

PROGRAM REVIEW

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

**Review Year
September 2007 – August 2008**

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PROGRAM REVIEW

Office of Continuing Education & Training (OCET) Maui Community College, University of Hawaii System

Review Year: September 2007 – August 2008

Compiled by Lori T. Teragawachi, Ed.D. in collaboration with the OCET Staff (VITEC, 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. Subsequently, OCET submitted a standard Program Review for September 2004 – August 2005 in Fall 2005, then again for the period of September 2005 – August 2006 in Winter of 2006, and also for the period of September 2006 – August 2007 in Winter of 2007. This program review covers the period of September 2007 – August 2008. Currently 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.

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/VITEC team was held on September 4, 2007 from 8:30 AM – 5:00 PM at a beautiful vacation rental in Wailea, which was donated by a friend of Brenda Lee. In past years, the strategic planning retreat involved the management team of OCET/VITEC. The strategy this year was to include ALL employees of OCET/VITEC so that we could practice the guiding principle of “involvement = commitment”.

In Attendance: Freida Harris, Lucille Franco-Eharis, Stephanie Pratt, Eva Bondar, Marc Antosch, Derek Snyder, Dawn Freels, Sharane Gomes, Lois Greenwood, Brenda Lee, Joanne Doell, and Lori Teragawachi. Alice Luther was off island at the time.

An Overview of the OCET/VITEC Strategic Planning Session on September 4, 2008

A time for reflection of the successes as a team, building relationships, relaxing with each other, renewal, visioning and dreaming of the year to come, and, of course refreshments – the 5 R's

OCET/VITEC Mission

We started off with a team building exercise then jumped into revisiting the OCET/VITEC mission and its alignment to the MCC mission. This was followed by an activity where each individual shared the legacy they would like to leave.

MCC Mission to OCET/VITEC

Mission to YOU

MCC Mission = MCC is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

OCET/VITEC Mission = Promote lifelong learning for Maui County residents, visitors, businesses and organizations through high quality non-credit training in the areas of workforce and economic development, computer and information technology, personal enrichment, English as a second language and trades apprenticeship training through public courses, customized training and special projects using “best practices” of adult learning.

YOUR Mission = What is the legacy you would like to leave?

OCET/VITEC Vision

To then start the creative juices flow, the following visioning activity was done in teams of 4 and 5.

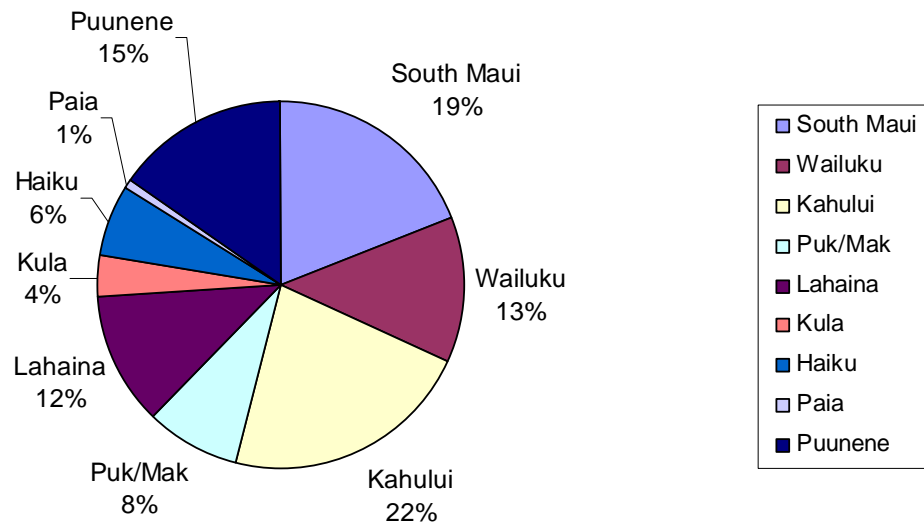
What if...

- What if you were the CEO for an institute for lifelong learning here on Maui and your goal was to enhance the lives of those here on Maui, what services and programs would you provide?
- Please put it to pictures and images!

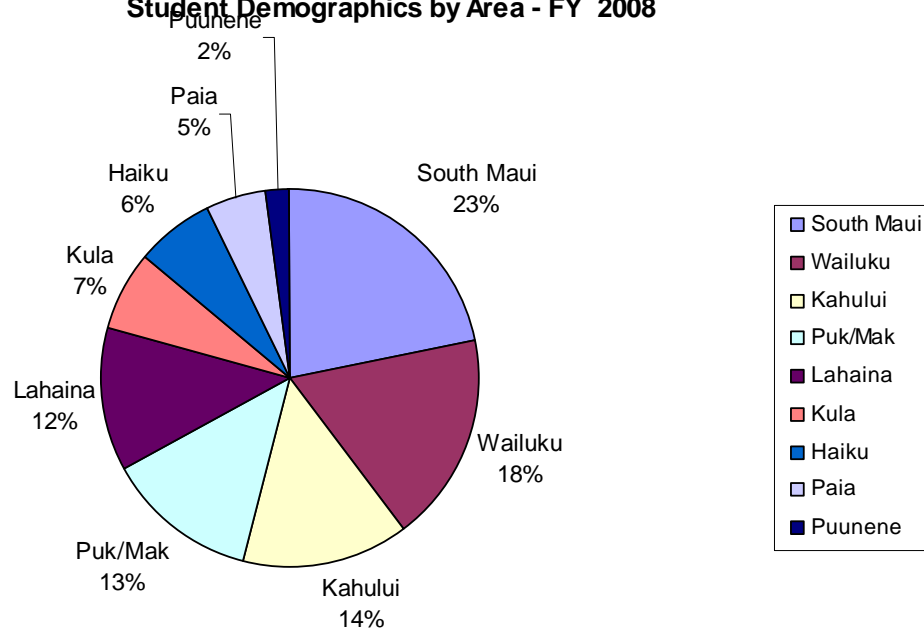
Data & Trends

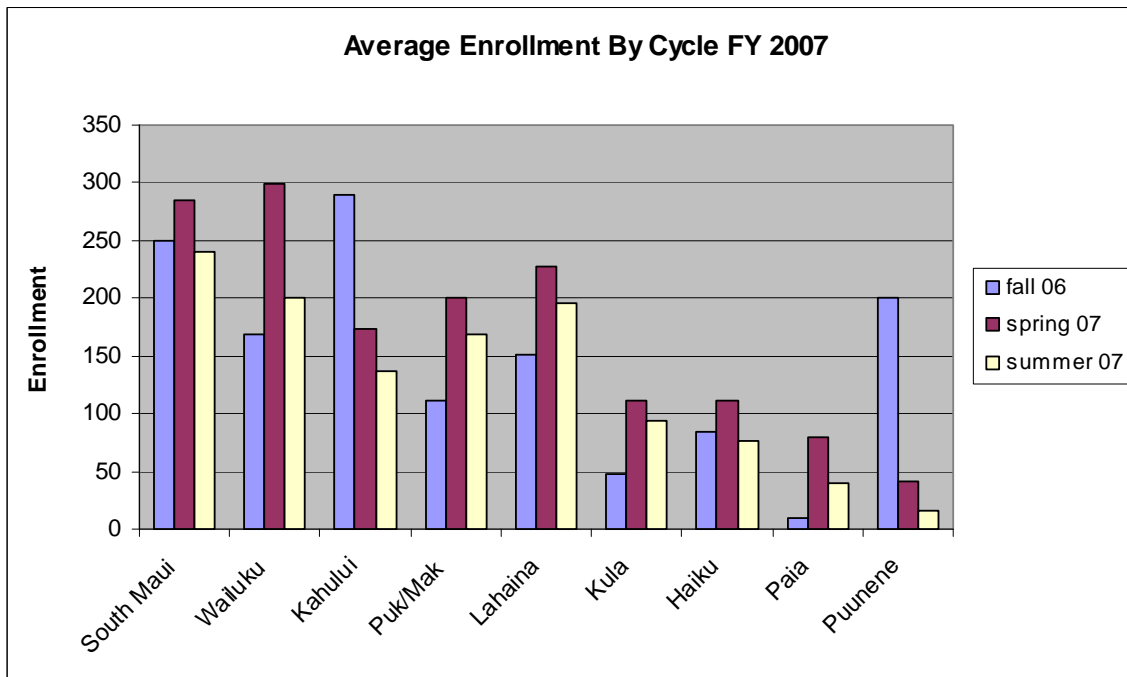
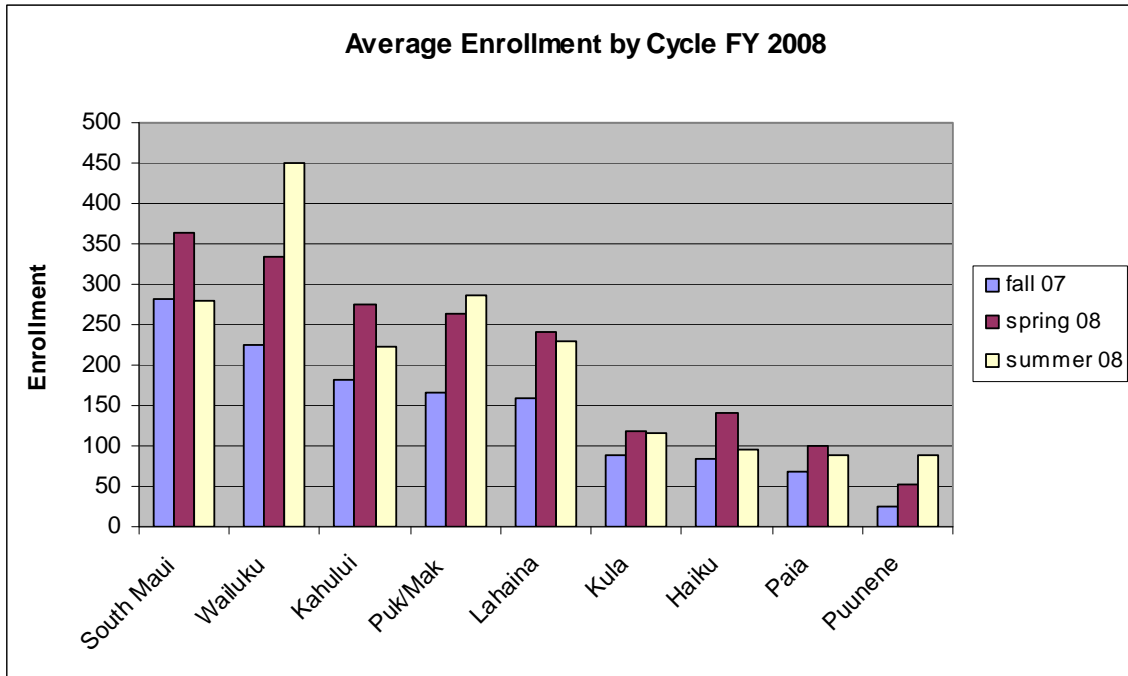
The majority of participants for OCET/VITEC programs live in south Maui, Wailuku, and Kahului. During fiscal year 2008 enrollments from all areas during each cycle increased except during the Fall cycle of 2007 in Kahului and Puunene when comparing data to the Fall cycle of 2006. Also, the Spring cycle brings in a higher enrollment for the majority of areas.

Student Demographics by Area FY 2007

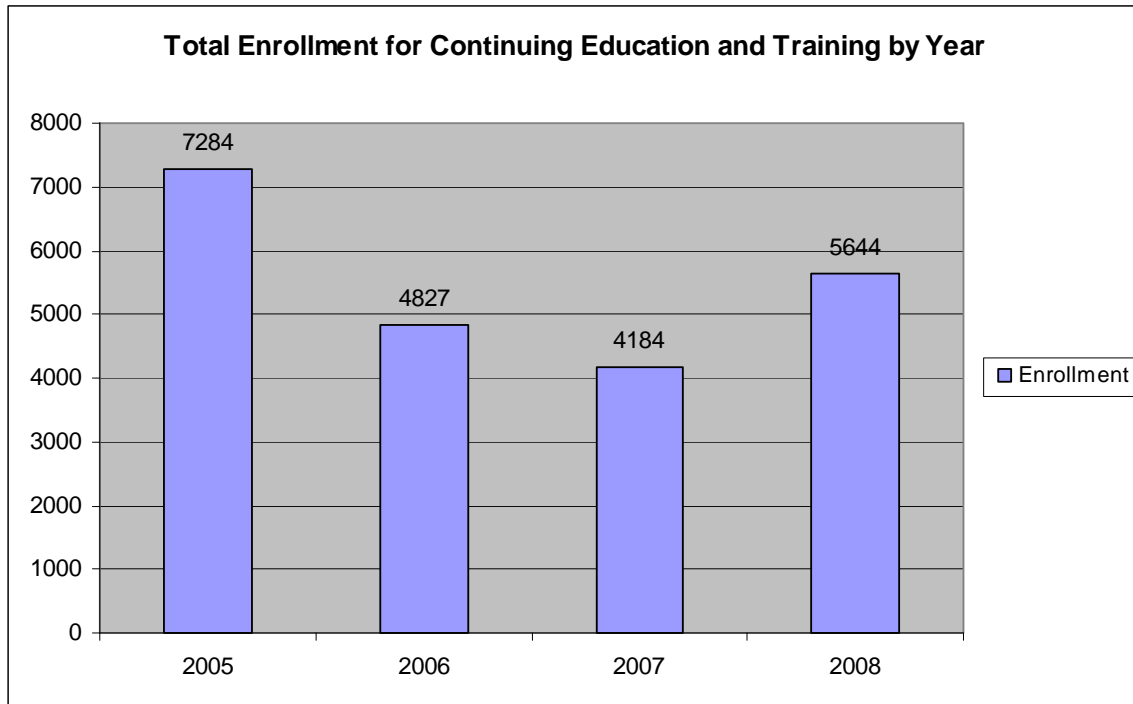


Student Demographics by Area - FY 2008

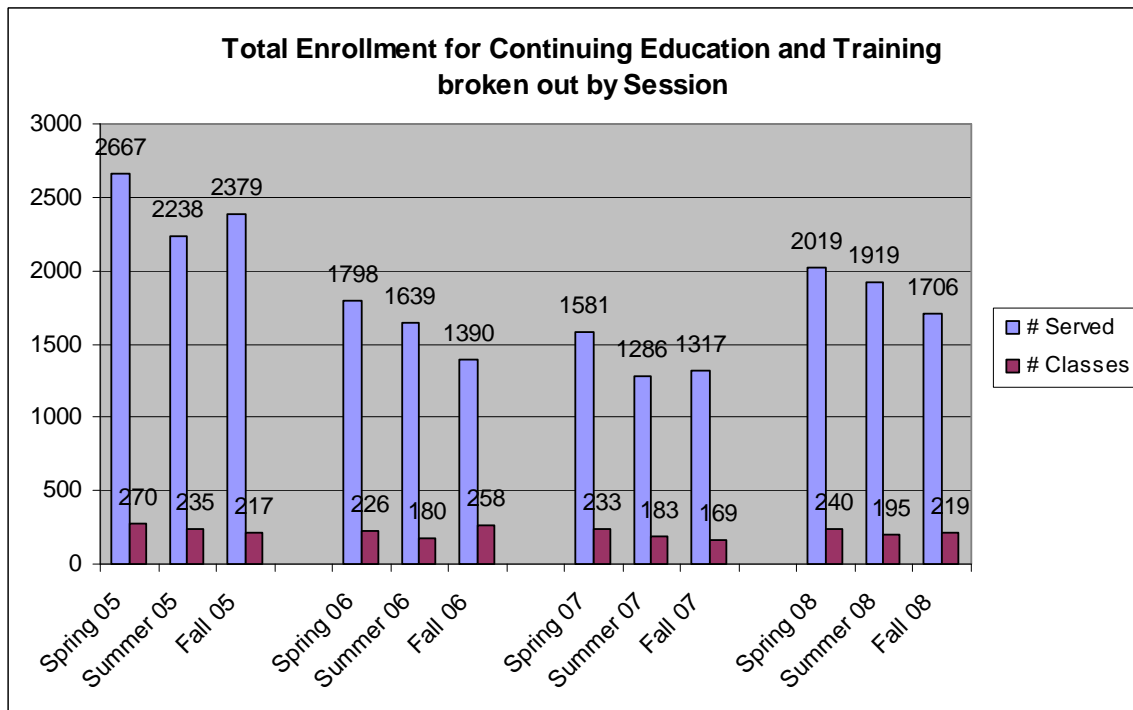




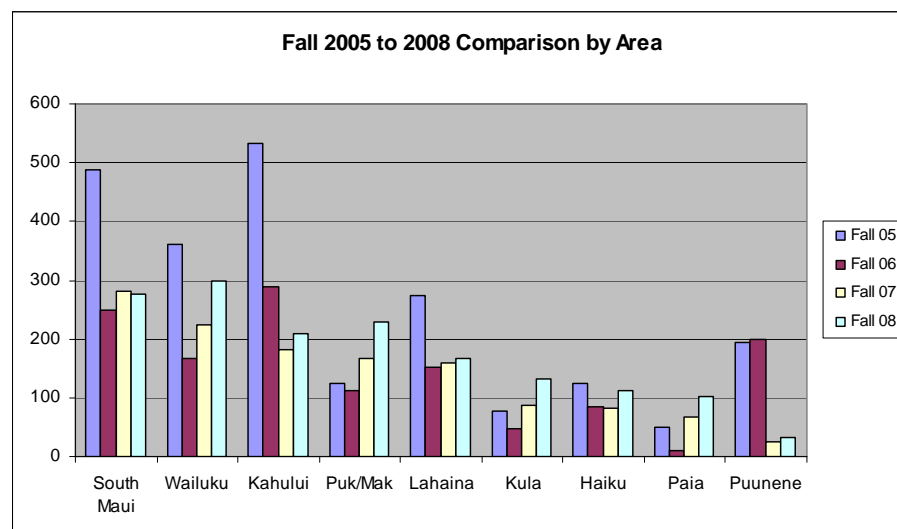
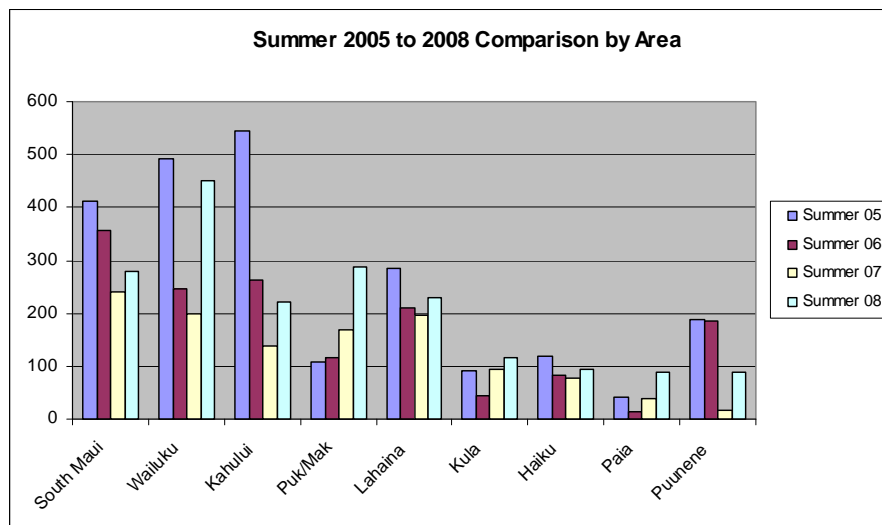
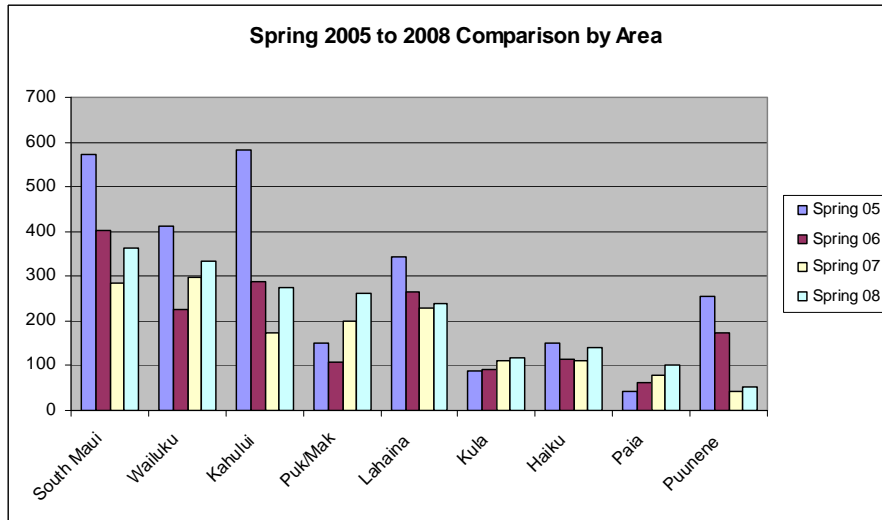
Overall, 2008 enrollment has increased by 1460 participants.



This next bar graph indicates the number of participants served compared to the number of classes offered. 2005 was a very good year with an average class size of 10. It then dropped to 8 in 2006 and 7 in 2007. In 2008 the average class size was 9.



The following charts are a historical look by cycle from 2005 to 2008 by area.



	Spring06	Sum06	Fall06	Spring07	Sum07	Fall07	Spring08	Summer08	Fall08	GOAL
Customer Satisfaction	Jan-May	May-Aug	Sept-Dec	Jan-May	May-Aug	Sept-Dec	Jan-May	May-Aug	Sept-Dec	
Tot. # of open enroll. served	1809	1608	1377	1662	1338	1359	1996	1863	1526	>3% of prior cycle
Number of CDL's acquired			5	5	3	3	2	2	1	
% of students satisfied on survey				99%	99%					>90%
% of students returning(annual)					20%					>20%
# of MLI students	104	101	59	84	142	59	63	61	40	
# of students trans. to credit	12		10	10						
# of MLI students graduated/system trans			1	2						
Process Improvement										
Tot # of open enrollment classes offered	253	216	238	221	183	169	239	215	224	
Tot # of open enrollment classes-LAH			19	20	37	13	26	10	8	
% of cancellations	30.53%	30.90%	46.90%	36.05%	43.72%	27.81%	25.83%	22.16%	17.49%	<25%
% of cancellations - LAH			78.95%	65.00%	75.68%	42.86%	38.46%	30.00%	20.00%	<25%
# of new workshops offered	89	38	61	41	55	33	51	59	60	>15%
# of "cash cow" courses	75	63	52	58	53	61	90			
Dollars spent on brochures				25,527	24,289	20,697	24,438	22,796	8,976	pending add cost
Financial Accountability										
Total # of Contract	calendar year end 2006		53	calendar end 2007		88		50 ytd		
Tot. # of Contract students served	calendar year end 2006		704	calendar end 2007		805		384 ytd		
Net Inc collected from contract	calendar year end 2006		38,955	calendar end 2007 *		82,296				
MLI \$ generated for credit/semester			38,160							
Net Inc reconciled by class (open)	52,284	38,717	20,580	39,408	31,398	36,007	90,319			NOT FMIS NUMBERS

OCET/VITEC is in its infancy stages of developing a scorecard that can easily tell the reader whether we are on target of meeting our goal for specific measures. This can be seen with the utilization of colors red, yellow, and green.

This year the OCET/VITEC team realized the importance of creating a “winning culture” and utilized the Gallup Twelve Question Survey. Team members were asked 12 questions and rated each question in a scale of 1 to 5, where 1 equals strongly disagree and 5 equals strongly agree. The results of this first survey will be used as the baseline.

The goal is to continually strive to acquire 5's for each question. This initial step was to make the team aware of characteristics that help to create a great place to work.

The average results for the team (August 2008):

1. Do I know what is expected of me at work: 5
2. Do I have the materials and equipment I need to do my work right: 4.6
3. At work, do I have the opportunity to do what I do best every day: 4.1
4. In the last seven days, have I received recognition or praise for good work: 4.1
5. Does my supervisor, or someone at work, seem to care about me as a person: 4.8
6. Is there someone at work who encourages my development: 4.3
7. At work, do my opinions seem to count: 4.3
8. Does the mission/purpose of OCET/VITEC make me feel like my work is important: 4.8
9. Are my co-workers committed to doing quality work: 4.3
10. Do I have a best friend at work: 3.1
11. In the last six months, have I talked with someone about my progress: 3.6
12. At work, have I had the opportunity to learn and grow: 4.6

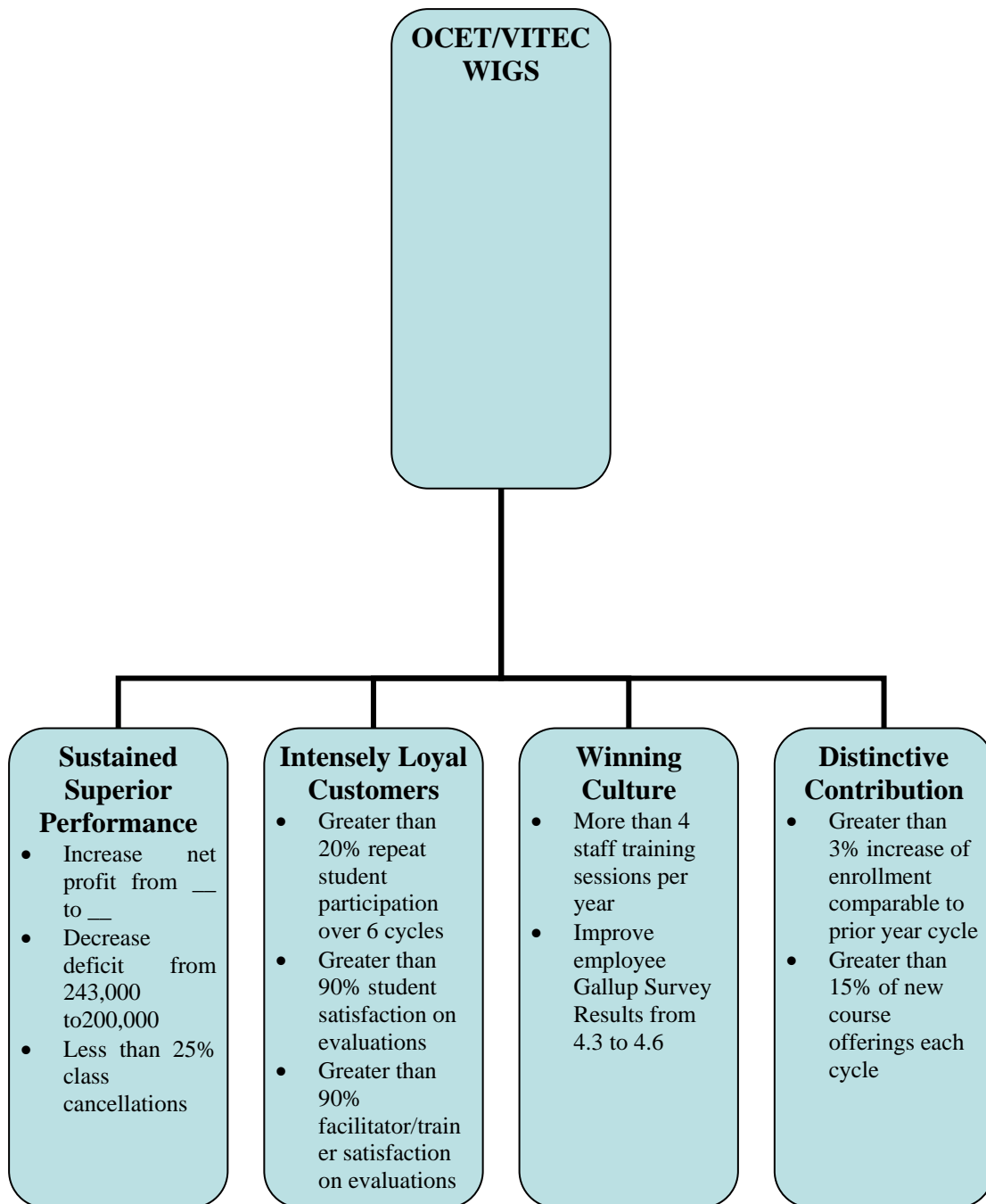
OCET/VITEC Wildly Important Goals

The next step was to modify our WIGs (Wildly Important Goals) and re-evaluate the performance measures that address those 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 for each WIG. Though our spreadsheet and scorecard indicates additional measures, the following measures are lagging measures that align directly to the WIGs.



This “whole team” retreat approach was very successful in sharing data and clarifying the OCET/VITEC direction for the coming year and it encouraged each participant 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 the professional association, LERN.

OCET/VITEC Values

The team also engaged in activity to clarify team values. The activity concluded with the following values and a lengthy discussion occurred on how these values were “lived” at work, and the behaviors that clarified these values.

OCET/VITEC Team Values

Integrity
Professionalism
Creativity
Cooperation
Passion

OCET/VITEC Values

- **Integrity**
 - I treat everyone with fairness
 - I live in alignment with my values
 - I live a pono life in 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 thing 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%

State Economic Data & Trends to Consider:

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

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

Top Trends to Consider

- Getting better at selling solutions versus classes – get better at calculating ROI with businesses – i.e. strategic planning sessions at no cost up front – remember that institutional relationships take time
- Address the increases demands for work-life balance
- Blend on-line learning and face to face learning with leadership programs AND utilize technology to create engaging workshops and courses
- Have more online communications
- Have other campuses promote our excellence and we do the same – sharing resources (abundance mentality)
- Marketing to Boomers – retiring or finding new careers
- Struggling economy and increase cost of living
- Everyone on the team AND the instructors/facilitators must market our programs
- We must look beyond Maui and the state to provide our services to others AND invite them to come to Maui for a learning experience
- Remember – it's all about relationships

OCET/VITEC Strengths and Successes

- The OCET deficit was decreased by \$50,000 at the end of 2007. Additional impacts were planned for year-end 2008. Since our reduction of \$50,000 we were informed by our Vice Chancellor of Administrative Services that all deficit accounts will be cleared by the end of 2008.
- The OCET/VITEC team is becoming more effective at analyzing the data and looking into the impact of our marketing efforts. For example, when catalogs were only distributed to targeted areas in Fall of 2006, enrollments dropped. We also realized how difficult it was to determine the impact of our radio ads to increased enrollment. When talking with the individuals who take registrations they find that our catalogs, news articles/ads, e-mails, up-selling, and word of mouth have the greatest impact.
- The addition of Eva Bondar developing new classes and Marc Antosch our graphics designer to the OCET/VITEC team has really enhanced our marketing of new classes and exposing to the community what we have to offer. Marc ensures our look is professional and appealing to the mind and eye.
- The operations staff led by the management of Brenda Lee has outstanding customer service skills and has acquired new methods to up-sell and market

workshops over the phone. Processes continue to be refined and the turnaround time for invoicing has decreased. With Brenda's ability to work with data, and Freida's ability to graph the data, the team is able to make objective decisions based on observable facts.

- The number of classes, enrollment counts, and average class size has increased from the previous year. Also, the percent of cancellations have dropped significantly from last year. There are still challenges with the offerings at Lahaina.
- The OCET/VITEC team works and communicates well with each other and is highly committed. They believe in the mission and are passionate in their contribution to the team and the community they serve.
- College for Kids continues to be a huge success and is expanded at every intersession. Through relationships and promotions, program director Joanne Doell has received community sponsors that provide scholarships for students to participate. She has been working to secure a partnership with Kihei Charter School to provide a robotics workshop Spring 2009.
- The support for a system wide online registration system continues and the final draft of the RFP is completed.
- Sharane Gomes met with Apple representatives to move towards creating an Apple Certified Training Center. Sharane is also working towards providing a Motorcycle Licensing Course here on Maui. Currently we have a waiting list of 300 individuals.
- Utilized the resource of LERN consultants to evaluate our brochure and marketing materials and acquired validation that we are on the "right track". Implementing various suggestions on formatting and design.
- Facilitated a successful inaugural Ka Ipu Kukui Fellows program graduating 13 participants.
- Income generating projects that were received by Dr. Lois Greenwood were \$10,000 from HPIN to revise the nurse precept leadership training program, \$25,000 for the Compassionate Care Training with the Aging With Aloha Coalition, \$15,000 for Hale Makua training initiatives, and \$25,000 from A&B for business workforce development scholarships for training. (Special note - HealthCare Training Initiatives as indicated in the Final Report of the Assessment of Employer and Workforce Needs for Maui County – Health delivery skills at all levels will be needed during the next ten years, page 7-10)
- 7 Habits for Managers was a great success in 2007-2008 with over 332 managers from across the state experiencing this two day workshop. 208 of those managers were on Maui. Currently, the team is working on various Podcast that can be distributed for promotional purposes. (The Assessment of Employer and Workforce Needs for Maui County" commissioned by the WIB (Workforce Investment Board) in 2003 identified management training for first-time managers as being one of the most significant needs of local employers. A survey conducted by the Society of Human Resource Managers (SHRM) statewide identified this very same need as critical for workforce development.)
- We were also honored with the selection of Sharane Gomes as a WO Learning Champ Award recipient.

Opportunities to Address

Opportunities the Team identified as they pertain to our WIGs (Bolded and underlined ideas were the items that received the most votes when focusing on the most doable.)

- Sustained Superior Performance
 - Get better at inventory controls – use what we have –buy locally
 - **Up-selling at registration**
- Intensely Loyal Customers
 - **Think about a “Membership Plan” for our customers - Discount for repeat students or the use of punch cards – take care of our best customers**
 - Utilize our website to promote other classes of possible interest when they click on a specific class
 - Have a survey page on the catalog
 - **On confirmation include other classes of interest**
 - Ask 2 questions at the beginning of class – also gets instructors engaged
 - Electronic Marketing
 - Add a planning calendar page to the catalog
- Winning Culture
 - Have team shirts that promote the OCET/VITEC name
 - **Quarterly Training/Team Building Event**
- Distinctive Contribution
 - Market room rentals
 - PSA and MCC TV spots (Marc can do videos for TV)
 - Kids Activity Camp – more physical stuff like zip lining and obstacle courses
 - Offer classes at other locations...Survey on Maui News...go to our website and tell us...
 - Sell “service learning” to the community and tourist
 - Marketing on the phone
 - Computer kiosk to survey people who take our classes
 - Fund raising letter to potential donors
 - Sell “Events” promoting great speakers
 - **Edu-vacs (educational/learning vacations) weeklong short term programs**
 - **Online Registration**

OCET’S Alignment with MCC’s Strategic Plan

The Office of Continuing Education and Training contributes to the mission and vision of Maui Community College by being the entrepreneurial arm of the college that offers non-credit educational opportunities to a diverse community of lifelong learners. As described in the OCET mission and vision, OCET 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.

OCET 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 the Office of Continuing Education and Training is expected to earn sufficient income to cover the expenses of the program, which include our G&A (General & Administrative) infrastructural expenses as well as direct expenses for operating classes.

Maui Community College Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

OCET Vision

Our vision is to be a leading edge 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.

Strategic Outcomes and Performance Measures

2008 - 2015

University of Hawaii – Community Colleges

Outcome 4.

Address Critical Workforce Shortages. Address critical workforce shortages and prepare students (undergraduate, graduate, and professional) to be leaders in a globally competitive economy.

Alignment to UHCC and MCC Strategic Outcome

Workforce Development is a top priority within OCET and a high priority within the College’s Strategic Plan which reinforces the importance of OCET’s contribution to the mission of the college. Following are the organizations and workshops provided by OCET/VITEC. Acknowledgement must be given to Dawn Freels who is responsible for the majority of the contracts:

Workforce Development Training Partnerships

Maui Ecosystems

Forklift

Hyatt Regency Maui

OSHA Fall Protection

County of Maui

Do Not Hit Send: Email and Text Messaging in the Workplace (Personnel)

Focus Achieving Your Highest Priorities (Personnel)

Behavioral Based Interviewing (Kahului Fire Department) 10/26/07

Behavioral Based Interviewing Fire Fighters II & III 11/19/07

Behavioral Based Interviewing (Kahului Fire Department) 01/03/08
 Behavioral Based Interviewing (Kahului Fire Department) 01/11/08
 Designing the Selection Process for Battalion Chiefs (Kahului Fire Department)
 Supervisory & Leadership Training: Building a Unified Team (Aquatics)
 7 Habits for Managers (Aquatics)
 Forklift Training (Water Supply)
 First Aid & CPR (Water Supply)
 Tractor Mower Operator (Dept. Parks & Recreation)
 Parks Supervisory Training and Strategic Planning (Dept. Parks & Recreation)
 Parks Supervisory Training (Dept. Parks & Recreation)
 Parks Maintenance Training (Dept. Parks & Recreation)
 Government Writing Class (Mayor's Advisors)
Maui Land and Pineapple & Kapalua Land Company
 Excel Advanced
 Excel Intermediate
 Discover Your Strengths Using DiSC
 7 Habits for Managers 10/16 & 17 /07
 History & Culture of Hawai'i
 7 Habits for Managers II (01/11/08)
 Intermediate PowerPoint
 Excel Basics Classes
 Excel Intermediate classes
 Excel Advanced
 Project Management
 PowerPoint Introduction
 PowerPoint Advanced
 Excel Essentials
 Excel Intermediate & Advanced
MEO
 Discover Your Strengths DiSC
 Strategic Planning Session (Youth Services)
State of Hawaii
 Fundamentals of Management
Maui Prince Hotel
 TIPS: Train the Trainer
Classic Resorts
 A Management Strategy Session & Celebration
Maui Beach Hotel
 Managing Performance of Front-Line Employees
 Delivering Exceptional Customer Service
 Taking Customer Service to the Next Level: Give 'em the Pickle
Westin Maui Resort and Spa
 Negotiating for Win/Win (01/17/08)
 Negotiating for Win/Win (01/23/08)
 Managing Emotions
Hale Makua

Nurse Leadership (01/28/08 - 02/04/08)
Nurse Leadership (01/30/08 - 02/06/08)
Nurse Leadership (04/01/08 - 12/01/08)
Nurse Leadership (05/12/08 - 05/20/08)
Nurse Leadership (10/14/08)
Nurse Leadership (10/16/08)
Nurse Leadership (10/21/08)
Nurse Leadership (10/23/08)

Old Lahaina Luau

Inclusive Language and Behavior: Sensitivity Training (12/08/007)
Inclusive Language and Behavior: Sensitivity Training (12/20/007)

Aloha House

Microsoft Word 2003 -Essentials (1/08/08 - 01/17/08)
Microsoft Word 2003 -Essentials (1/09/08 - 01/16/08)

Pilot for Various Tourism Industry Employers

Ho'okipa meke Aloha- Module I

Muneikyo & Hiraga

Proofreading

Kauai Police Dept.

7 Habits for Managers

Boys and Girls Club of Maui

Focus Achieving Your Highest Priorities for Outlook

Maui High Performance Training Center

FranklinCovey 4 Disciplines of Execution

SOS Metals

Forklift Certification Training

Royal Lahaina Resort

7 Habits for Managers

HPIN Hawai'i Partners in Nursing Preceptors Program

Professional Nurse Leadership

Paia Elementary School

Microsoft Excel Intermediate

Internal Support to MCC

Discover Your Strengths DiSC (Student Life)

Training In Interpersonal Skills: TIPS for managing People at Work (RDP)

7 Habits Team Building Retreat (RDP)

Taking Customer Service to the Next Level: Give 'em the Pickle (Culinary Arts)

Customer Service – Building Loyalty (Student Services)

(The OCET/VITEC Team has also assisted the Administration with facilitating various faculty sessions throughout the year.)

Recommendation & Initiatives for the Coming Year 2009

OCET Advisory Group

OCET's overall strategy is to always focus on Relevance, Quality, and Return on Investments for the lifelong learner. The staff of OCET/VITEC continues to keep the pulse of our community and those they serve. The development of the OCET Advisory Group in 2008 is made up of community representatives. These individuals provide input to future workshops and help to promote OCET/VITEC offerings. Plans for 2009 are for the Advisory Group to meet before each cycle to assist with the promotions of workshop offerings.

OCET Administrative Opportunities

OCET's deficit was reduced by approximately \$50,000 at the end of calendar year 2007 and OCET continues to be strongly motivated to reduce the deficit as soon as possible. OCET continues to find and implement ways to become more operationally efficient and reduce expenses. The OCET administrative team is currently developing a template tool to better tract contracts – proposal, approval, facilitation, invoicing and receipt of payment. During 2008 the cost of fuel for the CDL trucks increased expenses, along with the decrease in CDL class enrollment. Expenses totaled to approximately \$45,000 with staff, repairs, gas, and other expenses required to run the program. During 2009 a closer look at the profitability of offering CDL will be analyzed. A strong foundation has been laid, and OCET continues to stay realistic in its projections and will take calculated risks to grow revenues and profit. A continued focus on marketing and customize contract training are strategies that will hope to increase revenues for the coming year.

OCET's Utilization of Technology during these Economic Times

During most of 2008 Maui has been fortunate with a 1.7% unemployment rate. This impact to our programs has been a workforce that is focused with working and not as interested in professional growth. In the past VITEC tends to be more profitable during economic downturns when people are willing to seek professional training for better job opportunities. Though we are in the midst of an economic downturn, currently individuals and businesses are reluctant to support training initiatives due to their concerns that the economy will worsen. Cash is currently *King* and holding on to it seems to be the message OCET continues to hear. OCET's strategy will be three fold and the overall message will be of hope in that: 1. This current situation will pass and we must then be ready with a qualified workforce. 2. Now is the time to take advantage of leaner staffs and slower times with training employees to be more focused, efficient and effective. 3. OCET will explore additional online learning, distance education, and blended learning approaches to meet the needs of 24/7 learning.

Pricing becomes a huge issue therefore, OCET needs to get "great" at determining return on training investment and training solutions for organizational effectiveness.

OCET/VITEC Marketing & Promotional Initiatives

OCET/VITEC Catalog Distribution continues to receive rave reviews. With each cycle, much thought and discussion revolves around whom our customers are and what type of media and "look" attracts that audience. The catalog continues to be the single most effective medium to promote OCET/VITEC classes and services. Distribution hits 60,000 households at 35 cents per catalog.

In 2008 marketing and promotions were identified as a top priority focus and it was recognized that the public must receive some form of information at least three to five times before an action is taken. Some ideas OCET explored in 2008 were:

- Distribute the Catalog at least 6 weeks before the cycle begins
- Maui News Weekly promotional ads
- Radio Commercials
- Special Targeted Workshop promotional flyers
- E-mail OCET/VITEC Newsletter promoting upcoming training events and customize training.
- E-Vites to specific mailing list for targeted audiences and workshops.
- Partner with the Maui Chamber of Commerce to provide Chamber members a special discount to business programs.
- Provide discounts to past participants of the leadership program when referring others to take the program.
- Created podcast links to promotional e-mails that took viewers directly to the OCET website.
- Offered “train now, pay later” opportunities to businesses.
- Offered “we train at no cost if you buy the materials” opportunities during these rough economic times.

In 2009, OCET/VITEC will continue to explore various marketing and promotional strategies with an emphasis on technology; targeted e-mails that utilize the technology of podcasts, search engines that take people to the OCET website, and a more comprehensive look at the data on the various hits to our website – who, from where, when and why they visit our site. This will then help to determine what marketing strategies are effective.

Another initiative is the joint marketing venture with instructors. Included within the orientation packet for instructors will be creative ideas on marketing their classes. They will also be given pointers on how to cross-promote other classes. OCET will continue to look at various incentives for instructors to get engaged with this function.

And thirdly, the system wide directors of continuing education and training continue to work on acquiring an on-line registration system. Studies have shown that 60% of students will register on-line.

New Initiatives for 2009

BootCamp for Goddesses – a week long program in April of 2009 releases the goddess within! Boot Camp for Goddesses helps participants break through to new levels of fitness—physically, emotionally, mentally, and spiritually—for women at all levels of physical fitness. It features yoga, fitness workouts, hiking, detoxification, meditation, breath work, aromatherapy, a sweat lodge purification ceremony, live African drumming and dancing, and discussions on women's health.

Partner with RDP to develop a distance learning pilot that allows OCET/VITEC to facilitate sessions for participants located anywhere in the US.

Partner with RDP to develop an online certification program entitled PATCH that certifies participants to provide child day care services for Maui County. The program will also develop a capstone for credit to be acquired.

7 Habits for Managers of Siemens in Berlin, Germany – OCET/VITEC has a contract with Siemens to facilitate a 2 day pilot program for the educational staff of Siemens Professional Education Division in January 2009. This division is responsible for succession planning of Siemens future leaders and would like to consider incorporating 7 Habits for Managers as part of the training these future leaders receive. (Contact with Siemens was made at a NCATC conference sponsored by PCATT)

Partner with PCATT to become an Authorized Apple Training Center. The Apple training workshops have been full and the demand from Apple users is high.

Motorcycle Training and Licensing Classes – Currently preparations to be an official training site for Motorcycle Training is expected to be completed during the first quarter of 2009. OCET/VITEC is working closely with Leeward Community College, Maui County, Department of Transportation, and the Business Office to bring this popular program to Maui. Currently there is a waiting list of 300.

OCET/VITEC 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. Currently OCET/VITEC's largest contractor of training is the County of Maui.

Continued Strategies

Have trainers and staff become more visible in the community. Speak at local community organizations and group meetings.

Continue membership and attendance to professional association meetings, i.e. Chamber of Commerce functions, Maui Hotel Association, SHRM (Society of Human Resource Managers), IAPP, 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.

Other Strategies to Explore in 2009 and Beyond

Develop Relationships Continually - Focus on organizational effectiveness – succession planning, retention, strategic planning, etc. Selling solutions instead of classes

Continue to look to partner with HR Outsourcing Providers and other organizations like SHRM and the Chamber of Commerce

Develop an OCET Scoreboard so all employees know where we stand on performance measures on any given day. Create a culture where team members can easily identify leading indicators that drive behaviors that assist in achieving the WIGs

Develop additional week long lifelong learning workshops, similar to BootCamp for Goddesses that not only attracts Maui County residents, but also visitors from a far. This can also be known as learning vacations. Initial discussions have been made with partnering with Georgetown University regarding weeklong leadership retreats on Maui and NCL with 3 day leadership workshops on the cruise ships. Maui would be the perfect destination for reflection, renewal, and relaxation!

Internal Program Review - Maui Language Institute (MLI)
Compiled by Dr. Alice Luther, Maui Language Institute, Director

Summary of Accomplishments (2007 – 2008)

International Education Recruitment Fair (Hong Kong) – attended the fair and distributed MLI, MCC and Kulanaʻō Student resident information to thousands of fair participants. Met UH alumni at the fair, who subsequently introduced me to the Director of the Yew Chung International School.

Yew Chung International School (Hong Kong) – Made a PowerPoint presentation to the Director of the Yew Chung International School in Hong Kong on short term programs. The Yew Chung International School decided to include Maui as a destination in their World Classroom program, a short-term study abroad program for middle school students.

Osaka Gakuen (Japan) – A group of students from Osaka Gakuen participated in a short term program that was initiated through a discussion with Mike Matsuna, an Osaka Gakuen professor, at the 2005 NAFSA conference.

ICEF Agency Agreements (Japan) – Met with agents in Tokyo at the ICEF Conference. Followed up with 16 agents and developed relationships with the following:

- Masaru Yamada (Global Academia, Inc., President and CEO) – We are in discussions about a plan for bringing students from 21 countries to study and intern in Hospitality and Tourism or Culinary.
- Seiki Masaki (Ehime Hawaii Association) – He has sent two F-1 visa students and one short term group to MLI.
- Asa Nakadaira (Tokyo agent) – She is interested in collaborating on a Rainbow Studies program for 8-10 year olds. This is tentatively scheduled for August 2009.

Chinese/Korean Project – As part of the Rapid Response effort to address the needs of the potential influx of Chinese and Korean visitors to Maui, I developed and implemented an interpreter's training program for Korean/English and Chinese/English speakers who could be called upon as needed by community groups and organizations.

Study USA Prospects - Students contact us through Study USA (an online service to which MCC subscribes). These contacts come in the form of lists (students who fill out the general information template) and letters directed specifically to us. We get one list a month with about 20-30 students on it. We have created a database for these and generate letters and information to send to them once every three weeks. Our goal is to keep MCC on their radar, even though some might not be planning to apply for a year or two. Some are ESL prospects, but many are credit program prospects from the mainland (and we even get a few from Hawaii). The letters come directly to my e-mail at a rate of 2-3 per day. This is a hotter list and I follow up with a personalized letter to each student. My goal is to start a dialogue and eventually attract students to MLI/MCC.

SAM Programs – Currently negotiating with three universities on Study Abroad on Maui programs:

- Hakuoh University, 3 weeks, December, 2008
- Toyama University, 8 weeks, May/June, 2009
- Osaka Gakuen University, 16 weeks, August-December, 2009

Short Term Programs

2007						NET REVENUE
1	Shoei High School	Japan	26-Jul	5-Aug	40 Participants	\$30,500
2	Miyakojima	Okinawa	27-Jul	2-Aug	13 Participants	\$7,300
3	Toyama Junior High School	Japan	20-Aug	24-Aug	29 Participants	\$8,600
4	Psychotherapy Seminar	Canada	27-Dec	28-Dec	6 Participants	\$1,200
2007 TOTAL					88 Participants	\$47,600

2008						NET REVENUE
1	Osaka Gakuin University	Japan	25-Feb	7-Mar	6 Participants	\$6,200
2	Fujimigaoka High School	Japan	19-Mar	28-Mar	11 Participants	\$11,300
3	Fukuyama	Japan	22-Jul	28-Jul	11 Participants	\$7,100
4	Shoei High School	Japan	24-Jul	3-Aug	41 Participants	\$27,700
5	Miyakojima	Okinawa	28-Jul	1-Aug	7 Participants	\$6,400
6	Toyama Junior High School	Japan	18-Aug	22-Aug	30 Participants	\$9,300
2008 TOTAL (To Date)					106 Participants	\$68,000
7	Hakuoh University	Japan	6-Dec	21-Dec	35 Participants	30,000
2008 TOTAL (Projected)					141 Participants	\$98,000

Student Enrollments/Registrations - MLI's unduplicated student registration for 2007-2008 is 186.

Contribution to Maui Community College's Credit Program –

Summer 2007 \$14,760 (48 total credits)

Fall 2007 \$100,320 (321 credits)

Spring 2008 \$74,080 (239 credits)

Summer 2008 \$15,480 (43 credits)

Total contribution to MCC's credit program (2007-2008) = \$204,640

Strategies for Improvement (2008 - 2009)

Continue Restructuring MLI Program

- Restructured MLI program into five 8-week sessions.
- Reverted faculty positions to casual hire.
- Reinstated Hawaiian Studies/hula program, and two levels of American Studies. Reinstated three levels of Writing & Grammar, Reading, Speaking & Listening.

MLI Ongoing Recruitment/Marketing Initiatives (2008-2009)

MLI Intensive English Program

- Study USA (online subscription) follow up program in place including a general welcome letter, specific letters (about housing and scholarships), and monthly newsletter
- Newsletter (online subscription) - newsletter which is e-mailed to all Study USA prospects, current MLI students and alumni
- Website - enhance Intensive English site, including Japanese translations of all pertinent documents; Chinese translation of website materials in progress
- Agency Agreements – Continue to establish relationships with agents
- ICEF Online Agency Contact program (online subscription) - Request agency relationships and send letters to all agents requesting the development of a "relationship". Enhance site with MCC and MLI information, application forms, etc.
- Continue the distribution of "sell sheets" for Intensive English program. Students returning to their home countries deliver these to family and friends who are interested in studying ESL. Also, members of the Japanese Chamber of Commerce and Okinawan Society deliver these to contacts when they travel. These are also mailed to travel agencies.

Rainbow Studies Program

- Website – monitor and update Rainbow Studies site, including Japanese translations of all pertinent documents; Chinese translation of website materials in progress
- ICEF Online Agency Contact program (online subscription) - Request agency relationships and send letters to all agents requesting the development of a "relationship".
- Follow up with agents who requested Short Term program information at ICEF conference.
- Provide "leads" to Short Term Program Coordinator for follow up.
- Continue the distribution of "sell sheets" for short term program and hula program; members of the Japanese Chamber of Commerce and Okinawan Society deliver these to contacts when they travel. These are also mailed to travel agencies.

SAM (Study Abroad Maui)

- Website - monitor SAM site, including Japanese translations of all pertinent documents; Chinese translation of website materials in progress
- Continue to work closely with 3 universities (Hakuoh, Toyama and Osaka Gakuen) to launch first SAM programs beginning in December 2008
- Follow up with agents who requested Study Abroad (SAM) program information at ICEF conference.
- ICEF Online Agency Contact program (online subscription) - Request agency relationships and send letters to all agents requesting the development of a "relationship".

Ensuring Stability and Long Range Planning for MLI

Grow the international student population to warrant general funds to support funding of the MLI director's position which evolves into an international education director position. This will help to ensure stability and long range planning of the College's international program. As the College becomes more involved in the recruiting and retaining of international students, this position becomes pivotal to ensure growth and development of our language institute and the international program.

Internal Program Review – MCC Apprenticeship Program

2007-2008 Summary of Accomplishments

The second component of the Construction Initiative is to improve and expand Apprenticeship Training. Maui Community 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. Substantial increases in apprenticeship enrollments in recent years have strained the College's personnel resources, facilities and equipment, and the prognostication for significant enrollment increases is anticipated. Additional funding was needed to more adequately meet current and future industry demands for training. The general fund appropriations include allocations for lectureship costs, supplies and equipment.

With apprenticeship enrollments increasing, the additional workload of purchasing supplies and equipment, registering new lecturers and apprentices, increase in record keeping and reports has required the Apprenticeship Coordinator to seek additional support from the OCET at Maui CC staff.

Presently the growth of Maui CC's Apprenticeship Program has increased tremendously due to the demand in the State Construction Industry which require new/replacement jobs that need to be filled through apprenticeship. Enrollments have increased from approximately 290 in 2004 to over 880 in 2007. Presently in 2008 the enrollment is approximately 810. This expansion has occurred with increases in enrollments in training programs that are currently affiliated with the College. Besides the standard apprenticeship classes that are requested by the various trades, Welding, AutoCAD, Soldering/Brazing, Pipe-layout, Hazardous Materials, Fall Protection, Scaffolding, Rough Terrain certification and other specialty courses were also available this past semester to various apprentices attending the fall 2008 semester. These courses were held because the ratio of journey persons to apprentices have decreased and the need of the apprentices to apply certain skills in the field that the journeypersons usually do are now done by the apprentices. The funds earmarked for lectureship costs will help the College continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increase number of classroom and shop spaces required to support the demand in apprenticeship have over taxed shop/classroom spaces. In 2007 and this past semester, Maui CC's Apprenticeship Program have used apprenticeship funds to purchase building materials and supplies to build storage areas for the masons, plumbers, carpentry programs and a covered training area for the masons. Besides building materials and supplies, dust collectors and other equipments were purchased with the Constructive Initiative funds.

This funding enabled the College to replace equipment which were outdated and/or unsafe and purchase different types of equipment that all the trades can utilize to expand their scope of training. The balance of the equipment and supplies monies are on hold until the spring 2009 apprenticeship class rosters are completed and the semester starts. Most of the projected equipments 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 requested, with continued planning and development, the Construction Initiative funding will assist Maui CC Apprenticeship Program with the opportunity to provide courses to better prepare the apprentices and journeyperson within the construction industry in the County of Maui.

The following is thorough Program Review for the Apprenticeship Program.

PROGRAM REVIEW

Maui Community College – Apprenticeship Program

Office of Continuing Education and Training

Compiled by Mr. Marvin Tengan, Apprenticeship Program Coordinator

The mission of Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

The mission of Maui community 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. Maui Community 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 Maui Community 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

Maui Community 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 Maui CC'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 2008 indicate 810, the number of State registered apprentices here on Maui is much greater. Trades such as the painters and operating engineers who have been doing home study and not sending their apprentices to MCC 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. Because it is mandated by the State Legislature that each trade are required to have a certain ration of journeypersons to apprentices and various unions lack the number of journeypersons/apprenticeship ratio, certain trades are requiring their signatory contractors to recruit workers as construction laborers in their specific area of work and are awaiting the present apprentices to become journeypersons before entering new apprentices into apprenticeship agreements. Presumably, apprenticeship recruitments and enrollments will level off as the number of new journeyperson replaces 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 will be provided through Maui CC's Apprenticeship Program due to funds from the Construction Initiative. Besides providing Health and Safety courses, the recent Construction Initiative funding from the State Legislature is a tremendous asset that will provide upgrading of equipment/supplies, improve existing College facilities on the Maui Campus for apprenticeship and be critical to the delivery of instruction in various areas.

Part II. Program Description

Apprenticeship Programs differ from other programs at Maui CC 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, Maui CC'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.

This is the governing process and sequence of events that laid the framework of the Community College System, as well as Maui CC'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-apprenticesable 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, Maui CC, 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 Maui CC 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 Maui CC. These include the construction trades: carpenter, cement finisher, ceramic tile, plasterer, drywall

installer, wire person (electrician), plumber, refrigeration-air conditioning (pipefitter), fire sprinkler, sheet metal worker, roofer, 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.

Maui CC'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 Maui CC 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), got of learning outcomes after one year of research and discussion was difficult 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 Maui CC'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) 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 2216, 2217, 2218, 2219, 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) was either provided by the affiliates or by OCET (Maui Community College). After July 1, 2006, Maui CC's Apprenticeship Program funding for instructional as well as equipment and supplies are funded through the Construction Initiative monies that was approved by the State Legislature.

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

Community Connections, Advisory Committees

Maui Community 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, Maui CC'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 has been held on Lanai but the Maui Carpenter's JATC is held on Maui. Currently, 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 increasing. This is reflected in the enrollment in the number of apprenticeship and upgrading classes. In 2003, 270 individual apprentices had enrolled in classes. By the end of 2006, an enrollment of at least 537 individual apprentices attended classes and 2007, 880 apprentices attended. Presently in 2008, approximately

810 apprentices have or are attending classes. Although the number of individual apprentices has dropped slightly, the JATC from most of the trades have increased specialized and health/safety training for all their members.

Besides attending JATC meetings, the Maui CC'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 member 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 2008, 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 14.5 apprentices per class (810 apprentices in 56 classes) in 2008. During this period, class size ranged considerably from 3 apprentices to 41 apprentices.

Generally, smaller classes (less than 10 apprentices) have been supported by affiliate organizations that also having 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.

However, an affiliate has recently 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 are currently compensated by Maui CC, no matter what the class size. All the affiliate organizations have been informed that because of the Construction Initiative funding, Maui CC 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.

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 Hana, that have entered into an apprenticeship program at Maui CC. Many do relocate to Maui due to the job opportunities and construction boom on the island of Maui. On the island of Lanai there is a demand for trained and skilled workers in the construction trades that required the Carpentry Union to request that Maui CC assist with a carpentry apprenticeship class on that island and health/safety upgrading classes whenever needed.

Per data drawn from observation by the Maui CC'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 MCC 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.

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 are directly related to the needs of industry, the current information is the basis of the data showing an enrollment increase

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 Maui CC 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 have his/her staff input all relevant data onto the apprentice computer file and file the original DPR document into the individual folder. 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 Community College is a learning-centered institution that provides affordable, high quality credit and no-credit educational opportunities to a diverse community of lifelong learners.

The focus of Maui CC'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 of the program is the lack of proper and current equipment in which to train the apprentices in their appropriate job description.

Another weakness of 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, Maui CC has received cooperation and use of DOE facilities (Maui High, and Baldwin High Schools). Currently, continued DOE cooperation is critical to the delivery of instruction in this area.

The allowable use of existing facilities on the Maui Campus, primarily shop spaces, is also limited. To this regard, the potential for the College to fully provide its existing physical resources in support of apprenticeship instruction has not been optimized.

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 MCC 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 will assist MCC Apprenticeship Program with the opportunity to provide courses to better prepare the apprentices and journeypersons within the construction industry in the County of Maui.

There is also a plan to increase clerical support for apprenticeship duties. The increase in support staff will improve the College's ability to assist in the growing needs of apprenticeship programs.

Ideally, a dedicated facility designed around the specific needs of the Program is desired. However, it is believed that certain existing facilities within Maui's Campus could present an alternative. 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 growth of apprentices attending classes are 270 apprentices (in 2003) to 537 apprentices (in 2006) and presently 810 apprentices (in 2008) which is the basis for expansion and increase in support needed for instructional and related needs of the Program. It is projected that the construction industry will continue to grow in the future.

Presumably, apprenticeship recruitments and enrollments will continue to expand in conjunction with this projected growth.

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 Maui CC in the future, regardless of class size considerations.

Health and Safety courses, as well as EEOAA training will increase future costs, as it is affected by the number classes required to train the workers in the construction industry and the scheduled 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.

