

# O C E T



**Office of Continuing Education & Training  
University of Hawai‘i Maui College  
Program Review 2016-2017**

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## I. INTRODUCTION

### A. BACKGROUND, MISSION, AND VISION

#### Background

This Program Review reports on fiscal year results from July 2016 through June 2017 for the Office of Continuing Education & Training (OCET) at University of Hawai'i Maui College (UHMC). Due to changes in staffing and absence of a Director from 2014-2015, an annual program review has not been completed since 2013-14. The 2013-14 Program Review presented a dire analysis of the financial health of the program due to high costs and declining revenue (see [2013-14 OCET Program Review](#)). The 2013-14 review highlighted the need to develop and implement a financially sustainable business model using quantifiable performance measures, and a more strategic approach to course development in response to workforce and community needs.

OCET is currently engaged in a reorganization proposal process as part of a broader campus-wide reorganization at UHMC. The reorganization proposes to align all of the continuing education program streams in OCET under an new umbrella unit to be named the Office of Extended Learning & Workforce Development. The goal of this unit will be to institutionalize OCET improvements in program stability, value-added contributions to the campus mission, and revenue generation capacity.

This Program Review reflects strategic and interim organizational changes including:

- Alignment of OCET programming with UHMC's **2015-2021 Strategic Directions** document and its major strategic focus area "Community Needs and Workforce Development."
- Program stabilization and implementation of fiscal discipline using DestinyOne budget reviews for every course and weekly analysis of enrollments to determine Go/No Go course decisions by program coordinators.
- Consolidation of administrative functions in the Front Desk Office for efficiency and cost savings.
- Development of new curricular pathways into the College degree programs to bridge non-credit and credit educational offerings.
- Clear focus on data-driven programming and financial viability through continuous quality improvement activities.

#### Mission

OCET promotes lifelong learning for individuals, businesses, and organizations through high quality non-credit training in the areas of workforce and economic development, business and computer technology, sustainability, personal enrichment, and customized workforce training.

## Vision

Our vision is to be a leading training organization dedicated to enhancing the professional and personal lives of Maui County residents and visitors, and increasing the competitiveness of its businesses to meet the challenges of a dynamic, global marketplace.

## Alignment with UHMC Mission and Vision

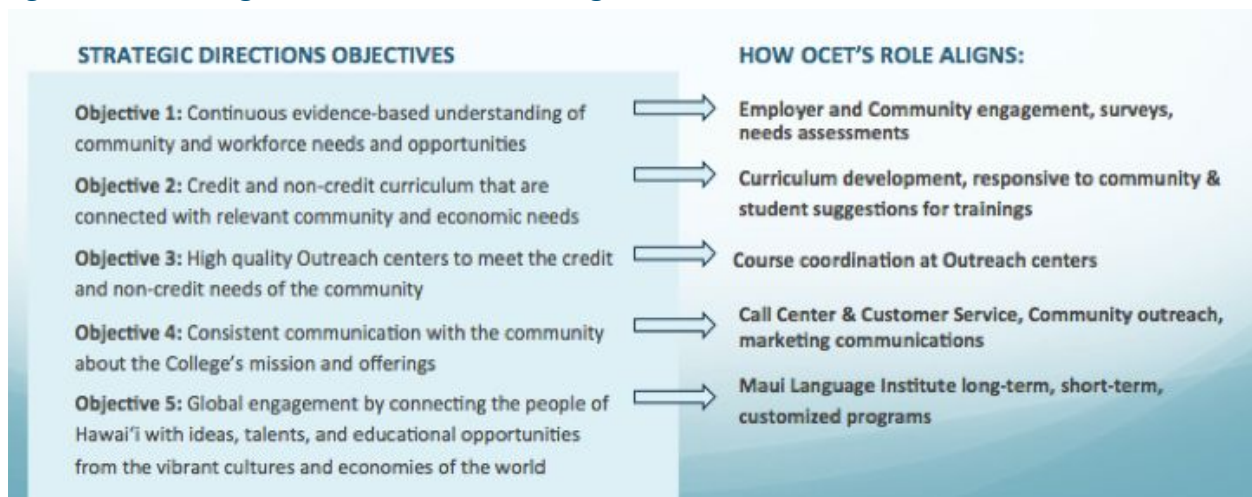
OCET contributes to the mission and vision of UH Maui College as an entrepreneurial unit offering non-credit educational programs to a diverse community of lifelong learners. As described in the OCET mission and vision, OCET shares the college's vision by offering innovative, high quality programs in a stimulating learning environment that uses the "best practices" of adult learning and pedagogy.

OCET supports the college practice of "sustaining and sharing finite resources for the benefit of all" with a goal to develop sustainable programs that meet the needs of the community and perform at a level of excellence and fiscal responsibility. Each program within OCET is expected to earn sufficient income to cover the direct expenses of any course through management of expenses at the course section level including instructor costs, marketing, and materials.

## Alignment with 2015-2020 UHMC Strategic Directions

In alignment with the UHMC Strategic Directions objectives, we strive for program offerings that reflect the community and workforce needs of Maui County as informed by data and evidence-based information (see [University of Hawai'i Maui College \(2015\), Strategic Directions](#).) Figure 1 outlines how OCET aligns with the Workforce Development & Community Needs Strategic Directions objectives.

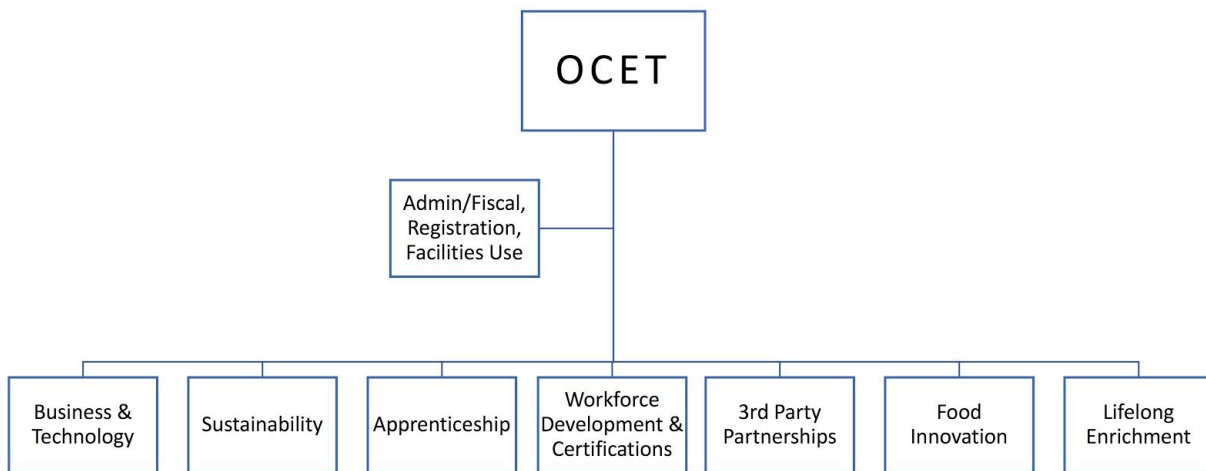
**Figure 1. OCET Alignment with UHMC Strategic Directions**



## B. Programs Offered

Through the reorganization process, OCET has refined and focused its program streams along seven primary subcategories including Business & Technology, Sustainability, Apprenticeship, Workforce Development & Certifications, 3rd Party Partnerships, Food Innovation and Lifelong Enrichment (see Figure 2). Program coordinators are assigned to each program stream to design and develop new courses, hire instructors as subject matter experts to develop curriculum and teach, and evaluate the viability and effectiveness of each course to meet student learning outcomes. A centralized Administrative/Fiscal team provides support for registration, facilities use, and customer service.

**Figure 2. OCET Programs**



### New Certificates

In alignment with Strategic Directions Community and Workforce Needs Objective 2 to provide credit and non-credit curriculum connected with relevant community and economic needs, OCET continued the innovative work begun through the Department of Labor TAACCCT grants, and leveraged nationwide models for responsive education and training program development. OCET developed five new Certificates of Professional Development (CPD) that prepare participants for in-demand jobs. The certificates reflect a closer alignment of college units including Career Link, WDD, Maui Food Innovation Center, workforce grant programs such as Ku‘ina, and credit Programs of Study to build bridges between non-credit and credit programs.

**Table 1. New OCET Certificates 2016-17**

CERTIFICATE	PARTNERS	WORKFORCE NEED	OUTCOMES
Dental Assisting CPD	Rosie Vierra, Dental Hygiene	Dental assisting is an in-demand industry with local dentists needing trained entry level workers (see Fig. 14, Appendix B)	15+ completions
Building Maintenance CPD	Cliff Rutherford, Construction Tech; DLIR; UHCC Rapid Response Grant	Construction industry is growing sector; resorts need pipeline of entry level workers for maintenance/ engineering departments (see Fig. 13 and 17, Appendix B)	Engaged over 100 dislocated HC&S workers; 10+ completions
Culinary Apprenticeship CPD	Dean Louie, Culinary; Hotel & Restaurant Industry, HARRIET Local 5; Maui County Correctional Center (MCCC)	Food service industry is a growing sector with an on-going need for entry level cooks and food preparation workers that do not have a college degree (see Fig 18, Appendix B)	Signed contract with MCCC to train 12-24 inmates per year; in negotiation with HARRIET Local 5 to develop program.
HVAC CPD	UHCC Rapid Response Grant	Union expressed need for pipeline of journey worker apprentices in HVAC, and is a growing sector (see Fig. 14, Appendix B)	10+ completions
Farm Apprentice CPD	Hawaii Farmers Union United; County of Maui; Ann Emmsley, Ag & Natl Resources	State needs pipeline of new farmers to support goal of growing the next generation of farmers and agriculture entrepreneurs ( <a href="#">CEDS, 2016-2020</a> ) and doubling local food production by 2030 ( <a href="#">Hawaii Green Growth, 2016</a> ).	15 completions

**C. OCET Administration, Faculty, and Staff**

OCET is comprised of 10.00 FTE core staff consisting of the interim director, five faculty, an Administrative, Professional and Technical (APT B) coordinator, one APT A fiscal staff, and two clerical staff. During the reorganization process, OCET reallocated and repurposed cost savings resulting from elimination of salaries of former employees and restructuring with a streamlined team. Two new 1.0 FTE faculty program coordinator positions were advertised in August 2016, and one position was filled in December 2016 to coordinate workforce development and certifications, contracts, and grants, with the goal of responding to

workforce training needs and increasing tuition revenue. Two existing 1.0 FTE APT program coordinators were reassigned to Computer Technology/Business and Lifelong Enrichment programs. The overarching goal was to respond to community needs and coordinate financially viable programming.

**Table 2. OCET Faculty and Staff**

<b>Name</b>	<b>Title/Rank/FTE</b>	<b>UHMC OCET Service</b>	<b>Credentials and Qualifications</b>
T. Karen Hanada G fund	Interim Director, M05, 1.00 FTE	2 years	BA, MBA; 30 years UH service as an Administrator
Vacant G fund	Trades Apprenticeship / Building and Construction Program Coordinator, Instructor 11-month, 1.00 FTE	Vacant - Position Posting closing 2/28/18	
Vacant G fund	Admin Assistant APT A, 1.00 FTE (formerly Secretary II)	Vacant - Screening Committee In Process	
Tracy Logan G fund	Front Office, Academic Support APT A, 1.00 FTE	2 years	MA Adult Learning
Peggy Kelley S fund	Workforce Development / Business & Technology Program Coordinator, Academic Support APT B, 1.00 FTE	7 years	30+ years Computer Technology and Software Engineering industry experience
Lucille Franco-Eharis S fund	Office Assistant III, SR08, 1.00 FTE	20 years	
Lolita Nakanelua (Temporary TFSF)	Office Assistant III, SR08, 1.00 FTE	1 year	AA
Nicolette van der Lee (Temporary TFSF)	Workforce Development / Sustainability / Contract Training Program Coordinator, Instructor 11-month, 1.00 FTE	1 year	BA, MEd, EdD Candidate; 3 Years RCUH TAACCCT grant experience
Dean Louie (100% Assigned Time from Instruction)	Workforce Development / Culinary, Instruction, 1.00 FTE	0.5 year	18 Years UH Service, Culinary Faculty
Chris Speere (100% Assigned Time from Instruction)	Maui Food Innovation Center Site Coordinator Food, Associate Professor, 1.00 FTE	2 years	28 Years UH Service, Faculty Food Innovation

Cory Vicens (TAACCCT Grant)	Maui Food Innovation Center Curriculum Developer, Instructor, 1.00 FTE	1 year	30 Years Food Service and Marketing Experience
Debbi Brown (TAACCCT Grant)	CNA Program Coordinator, Instructor 11-month, 1.00 FTE	4 months	BBA, 20 Years UH Service
OCET Instructor Pool (S fund)	Hourly, < 0.5 FTE	Casual Hires	Bachelor's minimum, Master's preferred



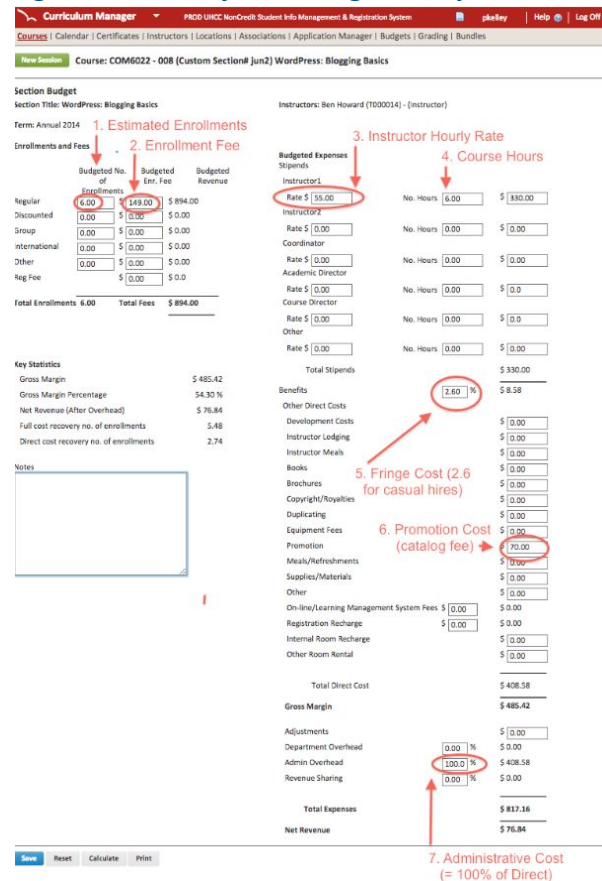
## II. Quantitative Indicators for Annual Review

### A. Budget Management

Since 2017, the OCET team has implemented a new budget reporting and review process using the budget projection templates provided by the UHCC System Office and the Vice Chancellor for Administrative Affairs David Tamanaha. This template is completed for the purpose of projected revenues and expenses for the entire S-fund OCET operation.

Since mid-2016, each OCET Program Coordinator routinely completes course-level budget templates managed through the DestinyOne course management system (see Fig. 3).

**Figure 3. DestinyOne Budget Template**

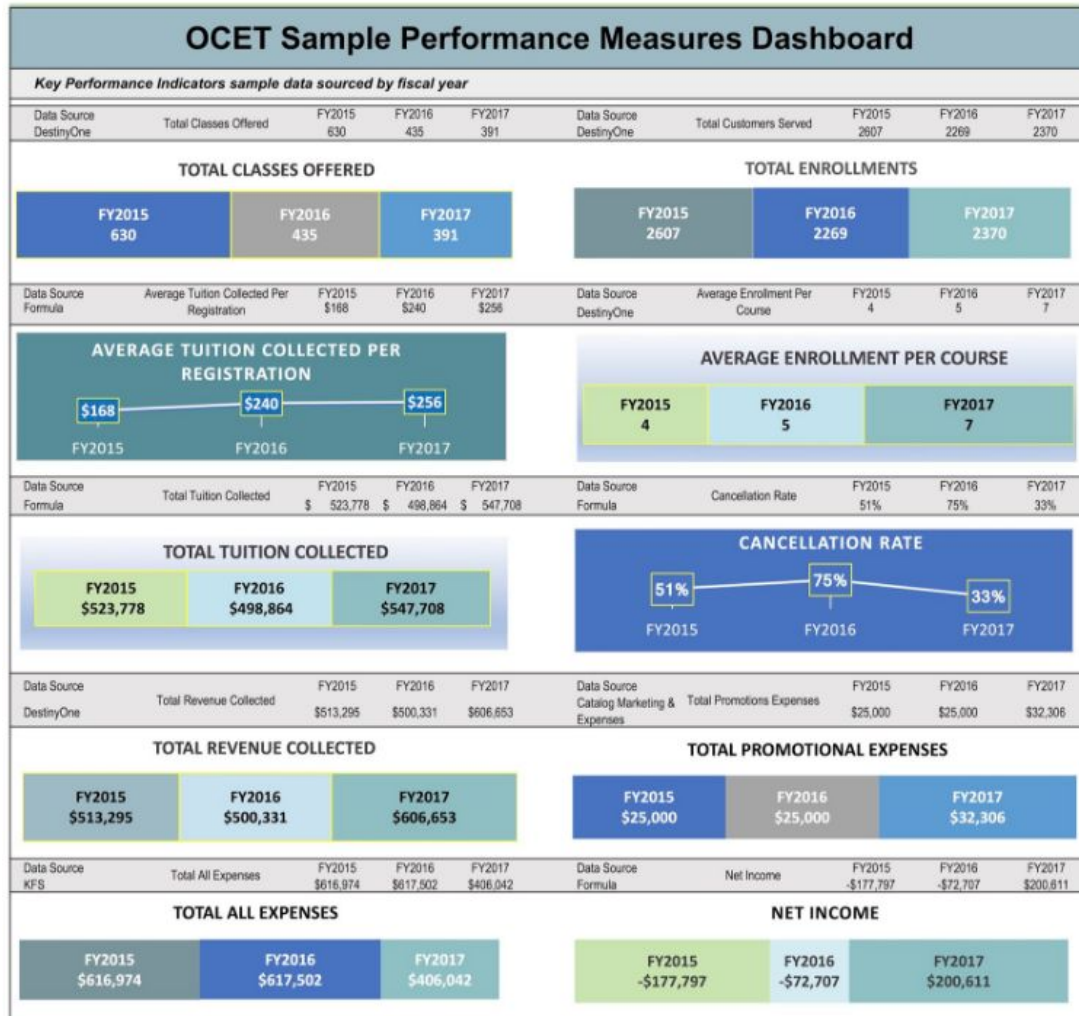


### B. Metrics for the Review Period

After reviewing previous program reviews and a list of performance measures identified by the CC Directors of Continuing Education and Training, the OCET team identified 10 key performance measures to report on a quarterly basis to the Chancellor. These performance measures are: Total Classes Offered, Total Enrollments, Average Tuition Collected per Registration, Average Enrollment per Course, Total Tuition Collected, Cancellation Rate, Total Revenue Collected, Total Promotional Expenses, Total Expenses, and Net Income. Ongoing collection and review of these analytics is necessary for the strategic management of OCET and the job duties for the Business & Technology Coordinator (APT-B) were rewritten to

include data analysis duties and development and maintenance of an integrated Performance Measure Dashboard to compare results across three fiscal years (see Fig. 4).

**Figure 4. OCET Performance Measures Dashboard**



Efforts to aggregate and synthesize data from the system-wide DestinyOne course management system and the Quali Financial System (KFS) have enabled OCET to perform a revenue and expense analysis for FY2005-FY2017 YTD (see Fig. 5).

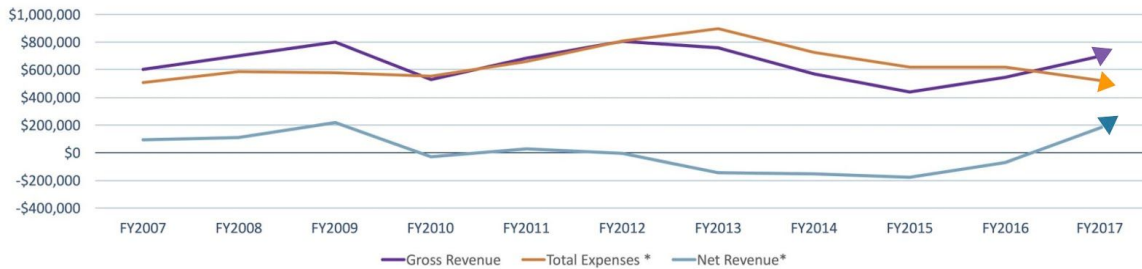
Analysis of program performance since 2005 indicates an overall decline in revenue and increase in expenses. The spike in revenue in 2009 reflects changing economic conditions as unemployment rose during the recession and demand for workforce training supported enrollments. Thereafter, weaknesses in OCET program management and fiscal accountability are reflected in increases in expenses and a continuing decline in revenue from 2010-2015.

As the FY2016-2017 data indicates, expenses are now in steep decline through careful program management and net revenue is on the rise during this period of restructuring and

intense focus on fiscal accountability. Enrollments also increased 4% year over this year and this is the first time enrollment increased since 2008.

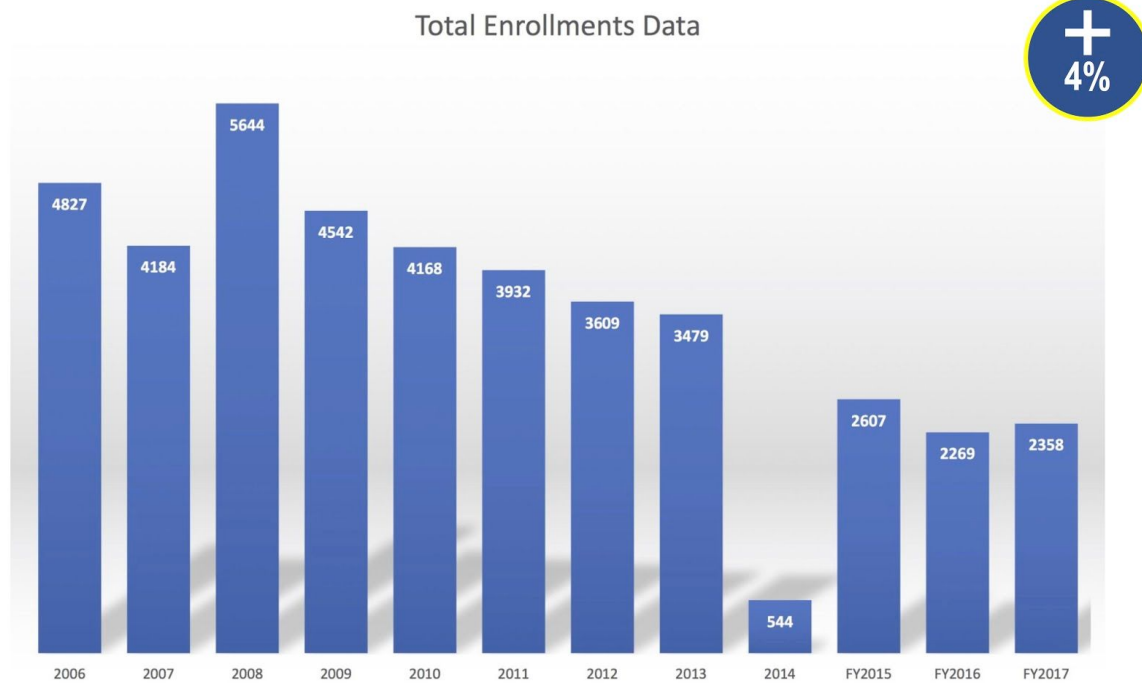
**Figure 5. OCET Revenue is positive**

*For the first time since 2011, gross revenue is up and expenses are down*



**Figure 6. OCET Enrollments 2016-17**

*Enrollments have increased for the first time since 2008*



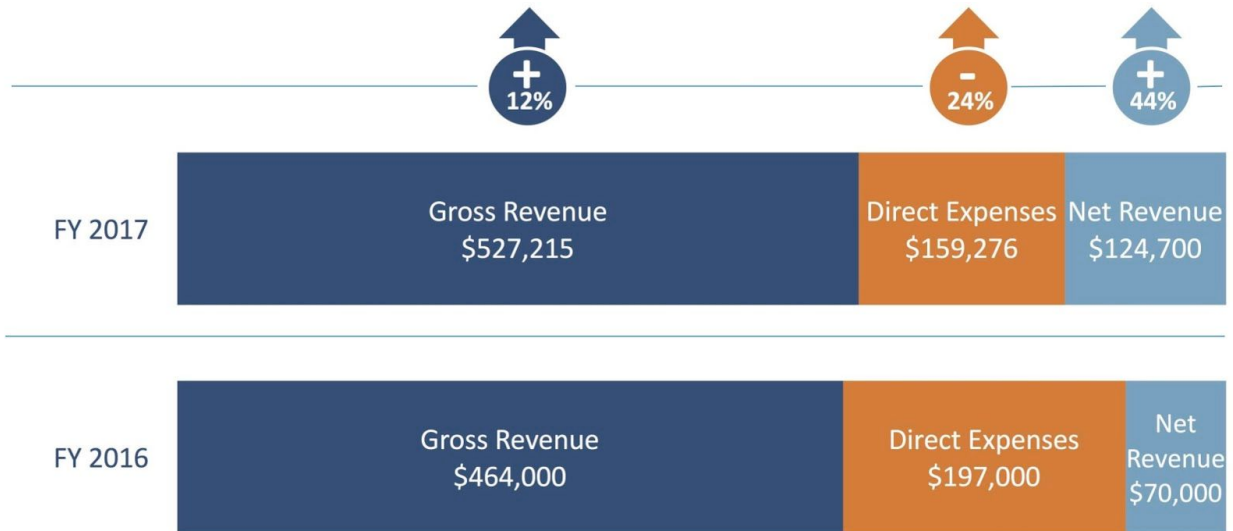
*2014 Partial Data from Destiny Only*

Increasing enrollments reflect the effectiveness of the restructuring process which included incenting program coordinators to focus on evidence-based, in-demand training that responded to industry and community needs. A 1.0 FTE faculty program coordinator was hired in December 2016 to focus on developing new curriculum, industry-recognized trainings in workforce and sustainability programs, community partnerships, and contract training.

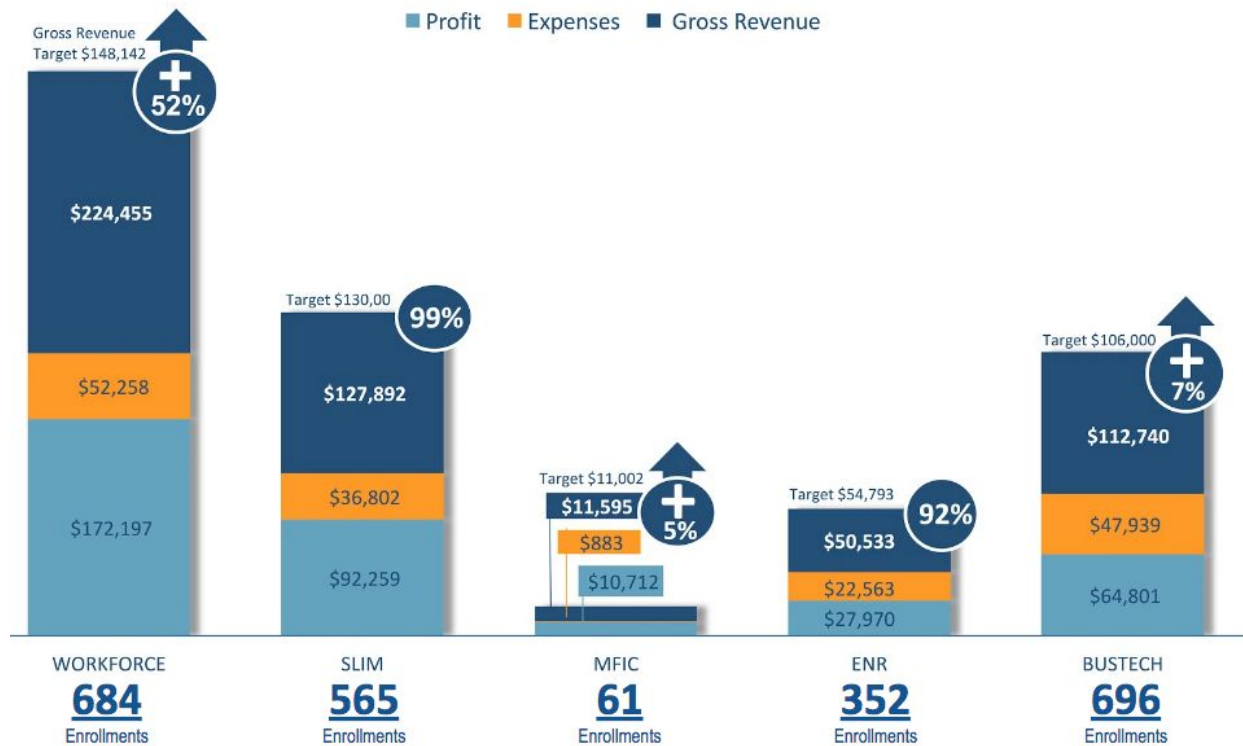
**Figure 7. OCET Revenue Analysis**

Gross revenue increased 12% and net revenue increased 44% from 2015-2016 to 2016-2017.

*Fiscal year comparison: positive net revenue has been achieved year over year*



**Figure 8. OCET Program Revenue 2016-17**



### **III. Analysis of Program**

#### **A. Programs**

##### **Alignment to UHCC and UHMC Strategic Plans**

Workforce Development continues as a high priority within OCET program goals and UHMC's Strategic Directions Plan. With a low County of Maui unemployment rate of 2.8% in June 2017 (see Fig. 12 in Appendix B), OCET's focus on incumbent worker training was as a key contribution to the mission of the college to support lifelong community learning. OCET programs reflect a diverse range of programming across Workforce, Sustainability, Food Innovation, Personal Enrichment, and Business Technology (see Fig. 8).

##### **Supporting Dislocated Workers**

The closure of HC&S, Makena Hotel, and retailer Kmart on Maui in 2016-17 resulted in over 1,000 employee layoffs. OCET partnered with the Mayor's Task Force, EOC, CareerLink, WDD, Makena Resort, Alexander & Baldwin, the HC&S transition team, and UHMC credit programs to respond to the needs of these dislocated workers through outreach events, development of rapid response training programs, and job placement and advising. OCET played a leadership role in organizing and supporting the campus response to the dislocated HC&S workers by creating an outreach database and engaging over 100 of the workers, resulting in 50+ enrolling at UHMC in credit and non-credit programs, and many finding jobs.

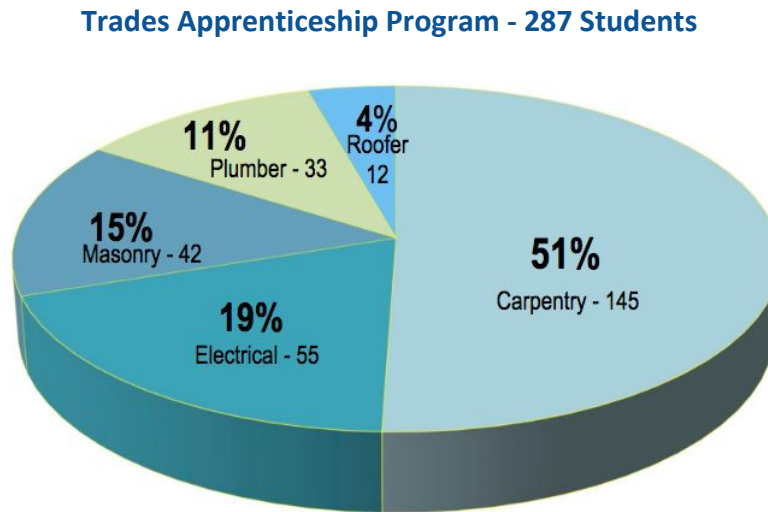
##### **Apprenticeship Program**

The Apprenticeship Program provides the related instructional portion of Apprenticeship Training to active construction apprenticeship programs within the County of Maui offered at UHMC pursuant to the State of Hawaii's Apprenticeship law. The program is funded directly with state funds and program offerings are developed in collaboration with the Unions.

The Apprenticeship program continues to have stringent learner goals, objectives, and outcomes based on the various trades and industrial standards. The Apprenticeship Program Coordinator continues to keep abreast of the changing state requirements and is a member of the Western Apprentice Coordinators Association (WACA) and the Apprentice Training Coordinators of Hawaii Association. The trades include Mason, Sheet Metal, Iron Workers, Painters, Chronicle Cable, Carpenters, Tapers, Elevator Operators, Operating Engineers, Electrical, Plumbers, Roofers, and Laborers.

The college supports the program with one G-funded faculty position and the incumbent retired in December 2017. The program supports individuals to attain employment in the highly paid construction industry. Enrollments in the Apprenticeship Program were 287 in 2016-17 (see Figure 9).

**Figure 9. Apprenticeship Enrollments 2016-17**



### **B. Community and Industry Partnerships**

The OCET team continued institutional membership and attendance at professional association meetings, including Chamber of Commerce functions, Maui Hotel & Lodging Association, local Rotary clubs, SHRM (Society of Human Resource Managers), and the local Workforce Investment Board.

OCET professionals will continue to participate in LERN (Learning Resource Network, the world's leading association in lifelong learning programming) activities. LERN provides information and consulting services to organizations offering lifelong learning programs.

OCET also continues as a member of Maui County's Workforce Investment Board (WIB) and was an active partner on the Mayor's Task Force to support the training and education needs for the dislocated workers from Makena Resort and HC&S.

### **C. Strengths and Weaknesses**

Under the direction of Interim Director Karen Hanada OCET implemented new continuous quality improvement processes including:

- Restructured to meet UHMC strategic goals
- Created new workforce training programs to meet community needs (e.g., noncredit to credit)
- Streamlined hiring procedures through closer working relationship with Personnel Office
- Improved business processes
- Programming strategies implementing best practices from LERN
- Optimization of Destiny/Software usage
- New initiatives with State of Hawaii Workforce Development Division (WDD)

- Review and improvement of clerical procedures
- Improved fiscal SOP

OCET culture evolved to emphasize and value a team-oriented approach with new hires bringing skill sets including fiscal management and workforce development experience.

### Challenges and Weaknesses

OCET identified numerous challenges during this period of transition. Figure 10 presents the challenges that each program coordinator identified in managing their program areas. The overarching need is for stabilizing staffing.

**Figure 10. Program Challenges 2016-17**

<b>Workforce:</b>	HC&S Dislocated Workers -- Follow-ups on job placement Human Resources for Campus Projects (Talent Search)
<b>Contract Training:</b>	Time to develop new curriculum and conduct outreach/sales
<b>Sustainability:</b>	Time to develop new curriculum
<b>Business &amp; Technology:</b>	Equipment & Lab Maintenance -- Boot & Run time issues
<b>Lifelong Enrichment:</b>	Re-scheduling classes due to Last Minute Bumping from within Campus (e.g. Large Cleanse moved to smaller room; smaller enrollment = smaller revenue)
<b>Food Innovation:</b>	Funding -- Operational and Equipment
<b>Administrative:</b>	Front Desk Office Staffing -- continued support and funding to keep positions in place; facilities.maui.hawaii.edu
<b>Grants:</b>	Time to work on grant writing

## IV. Action Plan

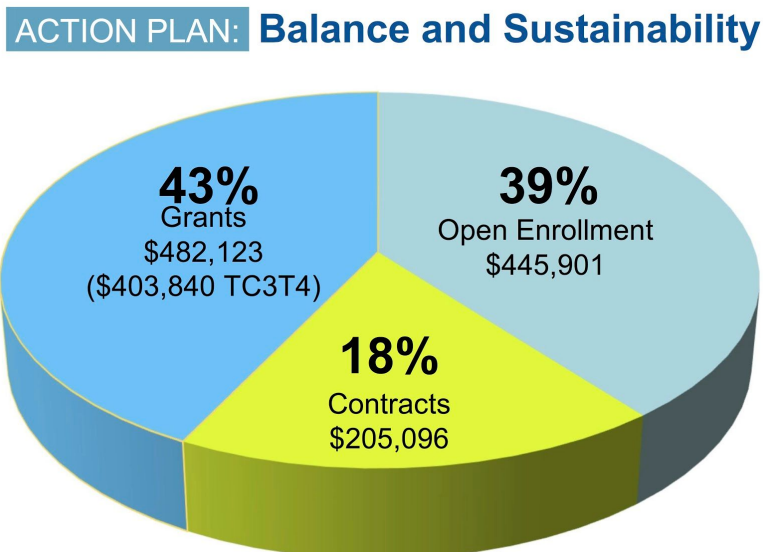
### A. Result of Prior Program Review Action Plan

Referencing the prior Program Review Action Plan completed by OCET in 2013-14, a sustainable operating model was theorized with a three year objective to increase tuition revenue, create value, diversify revenue streams with grants, manage expenses, and reorganize administration functions. Figure 11 compares the targeted LERN performance goals from 2013-14 to those actually achieved in 2016-17 through the restructuring process.

**Table 3. Profitability Model 2013-14 vs. 2016-17**

	Annual 2017 Goal	2017 Actuals	Recommendations implemented
<b>Income</b>	\$700,000	\$606,653	Increase tuition revenue, create value, diversify with grants
<b>Total Expenses</b>	\$665,000	\$406,042	Reorg OCET by leveraging resources across all program areas and sources of income
<b>Net Profit</b>	\$35,000	\$200,611	Increase income, reduce costs
<b>Profit Margin</b>	5%	49%	Profitability has far exceeded the 3-year target through careful management of expenses, and transitional support through grants and Chancellor stop gap funding until G-funded positions are returned/reassigned to OCET.

**Figure 11. OCET Revenue Goals 2017-18**



**B. Plans for 2017-18**

For fiscal year 2017-18, OCET plans to continue to improve program stability, develop an integrated marketing strategy including a rebranding initiative, and complete the restructuring process to continue to add value to support the campus mission and strategic directions objectives. As the Administrative lead on the Workforce Development and Community Needs Strategic Directions Committee, the Interim Director will continue to lead the alignment of OCET’s strategic direction with the campus objectives. OCET program coordinators for the Computer and Technology, Business, Sustainability, Lifelong Learning, and Food Innovation programs presented budget proposals that target increasing revenue across the three diverse streams including contracts, grants and open enrollment tuition revenue.



**Table 4. Action Plan 2017-18**

Activity	Strategic Direction Objective	Timeframe
<b>1. Continue to Diversify Revenue for Program Sustainability</b>	<b>C. SUSTAINABILITY</b> Objective 1: An evidence-based understanding of systems on campus for prioritizing sustainable practices and improvements Objective 2: Continuous, comprehensive leadership and coordination for UHMC sustainability efforts that promote a dynamic vision and understanding of sustainability. Objective 3: Significant human, fiscal and physical campus resource decisions reviewed through a “Sustainability Lens.” Objective 4: A dynamic UHMC Sustainability Plan using a continuous improvement approach to address College goals, UH System, and UHCC System goals.	Ongoing
<b>2. Strengthen Employer Engagement</b>	<b>D. COMMUNITY NEEDS &amp; WORKFORCE DEVELOPMENT:</b> Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities.	Ongoing
<b>3. Build and Strengthen Credit and Non-Credit Bridge</b>	<b>D. COMMUNITY NEEDS &amp; WORKFORCE DEVELOPMENT:</b> Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs.	Ongoing

**Description of Activities**

**1. Continue to Diversify Revenue for Program Sustainability**

OCET programs are targeting a 5% target growth rate in open enrollment, a 100% increase in contracts over the previous year, and a 150% increase in extramural/grant funding to support develop of new initiatives. The extramural/grant funding will support capacity building in targeted workforce trainings such as Certified Nurse Assistant (CNA), food innovation, sustainability, geographic information systems (GIS), aquaponics, and other rapid response programming. New populations including targeting the P-20 youth pipeline and youth with disabilities will be served through the new programming initiatives. See Figures 13-17 in Appendix B for projected in-demand job growth sectors and positions.

**2. Strengthen Employer Engagement**

Employer engagement is a key component of UH Maui College’s mission “to prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation” (UH Maui College, 2017). Advisory Committees serve an important role at UHMC to provide community and employer input on trainings that will meet workforce development needs now and in the future, and also help to promote OCET offerings. The last OCET Advisory Committee consisting of community representatives met in 2008. Plans since 2009 for an Advisory Group to meet before each cycle to assist with the promotions of workshop offerings has not occurred, and we plan to reconstitute a Workforce Advisory Committee for OCET in 2018 to enable us to better connect with relevant community and economic needs as targeted in the campus Strategic Directions plan. OCET will also continue its leadership role in developing new technology solutions

including an employer engagement database and Customer Relationship Management (CRM) software project funded by the TAACCCT Round 4 grant.

In addition, through the support of the CC System Office, OCET will be implementing web-based Viridis Mobile Skills Passport System (<https://www.viridislearning.com/>) to improve job placement activities.

### **3. Build and Strengthen Credit and Non-Credit Bridge**

In alignment with the Workforce Development & Community Needs Strategic Plan Objective 2 to develop credit and non-credit curriculum connected with relevant community and economic needs, OCET proposes to continue to build pathways between credit and non-credit programs, and strengthen those connections through new grant initiatives, dual-enrollment programs, and employer engagement activities. The bridge between credit and non-credit also supports campus enrollment through referrals between programs, and design of new stackable non-credit credentials that offer students PLA credit upon successful completion and enrollment in a degree program.

### C. Budget Requests for 2017-18

Basic operational support activities, marketing, recruitment, and equipment replacement activities are planned and budgeted for the 2017-18 year.

Table 3 presents 2019-20 Biennium Budget requests for **four new positions in OCET, and \$25,000** for new equipment purchases for the Maui Food Innovation Center that are needed to provide specialized manufacturing equipment for the new facility. Additional detail for each position request will be provided in the Budget Request process.

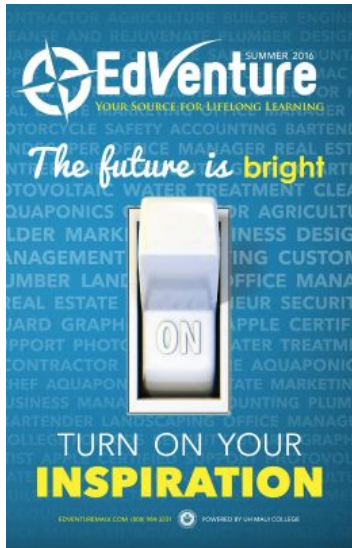
**Table 5. Biennium Budget Requests 2019-20**

Budget Request	Est. Cost	Strategic Objective Alignment
1.00 FTE Instructor, 11 month, Program Coordinator, Workforce Development & Community Education	\$65,000	<b>A. QUALITY OF LEARNING:</b> Objective 2: High quality degrees, certificates and courses that meet student, industry, and relevant stakeholder need. <b>D. COMMUNITY NEEDS &amp; WORKFORCE DEVELOPMENT:</b> Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities. Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs.
1.00 FTE Instructor, 11 month, Food Product Development R&D Maui Food Innovation Center	\$65,000	<b>A. QUALITY OF LEARNING:</b> Objective 2: High quality degrees, certificates and courses that meet student, industry, and relevant stakeholder need. <b>D. COMMUNITY NEEDS &amp; WORKFORCE DEVELOPMENT:</b> Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities. Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs.
1.00 FTE Instructor, 11 month, Food Manufacturing Maui Food Innovation Center	\$65,000	<b>A. QUALITY OF LEARNING:</b> Objective 2: High quality degrees, certificates and courses that meet student, industry, and relevant stakeholder need. <b>D. COMMUNITY NEEDS &amp; WORKFORCE DEVELOPMENT:</b> Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities. Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs.
1.00 FTE APT B, 11 month, MFIC Facilities Support Maui Food Innovation Center	\$55,000	<b>A. QUALITY OF LEARNING:</b> Objective 3: Physical and fiscal support for high-quality teaching and learning. <b>C. SUSTAINABILITY</b> Objective 3: Significant human, fiscal and physical campus resource decisions reviewed through a "Sustainability Lens."
Specialized Educational Supplies and Manufacturing Equipment	\$25,000	<b>A. QUALITY OF LEARNING:</b> Objective 3: Physical and fiscal support for high-quality teaching and learning.

## APPENDIX A

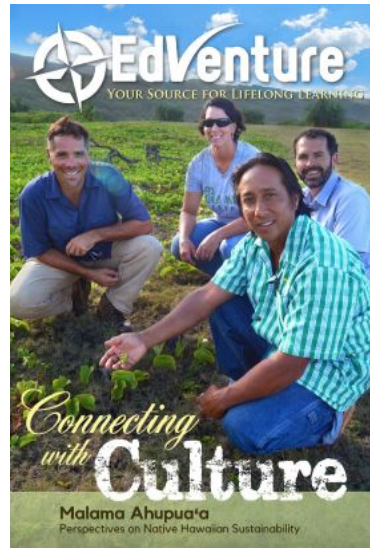
The OCET catalog is distributed 3x per year (Summer, Fall and Spring) to 65,000 households on Maui through a direct mail campaign. The catalog is estimated to result in 80% of OCET registrations, and is the primary driver of OCET's marketing and recruitment strategy. OCET also maintains the EdventureMaui.com website featuring online registration through the UHCC DestinyOne course management system, and three social media initiatives including EdVenture's Facebook page, the Sustainable Living Institute of Maui website and Facebook pages, and the Maui Food Innovation Center website and Facebook page.

### Summer 2016 Catalog



[View catalog](#)

### Fall 2016 Catalog



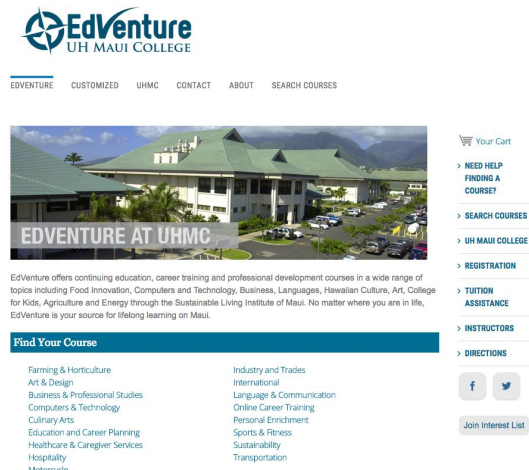
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### Spring 2017 Catalog



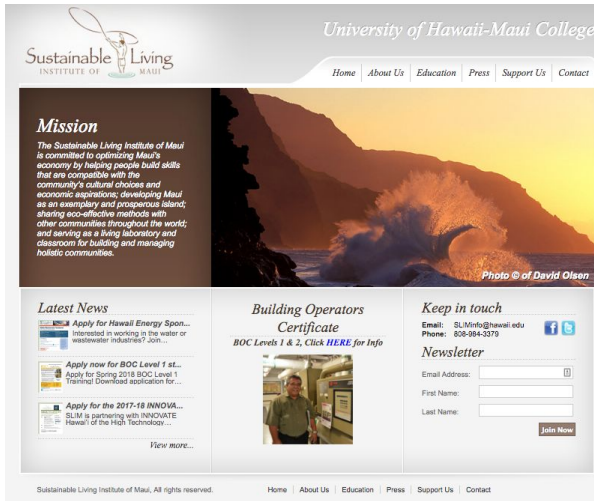
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### EdventureMaui.com Website



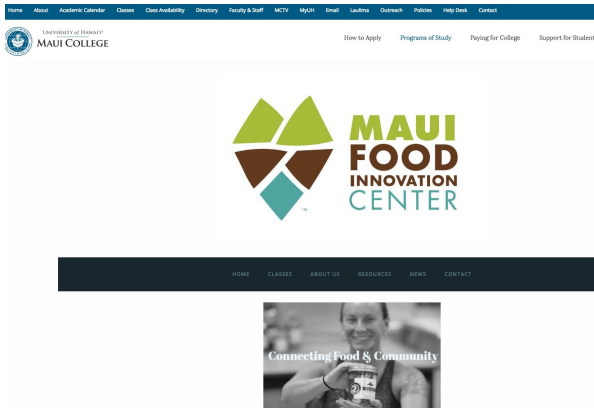
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## Sustainable Living Institute of Maui Website



[View website](#)

## Maui Food Innovation Center Website

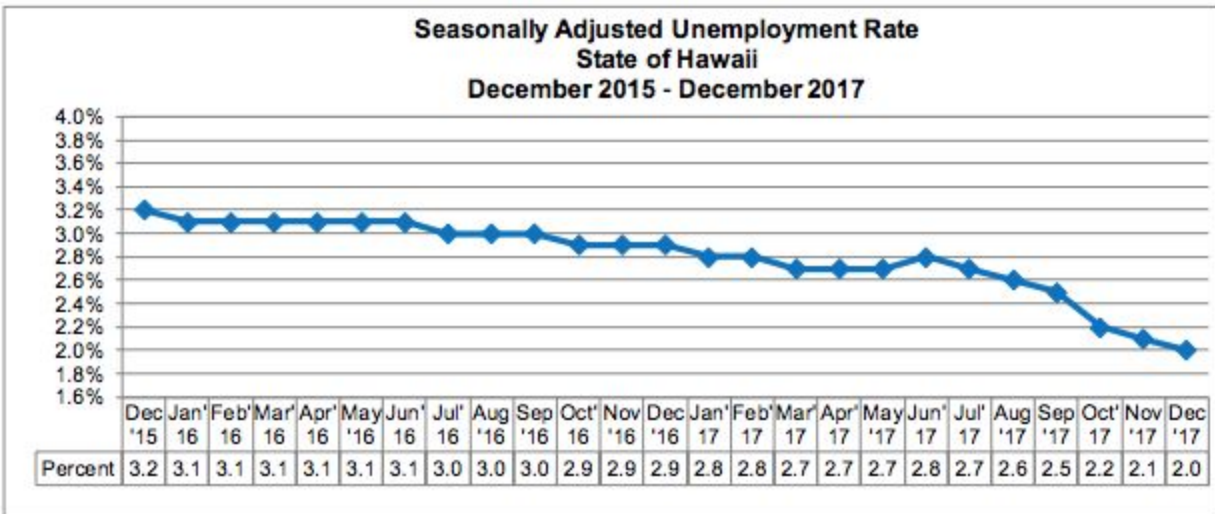


[View website](#)

## **APPENDIX B**

### **Other Supporting Documents**

Figure 12. Unemployment Rate for State of Hawaii 2016-17



Source: [Hawaii State Department of Labor and Industrial Relations](http://www.dli.hawaii.gov)

Figure 13. Occupation Projections for State of Hawaii 2014-24

Occupational Employment, State of Hawaii, 2014-2024 (Revised)							
Occupation	Employment		Change		Average Annual Openings		
	2014	2024	Net	Percent	Growth	Replacement	Total
<b>Total, All Occupations</b>	<b>696,610</b>	<b>740,540</b>	<b>43,930</b>	<b>6.3%</b>	<b>4,760</b>	<b>16,650</b>	<b>21,410</b>
Management, Business, & Financial	89,020	94,090	5,070	5.7%	520	1,840	2,360
Computer, Engineering, & Science	27,850	29,660	1,800	6.5%	200	590	790
Education, Legal, Community Service, Arts & Media	75,640	80,410	4,760	6.3%	480	1,610	2,100
Healthcare Practitioners & Technical	30,270	33,990	3,720	12.3%	380	660	1,030
Service	186,640	200,410	13,760	7.4%	1,430	5,290	6,700
Sales & Related	68,830	72,990	4,160	6.1%	430	2,090	2,520
Office & Administrative Support	92,800	94,260	1,460	1.6%	360	1,870	2,230
Farming, Fishing, & Forestry	5,100	5,110	10	0.3%	**	130	140
Construction & Extraction	36,230	40,240	4,010	11.1%	400	530	930
Installation, Maintenance, & Repair	25,450	27,130	1,680	6.6%	180	590	770
Production	16,580	16,950	370	2.2%	70	360	420
Transportation & Material Moving	42,200	45,330	3,130	7.4%	320	1,100	1,420

\*\* The number of openings are greater than zero but less than 10.  
Totals may not add due to rounding to the nearest 10.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.  
For more detailed industry forecasts, visit our website: [www.hiwi.org](http://www.hiwi.org)



**Figure 14. Occupation Projections for County of Maui 2014-24**

Occupation	Annual Openings & Growth Rate	Detailed Work Activities	Skills	Knowledge	Median Annual Wage
<b>LESS THAN A BACHELOR'S DEGREE BUT MORE THAN HIGH SCHOOL</b>					
<b>Nursing Assistants</b>	20 1.3%	Assist practitioners to perform medical procedures; collect biological specimens from patients	Service orientation, active listening, instructing, social perceptiveness	Customer & personal service, English, psychology, medicine & dentistry	not available
<b>Teacher Assistants</b>	20 0.6%	Assist students with educational needs; develop instructional materials; evaluate student work	Active listening, speaking, social perceptiveness, critical thinking	Education & training, English, psychology, customer & personal service	\$27,000
<b>Heating, A/C, &amp; Refrigeration Mechanics &amp; Installers</b>	10 1.6%	Repair pipes to stop leaking; test electrical circuits or components for proper functioning; adjust equipment to ensure optimal performance	Equipment maintenance, repairing, installation, quality control analysis, troubleshooting, operation monitoring	Mechanical, customer/personal service, English, math, building & construction, design, physics, computers & electronics	\$53,940
<b>Licensed Practical Nurses</b>	10 1.6%	Record patient medical histories; administer IV medications; monitor patient conditions	Service orientation, active listening, coordination, monitoring	Medicine, customer & personal service, psychology, English, therapy/counseling	\$45,760
<b>Aircraft Mechanics &amp; Service Technicians</b>	10 1.6%	Inspect mechanical components of vehicles; interpret blueprints or specifications to inform installation, development or operation activities	Equipment maintenance, repairing, operation monitoring, troubleshooting, complex problem solving	Mechanical, English, engineering & technology, customer & personal service, math	\$55,760
<b>Dental Assistants</b>	10 1.4%	Assist in dental procedures; clean & prepare instruments/equipment for use; maintain records	Active listening, reading comprehension, speaking, critical thinking	Dentistry, English, customer & personal service, education/training, psychology	\$39,020
<b>Massage Therapists</b>	10 1.3%	Administer therapy treatments to patients using hands or physical treatment aids	Active listening, speaking, social perceptiveness, service orientation	Customer & personal service, Biology, English	\$69,250
<b>Heavy &amp; Tractor-Trailer Truck Drivers</b>	10 1.0%	Choose optimal transportation routes or speeds; follow safety procedures for vehicle operation; inspect motor vehicles; load shipments/materials	Operation & control, operation monitoring, judgment & decision making	Transportation; public safety & security; mechanical; customer & personal service	\$45,750

Prepared by the Research & Statistics Office, Department of Labor & Industrial Relations.

Data sources:

Median Annual Wage in 2016 - Occupational Employment Statistics Survey, <https://www.hiwi.org>  
 Annual Openings and Growth Rate up to the year 2024 - Long-term Projections, <https://www.hiwi.org>  
 Detailed Work Activities, Skills, Knowledge: - O\*NET Online, <http://www.onetonline.org>  
 Training and Work Experience - U.S. Bureau of Labor Statistics, <http://www.bls.gov>

*This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.*



**Figure 15. High Demand Occupation in Hawaii 2017-2027**

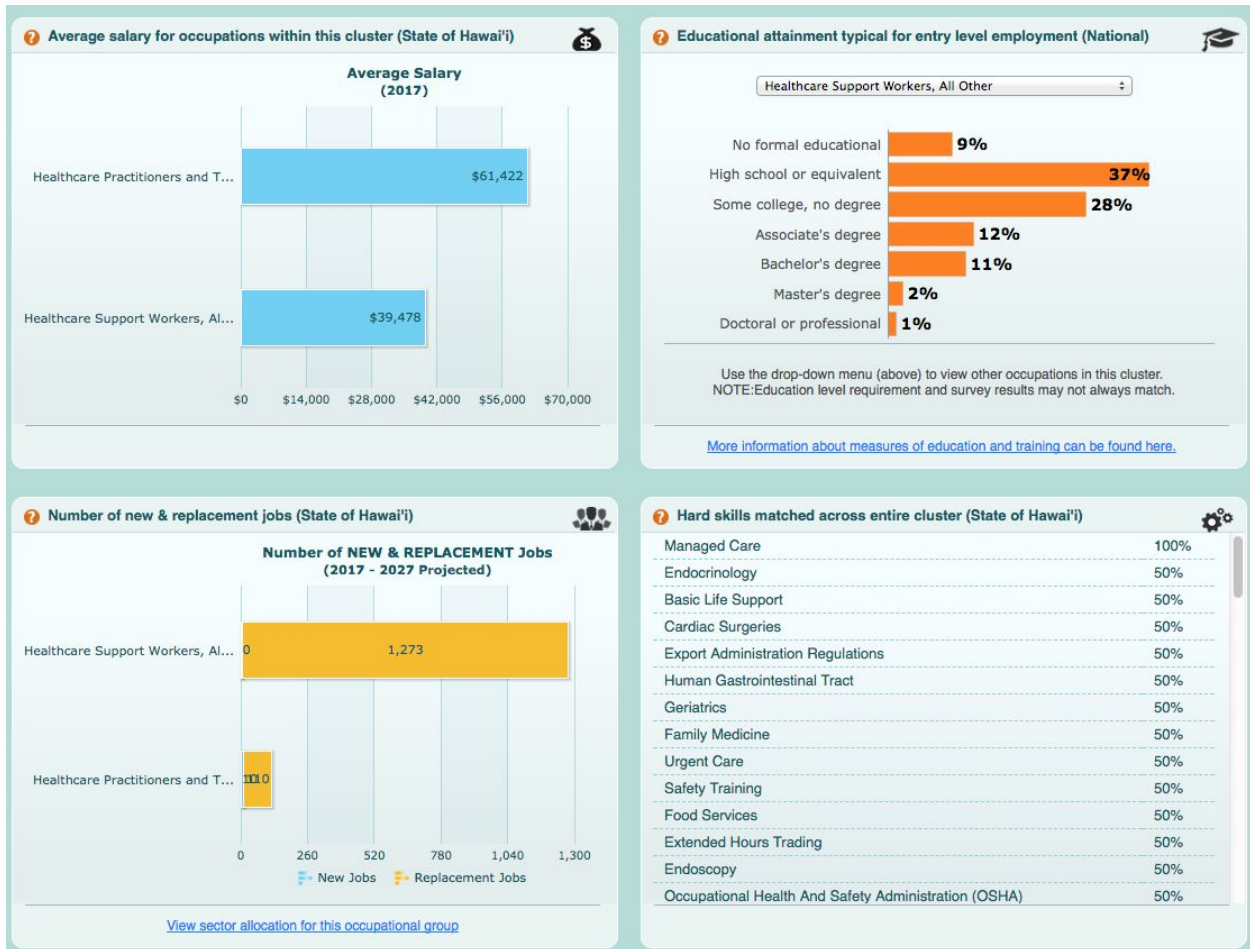
General and Operations Managers	8,944
Nursing Assistants	8,157
Registered Nurses	8,102
Bookkeeping, Accounting, and Auditing Clerks	6,677
Teacher Assistants	6,244
Substitute Teachers	5,202
Accountants and Auditors	4,648
Elementary School Teachers, Except Special Education	4,340
Heavy and Tractor-Trailer Truck Drivers	4,333
Medical Assistants	4,082
Automotive Service Technicians and Mechanics	2,664
Secondary School Teachers, Except Special and Career/Technical Education	2,435
Human Resources Specialists	2,377
Dental Assistants	2,177
Management Analysts	2,124
Sales Managers	2,075
 Civil Engineers	1,795
Child, Family, and School Social Workers	1,771
Financial Managers	1,734
Massage Therapists	1,716

Source: Economic Modeling Specialists Intl. (EMSI)

Demand: Based on the number of new and replacement jobs requiring some college level education.

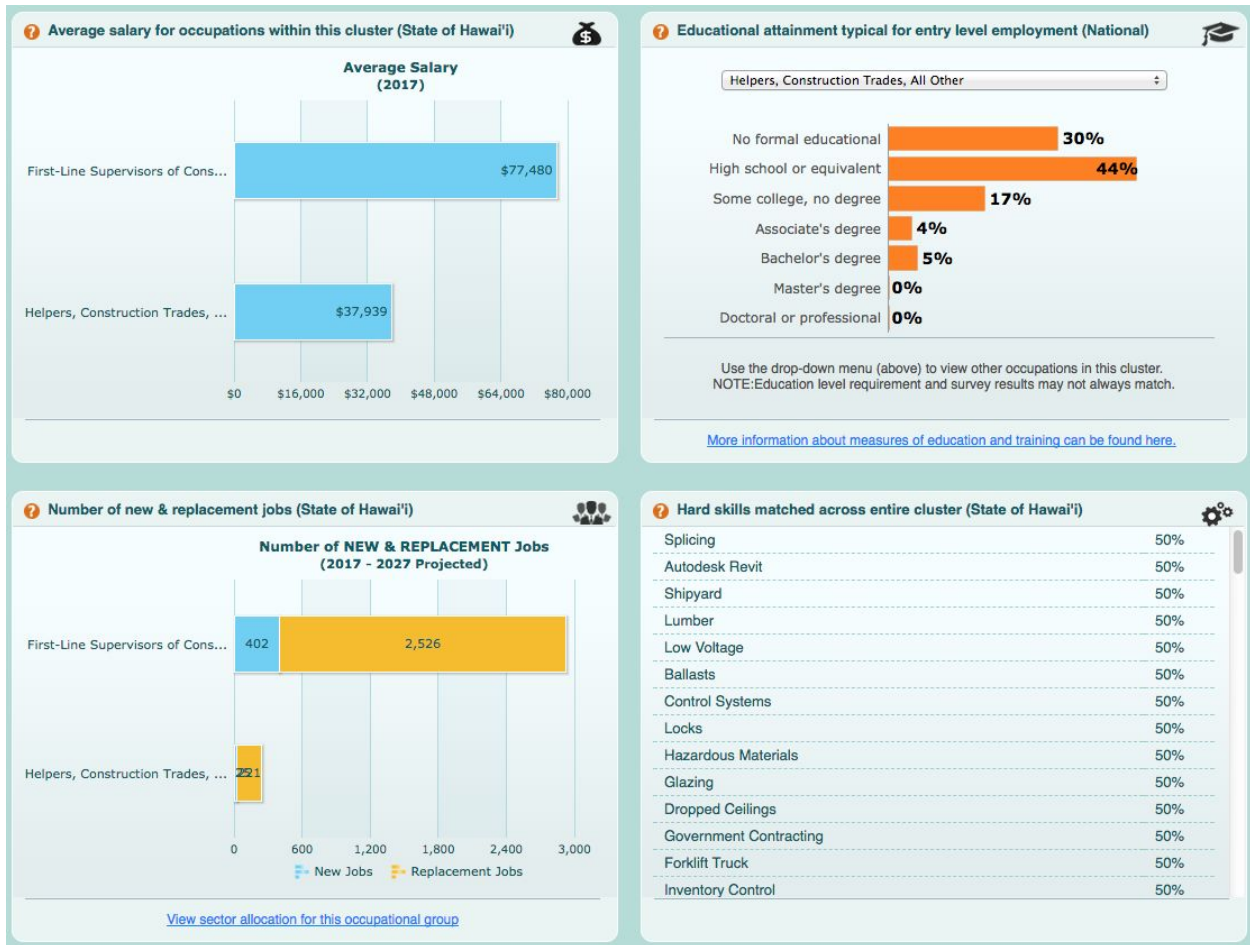
Projected 2017 -to- 2027

Figure 16. Projections for Healthcare Jobs in Hawaii 2016-2026



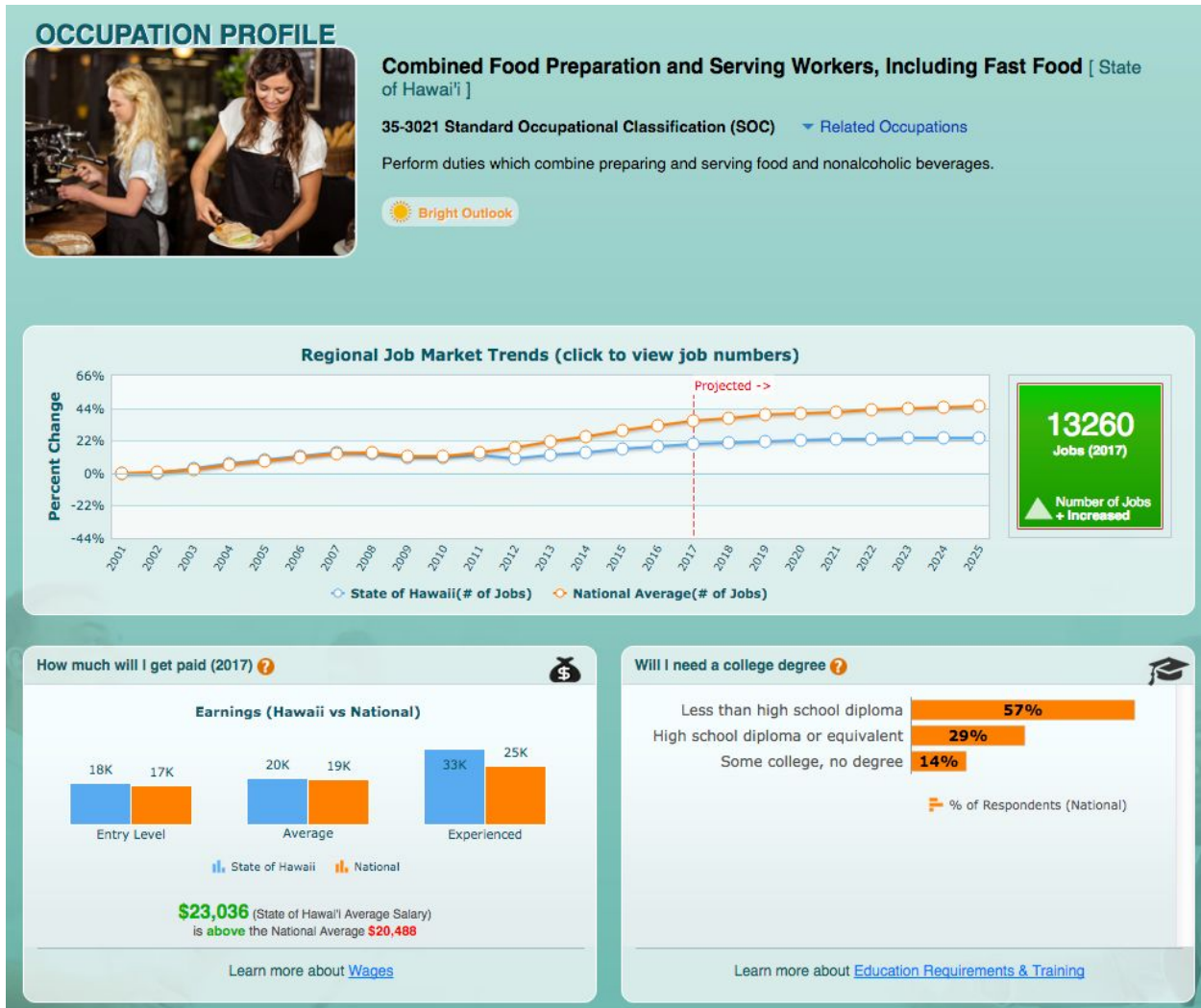
Source: UH Hawai'i Industry Sectors.

**Figure 17. Projections for Construction Trades Jobs in Hawaii 2016-2026**



Source: UH Hawai'i Industry Sectors.

Figure 18. Projections for Food Service Jobs in Hawaii 2001-2025



Source: UH Hawai'i Industry Sectors.