hawai’i	

The following is a list of recruitment agencies (a.k.a. representatives) that MLI has been associated with over the years. The list is continuously evolving as agencies come and go depending on the ebb and flow of the economy. However, MLI generally has 10 “working agents” – those who have actually sent students to the program.

International Agencies

- Aloha.net (Japan)
- ALC Global (Japan)
- All Seasons FSI Ventures (Canada)
- Arc Three International (Japan)
- Asahi Travel International (Japan)
- Asia-Europe Company (Vietnam)
- Eastman World (Japan)
- Global Academia (Japan)
- Global Overseas Education (Japan)
- Hapdong Overseas Educational Institute (Korea)
- Hawai’i Exchange Center (Japan)
- Idea Reasen (Switzerland)
- IOR Global Services (U.S.)
- International Student Exchange Agency (Brazil)
- International Student Society (Japan)
- Korean-American Educational Commission (Korea)
- Japan Continental Corporation (Japan)
- Joohan Overseas Education (Korea)
- JST Tokyo (Japan)
- Last Resort Corporation (Japan)
- Lead Total Planning (Japan)
- Center for Study Abroad - MIYACO (Japan)
- Office Seike (Japan)
- Ryugaku Education Forum (Japan)
- RyugakuSite.com, Inc. (Japan)
- Staff Service Educational International (Japan)
- Sudo Global Associates (Japan)
- Tan Dang Quang Overseas Study Corp (Vietnam)
- UHAKPORT (Korea)

Ui Travel (Japan)
United Tours Co. (Japan)
WinTECH (Japan)
WISH Tokyo (Japan)
Yeti Service Pvt. Ltd. (Nepal)

The following is a list of International Educational Institutions that have sent student groups to MLI:

International Educational Institutions

Den En Chofu University (Japan)
Fujimigaoka High School (Japan)
Gunma College (Japan)
Hakuoh University (Japan)
Hokusei Gakuen University (Japan)
Koriyama University (Japan)
Kumoh Institute of Technology (Korea)
Mei Ho Institute of Technology (Taiwan)
Osaka Gakuin University (Japan)
Shanghai Normal University (China)
Shoei High School (Japan)
Toyama University (Japan)
Yew Chung International Schools (China)

V. An Overview of MLI’s Assessment, Quality Standards, and Continued Improvement Strategies

A. Quality Standards

Each session, MLI uses courses evaluations to assess both the MLI curriculum and instructors. Students have the opportunity to provide feedback on their MLI experience.

MLI has used several styles of course evaluations throughout the years in an attempt to find one that can be used at all levels for the purpose of data analysis. ESL learners (especially at the beginning level), have difficulty interpreting even the most basic forms. For several years, MLI used a question-answer format for these students and a combination of numerical/question answer format for more advanced students. Recently, with the input of the faculty, I revised the course evaluation forms and method of administration. In Fall I, 2008, the students completed a separate evaluation for the instructor and the course. This was too time-consuming and repetitive, so I consolidated the two evaluations and developed a form that included questions on both the instructor and the course. I also administered all of the evaluations in one sitting, with each student receiving a packet, and filling out only the forms on the courses in which they were enrolled. This proved to be very efficient with students completing all evaluations in 20-30 minutes, rather than taking 5-10 minutes from each class. MLI’s new form is as follows:

<p><i>Numerical instructor evaluations included ratings from 1 (strongly disagree) to 5 (absolutely agree) in the following areas:</i></p>
<ul style="list-style-type: none">• <i>The course content was interesting and challenging</i>• <i>The goals of the course outline were met</i>

<ul style="list-style-type: none"> • <i>The instructor used a variety of activities to make the course interesting and useful</i>
<ul style="list-style-type: none"> • <i>My instructor was organized and well prepared</i> • <i>My instructor treated students fairly</i> • <i>My instructor was available for questions and assistance</i>
<p><i>Place for comments at the end.</i></p>

MLI instructors meet on a regular basis for curriculum development and to establish and discuss learner outcomes for each course. Upon completion of the MLI program, students receive one of the two following certificates:

- Certificate of Completion
- Certificate of Attendance

A certificate of attendance enables an F1 student to

B. Professional Development

MLI faculty and staff have taken advantage of the following professional development opportunities:

- HITESOL Conference
- Second Language Learning and Teaching Workshop
- NAFSA Management Training Program
- Annual NAFSA Conference
- ICEF Workshop
- Writing Across the Curriculum – Hawai'i Writing Project
- AACE Recruitment Fairs
- IIE Recruitment Fairs
- Yew Chung International Chinese Language Teacher Training
- Lailima Training
- Apple Institute
- OCET's Photoshop Training
- OCET's Dreamweaver Training
- OCET's History and Culture of Hawai'i
- OCET's History and Culture of Maui
- OCET's 7 Habits of Effective People Training
- TESOL Online Certification Course
- TCC Worldwide Online Conference

VI. An Overview of MLI's Accomplishments in 2010-2011

D. MLI Accomplishments (2009-2010)

- *Agency Handbook* - In an effort to ensure that the agents have current and up-to-date information, MLI developed an agency handbook and mailed a hardcopy to all of our agents. The agency handbook is utilized as a tool for agents to boost enrollment at MLI. The handbook provides information on UH Maui College including campus services, student organizations, campus safety, and the various programs that are offered at Maui College. The handbook also details information on the Maui Language Institute and UHMC, including approximate living costs, the programs that are offered in the Institute and staff/faculty information. The handbook lists basic necessities that are valuable for potential students. Agents would be able to provide information on specific things such as “opening a bank account,” “getting a cell phone,” etc. There are also sections on basic healthcare and how to overcome culture shock. In addition, the handbook provides some history of Maui and short list of common Hawaiian/local words that students may here during their stay.

- *Financial Aid and Scholarships* - Coordinate with the Financial Aid Office to provide a scholarship awareness and application workshop for international credit students at UHMC. MLI consults with the Registrar’s Office for an updated list of students, schedules a meeting and assists students in the process. Although non-credit students are not eligible for academic scholarships, three MLI students received Kulanaa`o Scholarships (\$1000 each) in 2010.

- *International Education Committee Activity* – One of my most significant International Education functions is my service to the system-wide International Education Committee. I am currently one of the longest standing members on the current committee. I have served on the committee since 2001, and for a number of years, was consecutively a member of the President’s Steering Committee (IESC) from 2002-2006 (when it was disbanded). During 2010-2011, my involvement included:
 - Freeman Scholarships: coordinated “papering” the campus with posters, evaluated scholarship applications (70 in 2010), and arranged 2 visits Honda International Center representative to visit classes to promote the program.
 - Arranged for the Executive Assistant to the Vice President for Community Colleges (and assistant) to visit classes at UHMC to promote international opportunities throughout the system.
 - Compiled data for on IIE (International Institute of education) Open Doors Report. This involves gathering information from the faculty on campus who are involved in Study Abroad/Student Exchange programs with UHMC and/or other campuses in the system.
 - Discuss policies and procedures relating to agreements with international agents.
 - Gathered information and reported to IEC on all Study Abroad activity at UHMC.
 - Gather information and reported to IEC on all short-term programs at UHMC.

- Organized and reported on activities for International Education Week. This involves the preparation and coordination of performances, and international activities.
 - Representative Agreement: Served on a sub-committee consisting of 2 IEC members. Responsible for editing and reporting back to committee on revisions.
 - Discussed and finalized details pertaining to the system-wide Aichi University Agreement
 - Served on sub-committee (consisting of 3 IEC members) for reporting on the UH System Mission Statement and Strategic Directions for International Engagement.
 - 2010-2011 Currently serving as Chair of IEC; attend all IEC meetings.
- *Faculty Handbook* - Revised the new faculty handbook to include a section on university policies related to Sexual Harassment and Related Conduct.
 - *Student Handbook* - Maintained a current Student handbook for international and mainland students that is updated annually and presented to the students as part of their orientation packet
 - *Instruction* - Taught Cultural Literacy, Film Studies, and Performing Arts “units” within classes as a substitute instructor.
 - *Website Overhaul* - This past year, the MLI website underwent two major overhauls – one to improve navigation, update the Short Term Program section, and better structure it as a marketing tool. The second overhaul was to change the overall look and appeal of the site to target South American and European audiences. Some updates and changes on the main site included:

Sample Schedule

2011 Academic Calendar and Fee Schedule

2011 Refund Schedule

2011 Payment Schedule and Policy

Directions to Apply as a non-F1 Student

Directions to Apply as an F1 Student

Estimated Student Living Costs

MLI Informational Booklet

Non-F1 Student Application Packet

F1 Student Application Packet

MLI Student Handbook

New photos and new testimonials

New testimonials indicate Agency and SAM program students

Added navigation bar to all pages to for easier navigation from any page.

Clarification of descriptions of classes, levels, seminars and excursions

Simplification and clarification of Short Term Program sample schedule

Revised the “look” of the site to more accurately reflect student population

Updated Chinese translation

Rebuilt Rainbow Studies section

- *Curriculum Development*

Created new “American Accent Training” class; Developed Listening Comprehension class; Implemented a Test Taking Skills class; Developed 8 seminars to correspond with 8 excursions.

Developed a new Cultural Literacy class to replace “Hawaiian Studies” and “American Studies” and piloted a portion of that curriculum in Summer 2011. This was in response to evaluations indicating that students in both classes (beginner/intermediate and advanced) asking to learn information from the other class.

Developed a new “Debate” class as the advanced level of “Listening and Speaking” and piloted that class in 2011 for student reaction.

Field-tested a new 2-film curriculum for “Film Studies.”

Piloted several new grammar texts in all levels of “Grammar Class” to be able to eventually standardize the “Grammar Class” curriculum.

Piloted first online grammar class that may continue in 2012 as an optional course for students, outside of the required 18 hours.

- *SAM Program* - I have been working closely with the International Affairs Office at Osaka Gakuin University (OGU) since 2006. In 2010, 3 students attended MLI (one for a month, and the other 2 for a semester). Upon returning to OGU, one of the semester-long students scored the highest, and showed the greatest amount of improvement on her TOIEC test. This convinced other Osaka Gakuin University students to attend MLI in 2011. With the 18 Osaka Gakuin students, 6 for one month, and 18 for a semester, MLI has the highest student attendance for any given semester since the inception of the institute under my direction in 2001.
- *KULANAA`O* – While negotiating the terms of the Osaka Gakuin University program, the Kulanaa`o Residence was undergoing a management change. As soon as the new management team was in place, I began working with April and Danielle to ensure that the Osaka Gakuin students could be housed this fall. April and I discussed the possibility of blocking rooms, and as our SAM program (large groups) become more established and predictable, this may become a possibility. As OGU is our first SAM program to request the Kulanaa`o residence, it would be premature to block rooms on spec at this juncture. However, as possibilities for groups arise (generally months before they arrive), I will be working in tandem with the new Kulanaa`o team regarding housing. Kulanaa`o's new management policies indicate that they understand the student culture (i.e., implementation of an RA system); and thus far, they have also demonstrated the flexibility to work with MLI's short-term students.
- *HTH WORLDWIDE INSURANCE* – Joined the University of Hawaii Group Health Insurance Plan for all UHMC international students; met with Arizona representative who lead me through a Skype tutorial, and then he visited the campus for a follow-up tutorial. During the Fall I MLI orientation, all international students without insurance

attended a tutorial on how to sign up. The Registrar's office is also abreast of the latest developments, and will assist in following up with students whose insurance have lapsed. This is the first health insurance designed specifically for UH students that comply with the BOR's standards for FI and JI visa holders.

- *INTERNATIONAL OFFICE* – Designed a proposal for the UHMC Office of International Services, a spider chart illustrating structure, a budget proposal spanning the first three years, and a narrative on the advantages of international education.

VII. An Overview of MLI's S.M.A.R.T. Goals for the future

Goal I: Retain Osaka Gakuin University as a feeder school for MLI's Fall I session in the future

SPECIFICALLY: There are currently two study abroad options for OGU students through their university: 4-week, and semester-long. The 4-week session is for students not quite ready for a full semester away from home. In order for MLI to accomplish this goal, we need to be successful on multiple levels including academics, and student services. The requirements include meeting OGU's expectations in terms of academics and housing. Regarding housing, MLI will continue to work closely with the Kulanaa`o management team. The benefits of accomplishing this goal are multi-fold and include but are not limited to retaining MLI's fiscal health, stabilizing the MLI program by being able to offer more secure teaching positions, and enjoying the added diversity of having so many new students in the program. The goal is MEASURABLE because the success of the program will be determined by whether or not the OGU students return next year. It is also ATTAINABLE because MLI has the resources and deliver the academic program within the allotted time frame. Also, attainability will depend on following expected protocol, such as visiting OGU no later than spring 2012 while they are recruiting for the fall. It's REALISTIC because it represents substantial progress for MLI, and the faculty and staff are enthusiastic and willing to work to achieve the goal. And it's TIMELY because OGU begins recruiting for their Study Abroad programs in the spring, so there is time to plan for a protocol trip, and to further deepen relationships with OGU's staff.

Goal II: Recruit a university that would serve as a feeder for one of MLI's Spring sessions.

SPECIFICALLY: The strongest prospect is Toyama University. In 2006, UHMC signed a cooperative agreement between Toyama University's Faculty of Education, and UHMC. They subsequently sent three short-term groups from their affiliate junior high school to UHMC. This year, they are sending 2 students to MLI's Fall I program. A representative from Toyama U will also be visiting MLI to discuss a future agreement that would be institution-wide, and not limited to the Faculty of Education. Ideally, an agreement could be signed in the spring of 2012. The requirements would be to have an agreement that involves opportunities for the exchange of students and faculty. The purpose for accomplishing this goal would be to provide greater opportunity for UHMC faculty to teach abroad, and for UHMC students to study abroad, further globalizing the campus. This program would also establish a spring session feeder school for the MLI program, further stabilizing the Institute. It's MEASURABLE because the agreement would lead to future SAM programs, and/or exchanges of faculty and students in the future. It's ATTAINABLE because we already have an established relationship with

Toyama University and they have expressed an interest in developing stronger ties with UHMC. It's REALISTIC because it represents substantial growth for both MLI and UHMC; a spring feeder school for MLI would be ideal because it means that we would retain the same number of staff/faculty year round, further stabilizing the Institute. Also, both universities are willing to work towards the goal. And it's TIMELY; protocol would call for trip to Toyama University, which could be, occur in tandem with a trip to Osaka Gakuin University. It's realistic to aim for the first large group of SAM students in the spring of 2013.

Goal III: Recruit FI students for both MLI and the UHMC credit program through conferences and workshops

SPECIFICALLY: This would involve attending ICEF Latin American Workshop September, 2012. MLI will renew agency agreements from 2010-2011, but there will be a natural attrition rate so an ICEF workshop would refresh our "working" list. South America has been a specific target for MLI during the past few years. Attending the NAFSA Conference in Houston in May, 2012 is important for professional development and networking with agents and other international contacts. The goal is MEASURABLE because MLI keeps records of all students who come to us through agents. It only takes one F1 Visa student to cover expenses incurred in participating in both an ICEF Workshop and a NAFSA conference. It is ATTAINABLE because I have attended both ICEF and NAFSA in the past and am very familiar with how to work efficiently and productively within these recruitment environments. It's REALISTIC because in order to be a "player" in the international education higher education realm, UHMC has to make an ongoing commitment to developing and nurturing relationships in person. MLI is committed to raising the bar when it comes to international travel and recruitment efforts. And it's TIMELY because it has been 2 years since I've had the opportunity to attend ICEF or NAFSA, and records have indicated that both are excellent sources for recruiting FI Visa students.

Goal IV: Recruit FI students for both MLI and the UHMC credit program through Internet Marketing and Online ads (Study USA)

SPECIFICALLY: This would involve purchasing a Study USA online (\$2500), and dedicating \$2000 to online marketing. It's MEASURABLE because MLI tracks every student who comes to UHMC through online recruitment and marketing initiatives. In the past 2 years, Study USA has returned \$50,000 in tuition revenue (mostly credit program) for every \$2500 spent. It's ATTAINABLE because MLI has the resources to both fund and implement online recruitment and marketing. It's REALISTIC because MLI has already designed a system of follow up for online recruitment and advertising, and the MLI team is trained and prepared in rigorous follow-up procedures. And it's TIMELY because the online ad (funded through the Chancellor's Office) expired over a year ago and MLI could be attracting F1 students almost immediately. Also, MLI has access to experts in the field of online marketing and for a modest start-up fee, could run some trial ads and document the results.

Goal V: Recruit FI students and globalize campus through the establishment of the Office of international Services (OIS)

SPECIFICALLY: This would involve the development of an Office of International Services dedicated to implementing a structure that would become the umbrella for all international activity. The Office of International Services and Support at UHMC would

be designed to address the transitional and educational needs of all international and mainland students and faculty. It involves the coordination of support services currently available to students on campus, as well as the gradual development of additional services and international initiatives, including Study Abroad and exchange opportunities.

It is MEASURABLE because it would result in an increase of international students, exchanges, and related activities. It's ATTAINABLE because in 2009-10 alone, tuition revenue generated by tuition revenue from former MLI students, non-MLI international students, and current mainland students totaled \$566,400; a portion of this revenue could be dedicated to the OIS. It's REALISTIC but the faculty and staff are in place to begin the process; many of the functions currently under the MLI umbrella could be shifted to the OIS, enabling MLI more revenue to solidify position, and grow the recruitment/marketing functions of the program. Finally, it's TIMELY because UHMC is at a critical juncture since joining the senior commission. Also, the UH strategic plan calls for concerted efforts on each campus's part to grow into global leaders.

VIII. MLI Summary and Ultimate Goal

In summary, MLI continues to be fiscally healthy, and also continues to make a sizable contribution to the credit side in terms of tuition revenue generated by former MLI students. MLI's ultimate goal is to have a truly reciprocal relationship with the credit side whereby funds are dedicated to supporting MLI's faculty and staff, many of whom work part-time without benefits, yet contribute so deeply to the globalization of the campus, as well as to its financial wellbeing. A smart building block for realizing the S.M.A.R.T goals outlined above is to start with the foundation – the MLI faculty and staff who so justly deserve to be recognized for their unremitting and tireless dedication.

Program Review – UH Maui College Apprenticeship Program Compiled by Mr. Marvin Tengan, Apprenticeship Program Coordinator

The mission of UH Maui College is UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

The mission of UH Maui College's Apprenticeship Program is to comply with the requirements of Hawaii's Apprenticeship Law (Hawaii Revised Statutes, Chapter 372) and to address the related instructional needs of registered and established Apprenticeship Programs active in the County of Maui.

The following program review is based on a system wide review template that is being developed for instructional or credit programs of the University of Hawaii Community College System. This template is basically intended to serve programs that result in a college Certificate or Associate Degree. UH Maui College has adopted a version of this template. To strive for consistency and a common basis for the College's review, this adopted version has been adapted and applied to UH Maui College's Apprenticeship Program as a basic format. The basic premise hereon is the belief that the program is coherent and that its goals and purposes can be defined, and its effectiveness evaluated.

Part I. Executive Summary of Program Status

UH Maui College's Apprenticeship Program provides high quality non-credit educational opportunity to all active apprenticeship programs within the County of Maui that are pursuant to the State of Hawaii's Apprenticeship Law.

Presently the number of apprentices in the UH Maui College's Apprenticeship Program has decreased slightly due to the down turn in the State's economy that caused a slowdown in the State Construction Industry. Although the number of apprentices attending classes in 2011 indicates 420, the number of State registered apprentices here on Maui is much greater. Trades such as the Painters, Laborers, Tapers and Operating Engineers who have been doing home study and not sending their apprentices to UH Maui College because of their busy work schedule in the past years are now interested in classroom spaces to upgrade their members and hope to start apprenticeship classes in the near future. Presently many of the Up-grading, Health and Safety courses they are requiring their members to attend consist of their apprentices. Because it is mandated by the State Legislature that each trade is required to have a certain ratio of journeypersons to apprentices and various unions lack the number of journeypersons/apprenticeship ratio, certain trades are requiring their signatory contractors to continue to recruit workers as construction laborers in their specific area of work as they await the present apprentices to become journeypersons before entering new apprenticeship agreements. Many of these unions are working with the contractors to assist with the low bid environment and lack of work in the State.

Besides the fact that construction work on Maui is at a low, the majority of the present journey workers are baby boomers and due to this lack of work, many have retired or are ready to retire. The majority of individuals that have retired from the construction industry are those that have entered into the trades/unions with good pension/annuity plans. This caused the shortage of journey workers in certain trades/unions and created new agreements between the unions and the contractors. The journey workers that are working for unions/trades that do not have good pension plans will most likely continue to work and not retire until they have to. Presumably, apprenticeship recruitments and enrollments will increase in the near future as the construction jobs increases, the need to replace the number of apprentices that will become journey person, and backfilling the trade populations that are retiring.

Apprenticeship learning outcomes are continually addressed and at the monthly Carpentry JATC meeting on Maui, the areas of Safety Awareness, Individual Character or Traits, Attitude Towards Work, Job Skills and Quality of Work, and Relations to Others were identified as the program's primary outcomes and as a result, Health and Safety courses continue to be a priority within the industry and UH Maui Apprenticeship Program continue to assist with facilities and equipment whenever possible.

Part II. Program Description

Apprenticeship Programs differ from other programs at UH Maui College in several aspects.

Significant differences are:

- Classes are offered pursuant to the State of Hawaii's Apprenticeship Law.
- The classes are primarily non-credit.
- The recruitment of apprentices ("students") is managed by external affiliates.
- Program development and planning requires the participation of Joint Apprenticeship Training committees (JATC's), the Department of Labor and Industrial Relations (DLIR), the U.S. Bureau of Apprenticeship Training (USBAT), and labor or contractor organizations.
- There are numerous individual programs, each having varying entry and/or completion requirements.

Accordingly, UH Maui College's Apprenticeship Program does not culminate in a college degree or certificate. This is partly due to the history of the development of apprenticeship programs in relation to the establishment of Hawaii's Community College System.

History

Hawaii's Apprenticeship law was originally enacted in 1941, when Hawaii was still a territory. Subsequently, Hawaii's statehood in 1959 required the basic reorganization from a Territorial to a State government. In this process, the Director of Labor and Industrial Relations was assigned the administrative duties relating to Apprenticeship Programs.

Subsequently, it was Act 39 of the Budget Session of 1964 that created the Community College System and brought the technical schools of the Department of Education (DOE) into this system. Act 138 amended the Apprenticeship Law to assign the related instruction responsibility to the Community College System or the DOE. The DOE was included in this Act because Maui Community College's predecessor, Maui Technical School, was not transferred along with other technical schools to the community college system at this time. Under the DOE, Maui Technical School continued to provide apprentice related instruction for the County of Maui until 1970.

In May 1970, Maui Technical School joined the University of Hawaii as a comprehensive community college and was renamed Maui Community College. In this process, the assignment of apprenticeship related instruction responsibilities to the Community College System was completed. In 2009, Maui Community College was renamed UH Maui College.

This is the governing process and sequence of events that laid the framework of the Community College System, as well as UH Maui College's role in providing related instruction for Apprenticeship Programs. It is this history that provides the general background for the information that follows.

Governance and Goals

The State of Hawaii's Apprenticeship law (Chapter 372, H.R.S.) and Related Administrative Rules (Chapters 30 and 31, Title 12) assigns primary administrative powers and duties to the Director of Labor and Industrial Relations, who shall:

- Establish standards for apprenticeship agreement in conformity with this chapter;
- Provide assistance for the development of on-the-job training program in non-apprentice occupations;
- Encourage and promote the making of apprenticeship agreements conforming to the standards established by this chapter;
- Register such apprenticeship agreements as are in the best interest of apprenticeship and which conform to the standards established by this chapter;
- Keep a record of apprenticeship agreements and upon performance thereof issue certificates in completion of apprenticeship;
- Terminate or cancel any apprenticeship agreements in accordance with the agreements;
- Bring about the settlement of differences arising out the apprenticeship agreement where the differences cannot otherwise be adjusted locally'
- Issue such rules and regulations as may be necessary to carry out in intent and purpose of this chapter;
- Appoint personnel as are necessary in the execution of the functions required under this chapter; and
- Perform other duties as are necessary to carry out the intent and purpose of this chapter.

Provisions that identify the community college system itself are included under section 372-6, which states; "Related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for the instruction shall be the responsibility of the community college division of the University

of Hawaii.” In this regard, UH Maui College, along with Honolulu Community College, Hawaii Community College, and Kauai Community College, actively serve the “community college division” in each of the four applicable Counties within our state.

In keeping with the mission of UH Maui College and the Apprenticeship Program, the goal of the program is to comply with the intent of the Apprenticeship Law and the mission of the College to its fullest intent.

Various established apprenticeship programs are currently active at UH Maui College. These include the construction trades: Carpenter, Cement Finisher, Ceramic Tile, Plasterer, Drywall Installer, Wireperson (Electrician), Plumber, Refrigeration-Air Conditioning (Pipefitter), Fire Sprinkler, Sheet Metal Worker, Roofer, Ironworkers, Elevator Constructors and Cablevision.

The essence of each apprenticeship program is to meet occupational requirements by including supervise on-the-job training and established related instructional (in class) requirements. Administrative rules require that each program establish standards. Apprentices are indentured and registered with the DLIR. Changes in the status of an apprentice must also be reported to the DLIR.

UH Maui College’s Apprenticeship Coordinator must recognize the individual characteristics of each established program active at the College. The instructional needs of individual programs are addressed accordingly.

The instructional requirements of apprenticeship programs at UH Maui College can be met in a variety of ways. Instructional and facility support are the basic needs that the College can provide. Registration, attendance, grading and general administrative responsibilities are also assumed by the College. In addition, the college also supports Journey-Worker Upgrade training needs related to established apprenticeship training organizations.

Learning Outcomes

In the previous Program Review, Student Learning Outcomes (SLO’s) were addressed, and the conclusion we (the Community College’s Coordinators), determined with regards to outcomes after one year of research and discussion, was that SLO’s would be difficult to define because of the many external organizations having a vested interest within the spectrum of the program. The on-the-job training aspect is not controlled or managed by UH Maui College’s Apprenticeship Program, and program completion occurs separately from the college schedule. On August 20, 2008, the CC’s apprenticeship coordinators had a meeting at Honolulu Community College to discuss SLO’s, and all agreed that Hawaii’s apprenticeship programs are already functioning in a manner promoting the type of learning outcomes that many existing instructional programs seek.

Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that the welfare of individuals is sought by Labor and Industry (sponsors) and Government (DLIR) as well

as Education (Community Colleges). Improved learning outcomes benefit all interests and consequently, benefit the community served.

Faculty and Staff

Currently, the “staff” is comprised of the College’s Apprenticeship Coordinator. The instruction “faculty” for apprenticeship is primarily comprised of casual hires who are regularly employed in the specific occupational field of instruction. Retired personnel and College faculty serving on an overload basis are also a part of the instructional staff. In all cases, work skills and experience is considered an integral component of the instructor’s knowledge that is necessary to train apprentices.

The Office of Continuing Education and Training (OCET) and EdVenture provides related staff support (administrative, technical, registration, purchasing, repair and maintenance concerns) that is also needed to sustain the program.

Resources

Physical resources are in the form of assigned facilities dedicated for the use of active programs. This is primarily comprised of shops in building 2203, 2204, 2223, and Maui High School and Baldwin High School carpentry shops. Classrooms in Building 2217, 2218, 2221, 2234, 2239, 2249, and 2251 are scheduled as needed. Generally, these classrooms are scheduled during the evening or on Saturdays, as apprentices are usually satisfying their on-the-job training (OJT) during weekdays.

Financial resources for instruction before July 1, 2006 were compensated by the College’s general instructional funds, OCET special funds, RDP funds or compensated by the affiliate(s). Other financial support related concerns (travel, equipment, tools, materials, textbooks, office equipment and supplies) were either provided by the affiliates or by OCET (UH Maui College). After July 1, 2006, UH Maui College’s Apprenticeship Program funding for instructional as well as equipment and supplies were funded through the Construction Initiative monies that was approved by the State Legislature. As of July 1, 2011, the Construction Initiative monies no longer exists and UH Maui College’s Apprenticeship Program funding has gone through budget cuts.

Human resources, or the process of hiring instructors, are supported and facilitated by the OCET/EdVenture staff.

Community Connections, Advisory Committees

UH Maui College’s Apprenticeship Program is highly relevant to the needs of local industry within our community. The quantity of apprentices in a specific occupational field is based on industry demands. Recruitment is based on JATC assessments including input from business management who consider the general business climate, the state of the local economy, and forecast indicators such as planned projects and upcoming bidding schedules.

On an Ex-Officio basis, UH Maui College's Apprenticeship Coordinator attends such JATC meetings. In this manner, the Apprenticeship Coordinator is kept apprised of current apprenticeship requirements from those directly involved in industry.

The diverse geographical and logistical aspect of the needs of the workforce in Maui County is such that a carpentry apprenticeship class had been held on Lanai but the Maui Carpenter's JATC is held on Maui. During the past 2 ½ years, the construction boom in Maui County has slow down due to the economy but the demand for trained and skilled workers in the construction trades are still in demand. This is reflected in the enrollment in the number of upgrading classes held at UH Maui College. In 2003, 270 individuals had enrolled in classes. By the end of 2006, an enrollment of at least 537 individuals attended classes and 2007, 880 attended. In 2009, approximately 1,255 have attended up-grading classes at UH Maui College. During 2010, about 1,000 have taken up-grading classes at UH Maui College. Although the number of classes/individuals taking classes at UH Maui College has dropped slightly, this could be due to various reasons. Many of the Electrical up-grading classes are now held at the New Electrical Training Building and no longer at UH Maui College. Other trades also have held classes off campus due to classrooms were not available when they requested for specific dates. Specialty equipment/site conditions that the campus does not have, requires the trades to look elsewhere for their specialized training. The JATC from most of the trades continue to increase their health/safety training for all their members, apprentices as well as the journey workers.

Besides attending JATC meetings, the UH Maui College's Apprenticeship Coordinator also attends ATCAH meetings on the island of Oahu. The meetings are usually held at Honolulu Community College and all the various Trade Coordinators/Directors, Community College's Apprenticeship Coordinators, Department of Labor and Industrial Relations, U.S. Bureau of Apprenticeship Training, and numerous individuals from the State and County are members of ATCAH.

Fundamentally, apprenticeship programs are based on a direct relationship between the needs of industry and the number of apprentices being recruited. In order to keep abreast of changes and trends, labor and business representatives provide the critical input that is needed to identify the workforce demands in the community.

Part III. Quantitative Trend Data Chart

Non-applicable Components of Program Review

Because the Apprenticeship Program is non-credit and College degrees/certificates are not awarded, the number of majors, student semester hours, FTE-based data, number of classes taught, average class fit, student/faculty ratio, number of degree/certificates awarded, cost of program per student major, and persistence of majors are not readily applicable or relevant to the program. Measurable data that has a cursory relationship to these specific review components is primarily documented by and retained by affiliates, not within the College, including completed work hours and completed instructional hours.

Average Class Size

From 2003 to 2009, the average class size (total enrollment/number of classes) varied from an average of 8.7 apprentices per class (262 apprentices in 30 classes) in 2003 to 12.3 apprentices per class (541 apprentices in 44 classes) in 2006 and 12.2 apprentices per class (769 apprentices in 63 classes) in 2009. In 2010 the average class size was 9.4 (434 apprentices in 47 classes) and this decrease of classes from 2009 are due to lack of work, low recruitment, and apprentices completing their school hours.

Generally, smaller classes (less than 10 apprentices) have been supported by affiliate organizations that also have a vested interest in the requirements of their established programs. At times the affiliate organizations do not register their apprentices for apprenticeship classes but provide home study or health and safety courses for all their members throughout the year.

In the past, an affiliate questioned the practice of providing instructor's compensation based on class size. The affiliate believes that the law provides that the college should compensate apprenticeship instruction regardless of class size. Because of the Construction Initiative funding in 2006, all apprenticeship instructors have been compensated by UH Maui College, no matter what the class size. All the affiliate organizations have been informed that because of the Construction Initiative funding, UH Maui College was able to assist with the apprenticeship instruction payroll. Subsequently, without the Construction Initiative funds, an increase in compensation could require a larger allocation of the College's general fund per the University of Hawaii System, which would require the College to solicit general fund monies from the State Legislature. But due to budget cuts and the lack of work in the industry, the trades will be informed that all apprenticeship classes will require the ten student minimum for the instructor to be funded.

Students Demographics and Profile

In regard to student demographics in terms of program demand and efficiency, it can be said that apprentices residing throughout the entire County of Maui are involved in this program. Presently, there are individuals that resided on Molokai, Lanai and in Hana, that have entered into an apprenticeship program at UH Maui College. Many have relocated to Maui due to the job opportunities and construction boom on the island of Maui in the past years. Many are still attending classes although not working due to the lack of construction work on Maui because they want to be in compliance with their Apprenticeship Programs and be available to work when the industry starts up again. On the island of Lanai the demand for trained and skilled workers in the construction trades have decreased and there is no longer a need for UH Maui College apprenticeship classes. There are apprentices located on Molokai that are still attending carpentry classes on Maui and working on Molokai as a union carpenter apprentice.

Per data drawn from observation by the UH Maui College's apprenticeship coordinator during years 1991 to present, apprentices are generally, but not specifically, in the 18 to 30 year old category. Apprentices of all races, color, religion, ethnicity, sex, age, physical handicap, sexual orientation and marital status are considered and can qualify

for apprenticeship, provided that they can meet the minimum requirements specific to the occupational field or craft. All programs adopt affirmative action plans to provide equal employment opportunity and non-discriminatory practices in apprenticeship programs.

Another critical observation noticed by the UH Maui College coordinator who talked to apprentices and the various trade coordinators, was the individuals that enter the apprenticeship program who participated in team sports/activities or entered the military services were better prepared to survive/complete the period required to train before becoming a journeyman. Besides participating in team activities, individuals with good computer skills are better prepared to become the journeymen that have the potential to be supervisors or advance within a company.

The program reflects the strong multi-ethnic character of the community. Apprentices of many ethnicities are or have been represented throughout the duration of this Program including: Caucasian, Chinese, Filipino, Hawaiian, or part-Hawaiian, Japanese, Korean, Pacific Islander, Black, Puerto Rican, Spanish and mixed-Hispanic, Portuguese, and other ethnicities.

Since the recruitment of apprentices is directly related to the needs of industry, the current information is the basis of the data showing the work situation on Maui.

Part IV. Assessment Results Chart for Program SLO's

The Student Learning Outcomes was defined via a collaborative process as described earlier under *Learning Outcomes*. As previously stated, the assessment of learning outcomes is based on the many external organizations having a vested interest within the spectrum of the program. The on the job training aspect is not controlled or managed by UH Maui College and program completion occurs separately from the College.

Part V. Assessment Results Chart for Course SLO's

Each program's curriculum has been developed by the respective affiliate organization and reviewed by the DLIR. In most cases, this formative process occurred before the establishment of the community college system itself. In this regard, the community colleges can serve in an advisory capacity in developing training for the instructors and assist the affiliate organizations with record keeping and facilities.

As stated in Learning Outcomes, Hawaii's apprenticeship programs are already functioning in a manner promoting the type of learning outcomes that many existing instructional programs seek. Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that the welfare of individuals is sought by Labor and industry (sponsors) and Government (DLIR) as well as Education (Community Colleges).

Part VI. Student Satisfaction Survey Results

Student satisfaction survey results are not available at this time. Such surveys are still being considered for development and implementation.

Part VII. Employer Satisfaction Survey Results (CTE programs)

Apprenticeship programs are similar to Career Technical Education (CTE) programs. However, there is no direct relationship with the employers to the College. Affiliate organizations, mostly unions, have this direct, on-going relationship with their signatory employers. It is within this arrangement that employers can address apprentice work performance concerns with the affiliate organization. Presently, Daily Progress Reports (DPR), are required from each apprentice every month and the employers/contractors evaluate the apprentices by listing the type of work done, number of hours/days the apprentice worked, quality of the workmanship and any other relevant data of the apprentice performance. The employer also must sign the DPR document and return it to the apprentice. The apprentice then submits the DPR document to the union at the end of every month and the union apprenticeship coordinator/director reads the document and staff inputs all relevant data into the apprentice computer file and files the original DPR document into the individual folders. Work hours and performance on-the-job are the main topics on the DPR. The DPR document would inform the union when to notify the contractor when the individual apprentices is due a pay increase and the type of hands-on-training the apprentice is involved with.

Part VIII. Analysis of Program

Alignment with Mission

The mission of Maui College states, *UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.*

The focus of UH Maui College's Apprenticeship Program is entirely consistent with the focus of the College's mission. The Program strives to provide an affordable, high quality non-credit educational opportunity to all active apprenticeship programs within the County of Maui. The instruction is focused on the development of an individual's ability to perform productively and responsibly in the chosen field of occupation, thereby enhancing their role in the workforce and in the community and becoming lifelong learners.

By training apprentices to work in the community, we are able to help keep and retain people in Maui County. We are helping to develop an individual's ability to sustain a livelihood within our community, without displacing themselves by having them seek employment elsewhere.

Looking beyond the Community College System itself, apprenticeship programs require the involvement of affiliate training organizations, labor and management representatives from industry, and branches of State and Federal government. This larger framework ensures that apprenticeship programs are an integral part of the community by continuing to work with industry in the development and delivery of applied learning opportunities.

Strengths and Weakness

As previously stated, Apprenticeship Programs have been in existence for many years, preceding the establishment of the community colleges. This precedence is believed to have created the distinction where external governing agencies and affiliate organizations also have vested interests in the outcome of an apprentice (student).

The strength of the Program is that it is directly related to the needs of industry and that it has the ability to adjust and respond quickly according to these needs. This is supported by the close relationship the College shares with the other regulatory agencies and the established training affiliates that have become an important part of the community and workforce.

Another program's strength is in the skills and knowledge of the instructional staff. Practically all instructors come with extensive experience in the specific occupational field of calling. They know the work and have become affiliate-recognized instructors because they have excelled in their field by proving their skills on the job. They are, by description, the skilled tradesperson from which an apprentice can learn from. Although this is a tremendous asset to the Program, presently it is very difficult to find qualified individuals who are willing to sacrifice their evenings and weekends to teach.

A weakness in the program is the limitations of facilities. This is evident on Maui and Lanai, where there is a basic lack of adequate college facilities to support such construction apprenticeship programs. Fortunately, UH Maui College has received cooperation and use of DOE facilities (Maui High School Carpentry Shop/Classroom). Currently, continued DOE cooperation is critical to the delivery of instruction in this area. Besides the DOE facilities, the Electrical and Carpentry Unions have assisted with classroom facilities by purchasing/building classroom in their Union Halls to accommodate training.

The allowable use of existing facilities on the Maui Campus, primarily shop spaces, is also limited. To this regard, the ability for the College to fully provide its existing physical resources in support of apprenticeship instruction is limited but improving.

Part IX. Action Plan

The use of existing College facilities are improving. The Construction Initiative equipment funding has provided upgrading of equipment in the Auto Body Shop area for the Sheet Metal and Plumbing training as well as the Auto Body Program. Other spaces that UH Maui College Apprenticeship Program is presently looking at are the Welding Shop and Carpentry Shop. With continued planning and development, the eventual use of these spaces and upgrading of equipment will provide improved facilities and the ability of the college to support apprenticeship instructional needs.

The purchasing of health and safety equipment/supplies and hiring instructors with the new Construction Initiative funding have assisted UH Maui College's Apprenticeship

Program with the opportunity to provide courses to better prepare the apprentices and journeymen within the construction industry in the County of Maui.

Ideally, a dedicated facility designed around the specific needs of the Program is desired. However, it is believed that certain existing facilities within Maui Campus could present as an alternate facility. Vacated shops and open areas could be utilized with minimal improvements and significantly improve the capacity of the Program. In any case, facility improvements continue to be strongly needed.

Part X. Budget Implication

The enrollment growths of apprentices attending classes are 270 apprentices (in 2003) to 880 apprentices (in 2007), 769 apprentices (in 2009), which were the basis for expansion and increase in support needed for instructional and related needs of the Program. During this period the Constructive Initiative funding played an important role assisting the trades and UH Maui College Apprenticeship Program. Presently the enrollment has declined to 434 apprentices (in 2010). This occurred because of the lack of work in the construction industry, apprentices completing their classes and low recruitment. The low enrollments have assisted the Apprenticeship Program's 2011 budget due to present campus wide budget cuts and the loss of the Constructive Initiative funds. It is projected that the construction industry will continue to grow in the future, when work becomes available. Presumably, apprenticeship recruitments and enrollments will continue to expand in conjunction with this future projected growth and the retirement of the baby boomers in the industry. When this growth occurs, the increase in apprenticeship funding will also need to be increased.

The assessment and planning data to follow are based on information furnished under a license agreement with Economic Modeling Systems, Inc. (EMSI) and the UHCC system. EMSI's Maui County Workforce data relating to the construction industry show a projected increase of 1,009 new jobs in construction and extraction occupations by 2012. This represents the six largest sector of new jobs in the occupational categories listed and approximately 5% (1,009 of 18,142) of all new jobs projected for the County of Maui during this period.

As previously described in *Faculty and Staff*, the College's "staff" is primarily comprised of the Apprenticeship Coordinator, along with OCET support staff. The instructional "faculty" is primarily comprised of casual hires who are regularly employed in the specific occupational field of instruction. Retired personnel and College faculty serving on an overload basis can also be part of the instructional staff.

As previously described in *Average Class Size*, the College's allocation for the compensation of this instructional faculty also presents a potential for formidable budget increases. The budgetary impact is based upon a decision or interpretation that may require a larger group of instructors to be hired by UH Maui College in the future, regardless of class size considerations.

Health and Safety courses, LEED, as well as EEOAA training will increase future costs, as it affects the number classes required to train the workers in the construction industry

and additional cost to cover instructor pay rate increases. The state-wide standard for apprenticeship instructor pay rates have been commensurate with the going rate for faculty members engaged in non-credit instruction.