

# **PROGRAM REVIEW**

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

**Review Year  
September 2009 – August 2010**

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## **Executive Summary**

This is the Program Review for the University of Hawaii Maui College, Office of Continuing Education and Training. The review year is defined as September 2009 through August 2010.

There are three major program areas within the Office of Continuing Education and Training – VITEC (Vital and Innovative Training and Economic development Center), Maui Language Institute, and the Apprenticeship Program.

### **VITEC**

During 2011, VITEC will transition to a new name, therefore this past year (2010) the Office of Continuing Education and Training has been used interchangeably with VITEC as we prepare the community for a new name change. The 2011 spring catalog will promote the name change contest. Though our community identifies with VITEC, the current OCET team believes strongly that the program's current offerings and future offerings aren't reflected in the VITEC name and requires a new name that will attract attention to a wider customer base.

This past year the OCET/VITEC team has gone through massive personnel changes, and though there are a few positions still unfilled, the team is lean, stable, and solid. Talents on the team are diverse and complement each other. There is a sense of accomplishment, a sense of belonging, and a sense of contribution that each team member feels.

Registration numbers continue to be lower than previous years and cancellation rates continue to be higher than desired. During this past year there has been a closer focus on marketing and promotions, with e-newsletter, constant contact notices, and specific class promotions, and the team anticipates even more in 2011. Also, specific recommendations from the comprehensive review team of 2009 and the actions taken will be identified throughout this program review. 2011 will be the year for a major shift in OCET's marketing strategy along with the possibility of acquiring an online registration system, currently at the RFP process.

OCET's goal is to not only create new, interesting, and lucrative courses and workshops and market them to the world, but to also address the workforce development needs of our community and state. The team has grown in a conservative manner, and acquiring additional staff requires close to certainty that the individual will obtain three times their salary. Currently there is a growing need for "Green Jobs" training and certification that OCET will address in 2011, with a possible position focused on that area.

Because the Office of Continuing Education and Training is market driven and focused on life-long learning, the OCET team continually challenges the traditional limits of education to develop new and innovative strategies for creating dynamic learning environments for the life long learner.

### **Maui Language Institute**

MLI continues to make a contribution to the fiscal health of Maui College as a whole. Every student leaving MLI that advances to the credit program is ready to succeed,

academically and socially. Most of MLI's students graduate with at least a 2-year degree, and many go on to graduate from 4-year degreed programs. During the last year the total contribution to UHMC's credit program has been approximately \$189,600.

Agents have been a major source of providing students to MLI's programs and developing agent relationships is a major responsibility of the MLI Director. Currently MLI has Agency Agreements with:

- Design Penguin
- RyugakuSite.com, Inc.
- Office Seiki
- Nexis Japan Co. Ltd.
- Global Oversees Education
- UN Education Centre
- Tandang Quang Oversees Study Corp.
- Cross Pacific Cultural Consulting, Ltd.

This past year the MLI website underwent a major overhaul in an attempt to improve navigation, update the short term program section, and better structure the website as a marketing tool.

MLI has acquired a new Short Term Program Coordinator. MLI continues to be fiscally viable with the combination of F1 visa students and short term program tuition revenue. The short term programs were originally created to provide MLI with a cushion to survive "down" periods, but the current economic downturn has also affected MLI's program income. Growing revenues through the short term programs will continue to be a goal in the coming year. In addition to this, MLI's ability to stabilize their instructors and staff has been a challenge due to the inability to provide benefits for part time personnel. The MLI Director's ultimate goal is to establish a G-funded position or fund a position through international student tuition revenue, and determine a method to provide benefits for part-time positions.

### **Apprenticeship Program**

UH Maui College Apprenticeship Program provides a high quality non-credit educational opportunity to apprentices within the County of Maui and pursuant to the State of Hawaii's Apprenticeship Law.

During this past review period the Apprenticeship Program has decreased in enrollment due to the decrease in construction jobs on Maui. Although apprenticeship enrollments decrease, Journey Worker Up-Grading and Health and Safety class enrollments have increased. In addition to the standard apprenticeship classes that are requested by the various trades, many trades requested offering Welding, AutoCAD, Soldering/Brazing, Confined Space, Driver Program Improvement, Pipe-layout, Hazardous Materials, Fall Protection, Scaffolding, Rough Terrain certification and other specialty courses. These courses were requested to provide specific skills for the apprentices that were specifically requested by the journey person in the trades.

Many journeypersons have retired or are planning on retiring in the coming years. Projections indicate apprenticeship recruitment and enrollments will increase as the construction jobs begin to pick up and Baby Boomer retirements continue.

The apprenticeship program and program director/coordinator is high responsive to the needs of local industry and the trades. The program director has an excellent relationship within the industry and is highly respected. This relationship with labor and business representatives is critical in order to keep abreast of the changes, trends, and workforce demands within our community.

The training of apprentices in our community, help to retain people on Maui. This program helps to develop an individual's ability to sustain a livelihood within our community, without displacing themselves by seeking for employment elsewhere.

A major challenge for the program has been the limitation of adequate facilities and space to store program equipment. Through collaboration and cooperation, the apprenticeship program has utilized DOE facilities and worked with the Electrical and Carpentry Unions to utilize Union Halls to accommodate training. On campus the Auto Body Shop has been utilized for sheet metal and plumbing training, and we are currently looking at the Welding and Carpentry shop for upgrading of equipment, which will improve existing facilities along with provide support for the apprenticeship instructional needs.

### **Conclusion**

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

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

# **PROGRAM REVIEW**

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

### **Review Years: September 2009 – August 2010**

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 and again in September of 2009. Submittals of standard Program Reviews occurred for:

September 2004 – August 2005 in fall 2005

September 2005 – August 2006 in winter 2006

September 2006 – August 2007 in winter 2007

September 2007 – August 2008 in fall 2008

This Program Review will cover September 2009 – August 2010.

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. The Annual Report template has hit a few roadblocks from a few campuses, and the conversations continue. Until then each campus will utilize a format that best suits their programs.

OCET continues to adopt the business model of strategically assessing our internal programs and services with the facilitation of a strategic planning retreat utilizing the SWOT analysis on an annual basis. A strategic planning session for the OCET/VITEC team was held on May 25, 2010 from 9:30 AM – 5:00 PM at the home of OCET's Graphic Artist Marc Antosch. For the last two years, the strategic planning retreat involved the entire team of OCET/VITEC. This strategy continues as we live the guiding principle of "involvement = commitment".

In Attendance: Freida Harris, Lucille Franco-Eharis, Stephanie Pratt, Eva Bondar, Marc Antosch, Joanne Doell, Sue Feltz, Peggy Kelley, Amber Fussle, and Lori Teragawachi.

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

### **OCET Mission**

The OCET mission incorporates all three of its major programs and is closely aligned to the MC mission. During this year's strategic planning retreat, the OCET mission was revised:

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

### **Maui College Mission**

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

### **OCET Vision**

During the Strategic Planning Retreat, the OCET Vision was also revised and continues to be in alignment to the College's Vision:

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

### **Maui 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's Values**

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

- Integrity
  - I treat everyone with fairness
  - I live in alignment with my values
  - I live a pono life and do what is best for my team
- Professionalism
  - We live great customer service
  - We treat people with kindness and respect
  - We keep our commitments in a timely manner
- Creativity
  - We do the same things differently
  - We find a way to get it done within the system
  - We problem solve and we make the impossible possible
- Cooperation
  - I cooperate by helping others with their work projects
  - I listen and respond to other's needs
  - I am cooperative when participating in group activities

- Passion
  - I enjoy my work and I am enthusiastic at work
  - I share my enthusiasm
  - I like to progress
  - I try to be efficient... I work smart, not hard
  - I inspire and motivate
  - I appreciate being appreciated
  - I like to contribute over 100%

### **Maui College Core Values**

- Aloha
- Collaboration and Respect
- Academic Freedom and Intellectual Rigor
- Institutional Integrity and Service
- Access, Affordability, and Excellence
- Active Learning and Discovery
- Diversity, Fairness, and Equity
- Leveraged Technology
- Hawaiian Islands Advantage
- Innovation and Empowerment
- Accountability and Fiscal Integrity
- Malama`aina sustainability

### **Contribution of OCET to the Mission and Vision of MC**

- The Office of Continuing Education and Training contributes to the mission and vision of Maui 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, vision and core values, 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 main expenses of the program.

### **OCET Purpose**

To provide non-credit training, which includes various certifications through the following programs:

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



As stated in the Community Colleges Faculty Classification Plan

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

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

## **OCET/VITEC Wildly Important Goals (WIGs)**

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

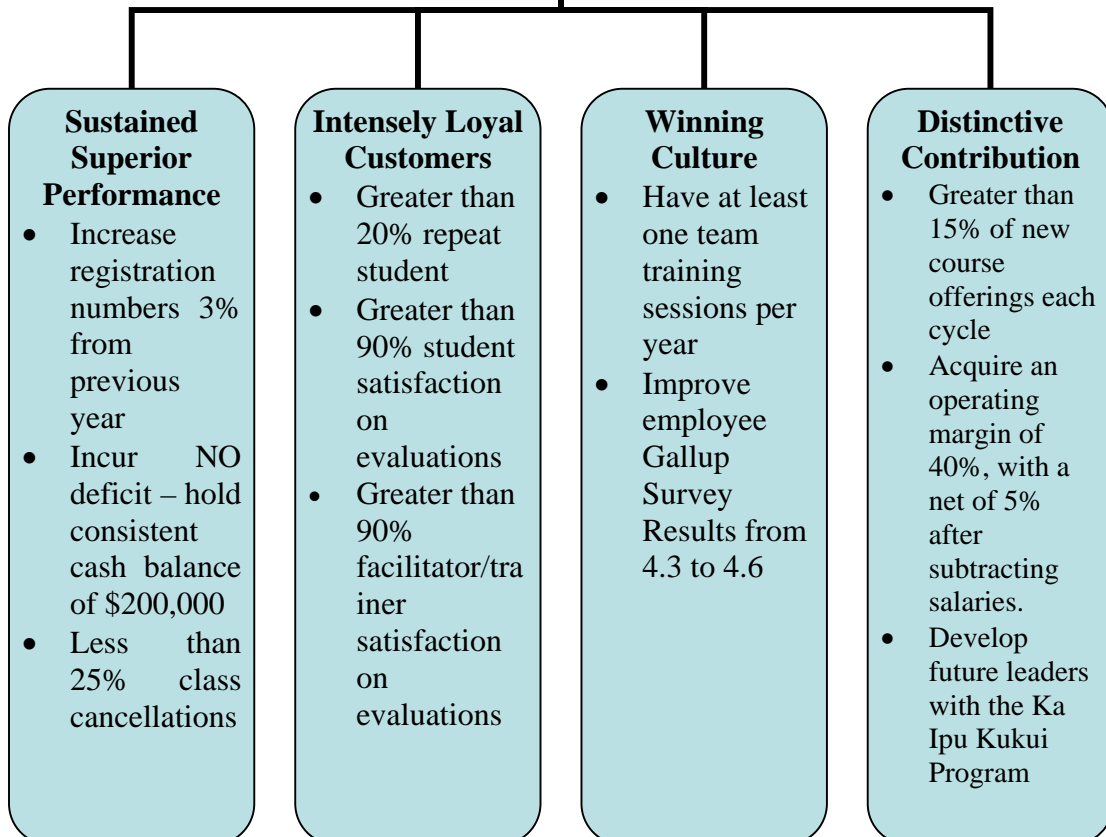
The 4 Major Wildly Important Goals were identified:

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

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

- These performance measurements allow the whole team to review regularly the progress of the program, at the end of each training cycle and at the annual Staff Retreat.
- This system also helps to clarify the OCET/VITEC direction for the coming training cycle.
- It encourages participating staff members to reflect on their individual and team successes, and address the overall future opportunities to continue living the mission and purpose of the department.
- As the team strives for continuous improvement and thrives on being at the leading edge, benchmarks and performance measurements are continually modified and are based on national standards for continuing education programs and are supported by Continuing Education’s national professional association, LERN.

**OCET/VITEC  
WIGS**



## Quantitative Indicators for Program Review

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

	Spring09	Sum09	Fall09	Spring10	Summer10	Fall10
Customer Satisfaction	Jan-May	May-Aug	Sept-Dec	Jan-May	May - Aug	Sept - Dec
Tot. # of open enroll. served	1899	1367	1276	1704	1071	1264
Tot. # of C4K Students	22	56	16	17	59	5
Number of CDL's acquired	2	2	not running CDL program for remainder of 2009			
% of students satisfied on survey	98%	99%	97%	97%	98%	99%
% of students returning(annual)			30%			
# of MLI students	96	56	57	22	18	53
# of students trans. to credit	8	0	11	7	3	12
# of MLI students graduated/system trans	12		33	4	0	0
Process Improvement						
Tot # of open enrollment classes offered	254	186	211	222	163	213
Tot # of open enrollment classes-LAH	4	6	3	2	3	0
# of C4K Weeks	2	4	2	3	4	1
# of C4K Weeks CXLD	1	1	1	2	0	1
% of cancellations	34.12%	30.65%	41.71%	40.18%	35.58%	27.61%
% of cancellations - LAH	0.00%	66.67%	33.33%	50.00%	66.67%	0.00%
# of new workshops offered	61	41	68	38	38	
# of "cash cow" courses	87	66	40	75	47	
Dollars spent on brochures	25,716	25,417	25,517	25840.98	26125.68	22899.09
Financial Accountability						
Total # of Contract	calendar end 2009		47	calendar end 2010		40
Tot. # of Contract students served	calendar end 2009		441	calendar end 2010		320
Net Inc collected from contract			\$39,635.72 ytd			
MLI \$ generated for credit/semester	68,400	14,500	53,242.50	42568.5	23780	72,990
Net Inc collected open enroll	49,102	42,072	18,121.50	54,378.52	32362.39	
Net Inc collected C4K				1027.8	11164.92	0

\*\* Unduplicated MLI + Short-Term Program

Accounts	4/30/2010	5/26/2010	6/24/2010	7/23/2010	9/24/2010	10/28/2010
015014 Admin	13,045	13,055	13,060	13,021	12,514	12,485
015018 VITEC/Open "S"	199,151	157,314	152,893	152,947	122,794	153,304
015020 Facility	25,984	26,002	29,106	29,420	34,688	35,201
015016 OCET Contracts	4,046	1,147	645	-1,744	2,316	2,315
022814 Conference Center	17,999	33,083	32,630	37,709	23,785	41,263
015994 MLI App Fee	11,479	13,162	8,936	9,335	9,478	9,914
022929 MLI "R"	56,126	9,135	-2,066	-296	2,704	2,704
016670 MLI "S"	127,184	120,284	108,103	99,096	91,284	103,073
017632 Ka Ipu Kukui	31,019	30,716	27,781	32,706	34,131	37,687
023086 PIN	37,990	29,534	11,047	1,988	3,285	3,285
TOTALS	524,021	433,432	382,135	374,182	336,979	401,232

## **OCET/VITEC Outcomes**

### **Sustained Superior Performance**

- Registration numbers continue to be lower than previous years and cancellations rates continue to be higher than desired. During the last year we have explored numerous marketing and promotional ideas that have influenced the revenue OCET has generated and the team is proud of the results it has acquired during this stressed economy Maui County businesses currently face.
- We have recently acquired consulting from the LERN organization with regards to the criteria continuing education organizations utilize for cancelling classes and are in the process to modifying OCET's class cancellation procedures. (2009 Comprehensive Program Review Recommendation to address the perception that some may have "why bother registering since the class will get canceled...")
- The goal of OCET is to have a balance of no less than \$200,000 in the VITEC Open "S" account. A bit of history – Registration picked up in 2008 from the previous year, then began to drop at the end of the Spring cycle in 2009, and continued the downward trend for the remainder of the year. Spring 2010 numbers were slightly higher than Spring of 2007, which originally gave us hope for a better year, but unfortunately registration dropped during the summer and fall of 2010.
- The support for a system wide online registration system continues and the final draft of the RFP has been completed and will go out to bid by year end 2010. (Also supported by the 2009 Comprehensive Program Review Team) OCET eagerly anticipates this major transformation of the way it does business from streamlining the registration process for the community and maintaining various data that will allow for easier analysis and action planning. It is hoped that this system can be implemented in early 2011 and it is believed that the impact to our registration and revenue will be significant.
- Through a PCATT supported initiative OCET has partnered with CISCO to provide online entrepreneurial courses through a blended learning design. Offerings will begin in 2011. (2009 Comprehensive Program Review Recommendation to offer more online courses beyond Ed2Go)
- Initial work has been completed to offer Health Industry Technology blended training to Maui residents in 2011. Funded by ARRA, it will provide 5 certificates in various health care business technology fields such as work force management, implementation specialist, implementation manager, trainer in the health field, and technician of healthcare software. (2009 Comprehensive Program Review Recommendation to offer more online courses beyond Ed2Go)
- Catalog automation creation process reduced time by a week and a half and created more accuracy in the process. This automation creation process saved money in two ways – production time was cut significantly and errors were reduced.

### **Intensely Loyal Customers**

- The goal of 20% repeat customers has been met with a percentage of 30%
- Student satisfaction continues to be above 90% and a new survey has been developed and will be given to trainers and facilitators to measure their satisfaction with the support OCET staff provides.

- OCET has also modified the student survey to include an area for student testimonials that could be used in the promotional pieces. (2009 Comprehensive Program Review Recommendation)
- On a monthly basis we have initiated a session called “Talk Story” where business leaders are invited to talk story and have lunch with us. The team asks them a series of questions and “pick their brains” with regards to ideas and trends they see in our community, and ways we could meet the needs of businesses in Maui County. This has replaced our traditional Advisory Boards that meet annually or quarterly, and have allowed us to get more individuals involved to acquire more input from the community. We have also opened these sessions to interested faculty, depending on the speaker’s field of expertise. (2009 Comprehensive Program Review Recommendation was to re-initiate an Advisory Board)
- OCET continues to develop organizational effectiveness solutions with customized contract training – succession planning, retention, and strategic planning – with a focus on promoting “solutions” versus classes.
- Met with HR Directors/Managers of 17 major hotels on Maui, touring the facilities and conducting surveys of their perceived training needs and projected needs. (2009 Comprehensive Program Review Recommendation)

### **Winning Culture**

- The OCET/VITEC team continues to work and communicate well with each other and individuals are highly committed. They have regular staff and marketing meetings to be sure they are sharing their projects cross-functionally and individual talents are leveraged. They believe in the mission and are passionate in their contribution to the team and the community they serve.
- Weekly 20 minute WIG meetings helps to focus all team members on performance measures and areas that need to be addressed, often times leading to training sessions. The team continues to create a culture of shared accomplishments, a sense of belonging, and individual contribution to the team’s success. Monthly socials are common and birthdays are celebrated.
- Another example of the creation of a “Winning Culture” – When it seems like a team value is not being honored, a meeting occurs to discuss the concern. In one such meeting the topic of “What are things we can do for each other?” Answer: Celebrate successes, help each other, follow through on our commitments, be honest, take responsibility for our actions, stay positive and solution driven, and know that we all make mistakes – learn from them.
- The employee Gallup Survey team results did not change from the previous year and on a scale of 1 to 5, results were consistent from the previous year at 4.3 The goal for next year will be to increase those results to 4.6

### **Distinctive Contribution**

- OCET creates a distinctive contribution to our community by our course offerings and the goal is to develop and offer at least 15% new classes each cycle (3 cycles per year). With this mindset, it is recognized that class cancellations will occur, but should not be greater than 25%. Best practices indicate that any class that is cancelled for a second time, should not be offered again without being modified or changed. Though we have achieved the goal of 15% new offerings, our cancellation rates are still above 25%.

- When comparing OCET results with the “Ideal Percentages” chart:

Income:	\$666,301.12	100%
Promotions:	\$81,949.21	12.3%
Production:	\$262,479.30	39.9%
Direct Cost:	\$344,428.51	51.69%
Operating Margin:	\$238,217.41	45%
Administration:	\$350,313.95	52.58%
Net:	-\$28,441.34	-4.27%

This Ideal Percentage Chart is being used for the overall operations of OCET. In the past this chart has been used to determine the amounts that are charged for each class tuition. Our “Net” goal is 5% and currently we are at -4%. From this finding the OCET team is in the process of evaluating various functions of individuals to look at ways to generating additional revenue, along with additional marketing ideas. Also, the new online registration system will assist with increasing registration. Next year’s program review will incorporate these new actions, therefore the “Ideal Percentages Chart” will hopefully reflect a net of 5% which is the goal and standard with the industry best.

Ideal Percentages		
Income	\$_____	100%
Promotion	\$_____	10-15%
Production	\$_____	45-50%
Direct Costs	\$_____	60%
Operating Margin	\$_____	40%
Administration	\$_____	35%
Net	\$_____	5%

- During this past year VITEC was also successful in receiving another year’s A&B Foundation grant totaling \$20,500 for training bonuses for small business employees, allowing Maui’s small businesses a training bonus of up to \$100 per person for up to 4 employees per business for work-related classes. A&B Foundation reports that this is one of their most successful projects within the State of Hawaii. A total of 116 businesses participated serving 172 participants. A&B was also very gracious in hosting a day-long behind the scenes tour of their operation for the Ka Ipu Kukui Fellows.
- Additional grant funds include:

- CBEM/SBREM \$25,000 (\$4,000 to OCET)
- Photovoltaic \$23,500 (\$8,000 to OCET)
- Aging with Aloha \$20,000 (\$3,000 to OCET)
- Apple Authorized Training Center \$17,500 from PCATT (This will allow OCET to address the recommendation of the 2009 Comprehensive Program Review Team to offer more trendy courses, i.e. iPhone Applications)
- PCATT funding to purchase GIS Licenses and to host Apple Institute for Educators
- Computer BootCamp in Hana, Wailuku, and on Molokai \$24,000 from Rapid Response Fund
- Rapid Response Funding for 7 Habits for Managers totaling \$15,970
- OCET continues to receive support from the Rapid Response Fund to subsidize the cost to train managers/supervisors/leaders in the 7 Habits of Highly Effective Managers. To date approximately 670 managers in Maui County have been exposed to this 2-day leadership training program in the last three years.
- Another successful year of the Ka Ipu Kukui Fellows Program graduating 15 new Fellows to the Alumni Group. This year completes the third year of the program with a total of 39 graduates.
- College for Kids continues to be a success with the children and families that participate although it faces financial challenges for developing sustainability. It has had four developmental years and during this stressed economy it struggles with establishing self-sufficiency. Through relationships and promotions, program director Joanne Doell has received community sponsors that provide scholarships for students to participate. OCET recognizes that having a College for Kids program is the right thing to do and truly prepares students for a future in our system.
- In 2010 donations for scholarships were acquired for the College for Kids Program totaling \$310 and in-kind donations from K-Mart.

### **Marketing Efforts**

- The OCET/VITEC team effectively analyzes its program data and looks at the impact of our marketing efforts. Our catalog continues to have the greatest impact to registration. Distribution hits 60,000 households at 35 cents per catalog.
- We have asked for LERN to analyze our registration data and determine our best carrier routes along with where our repeat customers are coming from. The goal is to increase our repeat rate to 50% over the next few years, and target our mailings effectively. As the population/households grow on the island, we must become more effective in our catalog and promotional distributions.
- The OCET registration staff and student assistants are actively “up-selling” to customers and cold calling. One representative from the OCET team attended a LERN Certificate Training on Marketing and Social Networking which has influenced our promotional and marketing strategy. OCET is currently testing and measuring the impact of these strategies which will help to determine what works for our community.
- In 2009 LERN consultants evaluated our catalog and marketing materials and validated that we were on the “right track. OCET then implemented various

suggestions on formatting and design, and in 2010 many comments were received on its professional look and ease of use. LERN has also featured our catalog in their e-newsletter.

- OCET/VITEC's E-Newsletter, continues to be sent to targeted groups every training cycle and on special event occasions. It highlights key classes, a featured trainer or staff member, and provides discount opportunities to VITEC's regular customers. (2009 Comprehensive Program Review Recommendation to create more customer loyalty programs)
- OCET continues to develop targeted email lists to promote classes in specific topic areas and utilizing the Amazon.com concept of, "since you attended this class, you may be interested in..."
- In 2010 an emphasis was to focus on our trainers as our customers – how could we support them and have them feel a part of our OCET team? A trainer satisfaction survey was created, and a Trainer Orientation Session was facilitated. Included in this orientation were helpful ways to promote your class and things you need to know as an OCET Trainer. This also provided OCET the opportunity to hear areas that needed to be addressed that would further support the instructor. It was a win for all.

### Top Trends in Continuing Education to Consider

- Selling solutions versus classes – get better at calculating ROI with businesses – remember that organizational relationships take time, especially in customized contract training
- Address the increased demands for work-life balance for our customer groups
- Blend on-line learning and face to face learning 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), a system wide approach
- Marketing to Boomers – retiring or finding new careers
- Struggling economy and increase cost of living here on Maui
- Everyone on the team and the instructors/facilitators must market our programs

### State Economic Data & Trends Considered for Class Development:

Description	2006 Jobs	2017 Jobs	New Jobs	Replacement Jobs	Annual Jobs
Sales and related occupations	101,513	114,707	13,194	34,199	4,308
Food preparation and serving related occupations	77,676	82,383	4,707	34,985	3,608
Office and administrative support occupations	123,442	124,555	1,113	34,374	3,226
Building and grounds cleaning and maintenance occupations	48,419	58,127	9,708	10,804	1,865
Management occupations	51,566	58,721	7,155	10,640	1,618
Personal care and service occupations	32,923	41,785	8,862	8,351	1,565
Education, training, and library occupations	43,909	50,073	6,164	10,156	1,484
Transportation and material moving occupations	48,489	51,438	2,949	12,560	1,410
Production occupations	32,898	35,993	3,095	10,477	1,234
Healthcare practitioners and technical occupations	31,251	35,774	4,523	6,406	994
Business and financial operations occupations	33,709	37,586	3,877	6,679	960
Installation, maintenance, and repair occupations	30,049	33,041	2,992	7,562	959



Construction and extraction occupations	39,143	40,105	962	8,394	851
Military Occupations	53,839	48,405	(5,434)	14,541	828
Protective service occupations	22,092	23,505	1,413	7,539	814
Arts, design, entertainment, sports, and media occupations	20,255	23,558	3,303	4,221	684
Healthcare support occupations	16,509	20,190	3,681	2,962	604
Community and social services occupations	12,955	15,894	2,939	2,715	514
Computer and mathematical science occupations	11,992	14,383	2,391	1,799	381
Life, physical, and social science occupations	8,127	9,104	977	2,137	283
Architecture and engineering occupations	11,781	12,143	362	2,732	281
Farming, fishing, and forestry occupations	2,783	2,757	(26)	884	78
Legal occupations	6,346	6,298	(48)	793	68
	<b>861,667</b>	<b>940,526</b>	<b>78,859</b>	<b>235,907</b>	<b>28,615</b>

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

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

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

Generate Energy = 129

Reduce Pollution = 349

Energy Efficiency = 620

Education and Support = 118

Natural Production = 1,383

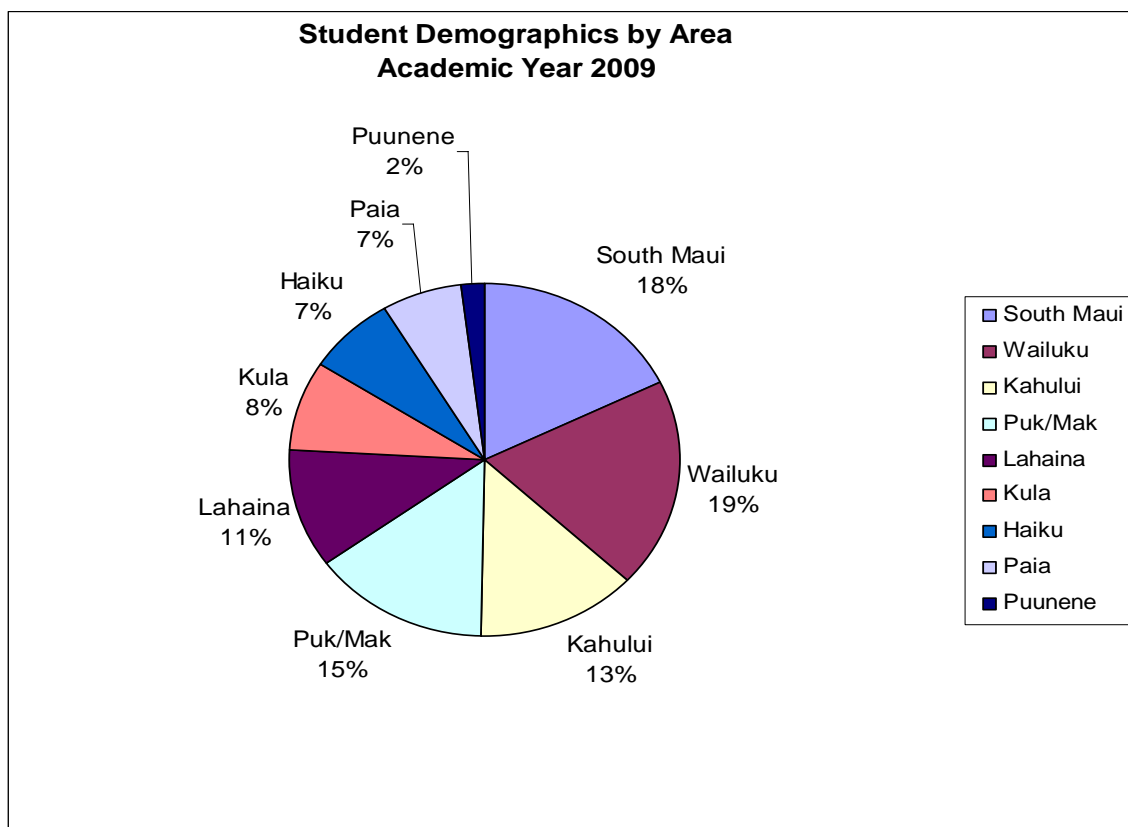
On Maui County 4.6% of all the jobs are considered to be green. The total number of jobs are approximately 56,184.

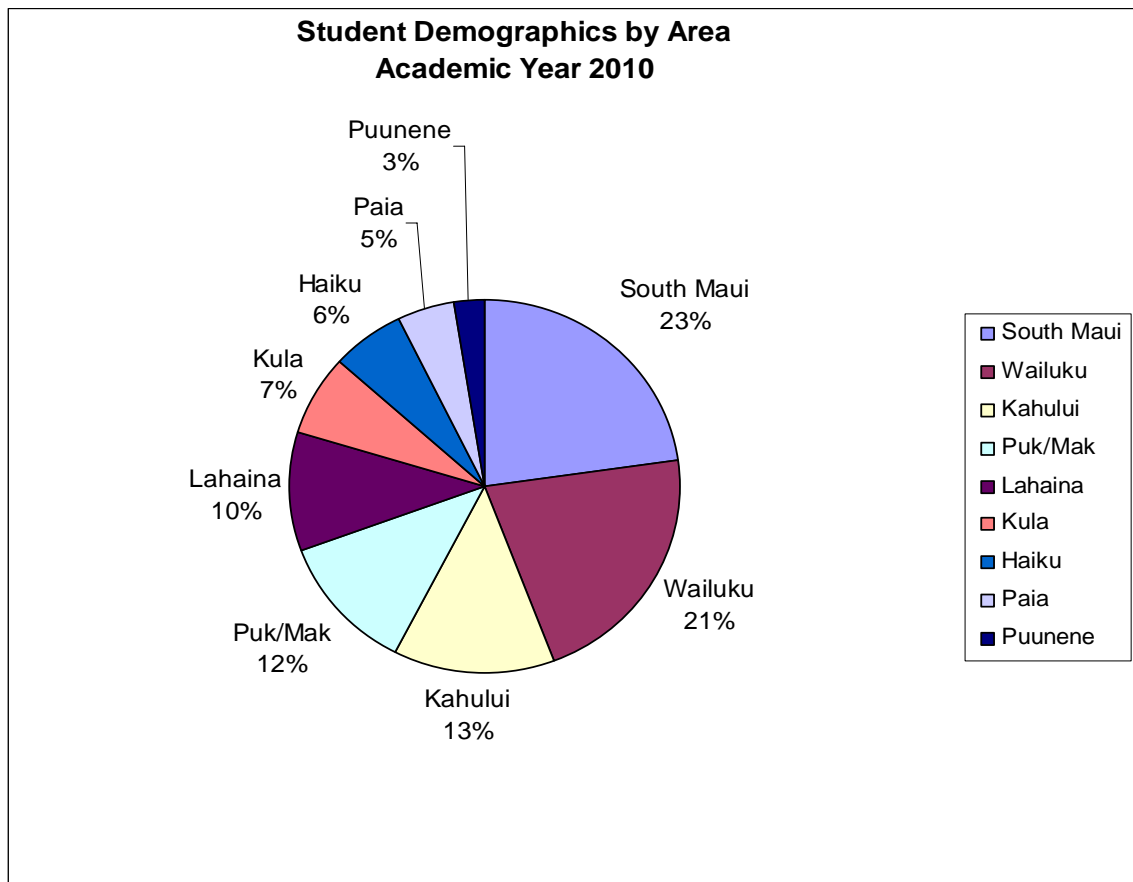
Businesses anticipate green employment to grow faster than the overall labor market in Hawaii. Between 2010 and 2012, employer worksites project the number of green jobs to increase by 26%.

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

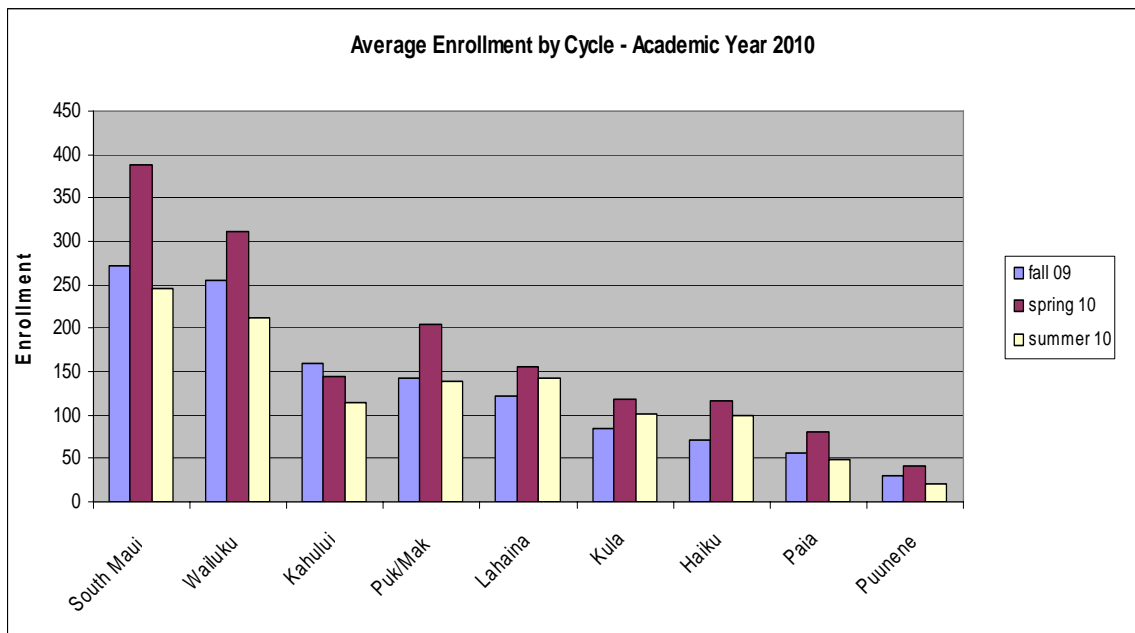
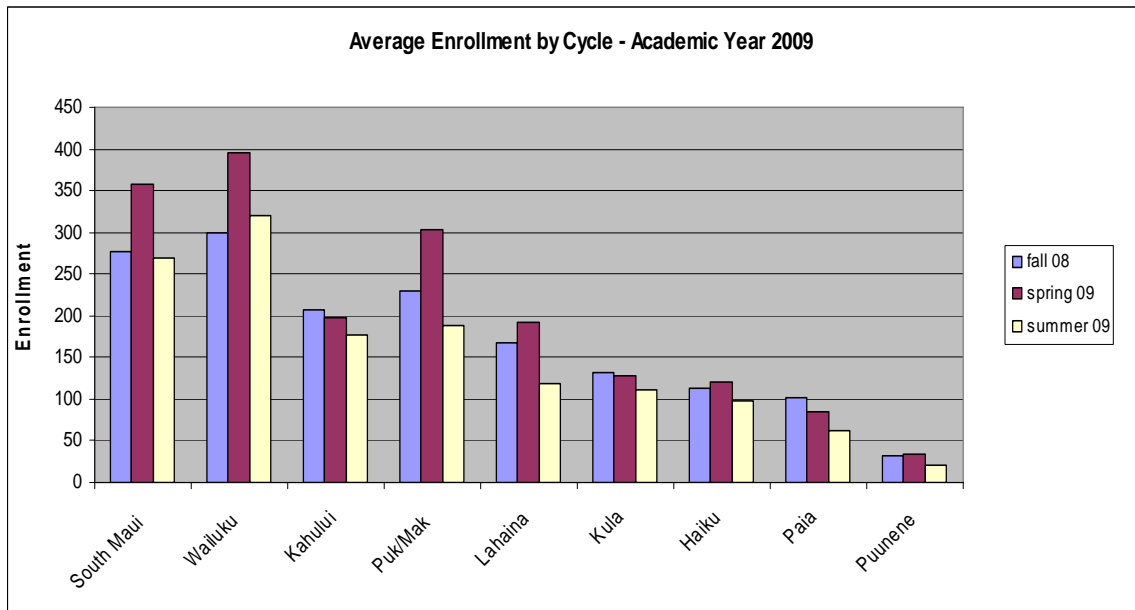
### Program Data Analysis

The following data graphs analyses our enrollment numbers for this program review period as they compare to previous years and takes a look at where our customers live.

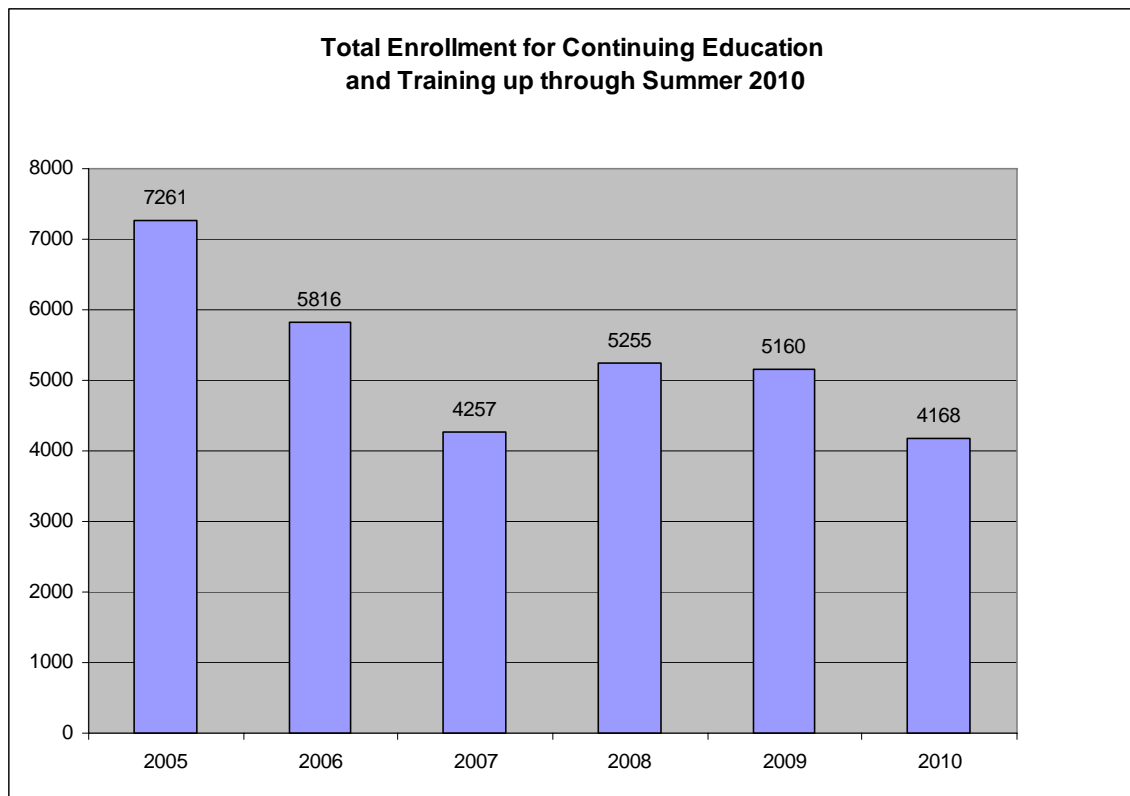




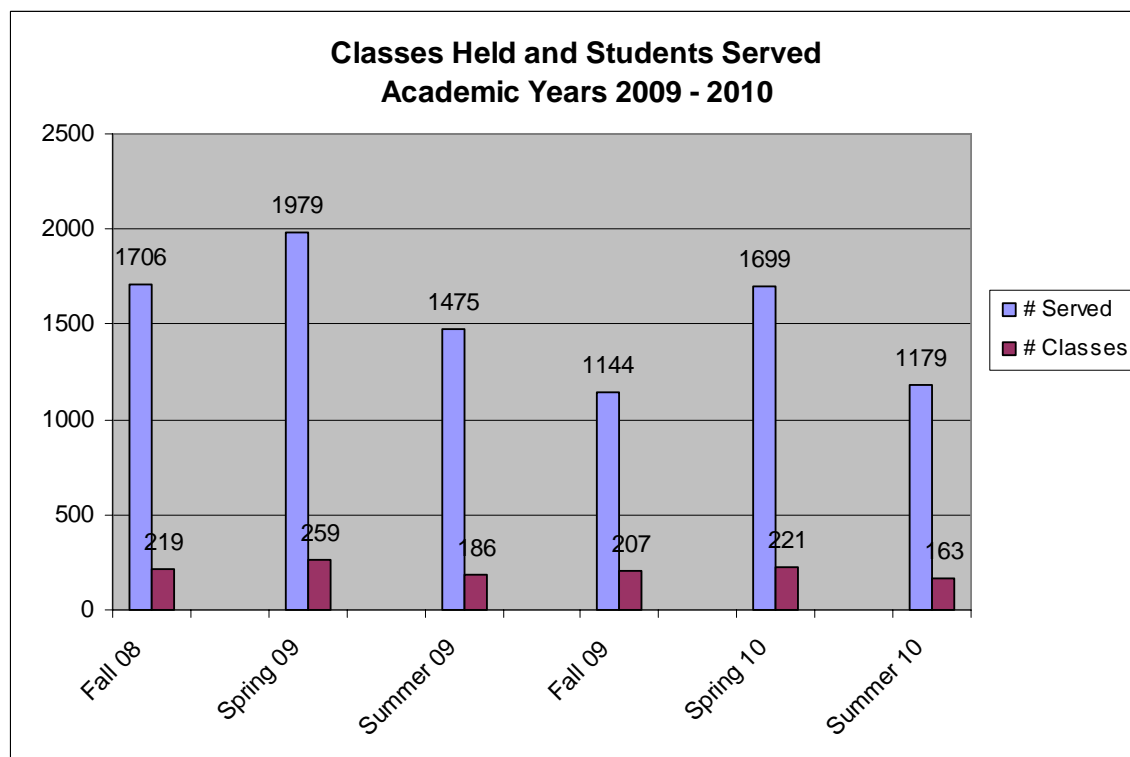
When looking at student demographics by area, there has been a significant jump in students from the South Maui region. The percentages jumped from 18% to 23%. It is also determined out of the 387 carrier routes that receive our catalogs, 114 carrier routes or 29% generate 80% of our registrations. These are considered our primary carrier routes and the 2011 marketing strategy will be to focus multiple mailings to these carrier routes.



Spring continues to be our busiest cycle, and in 2011 plans are to leverage a best practice and transition to four cycles per year versus three. This will give our courses more visibility with an additional catalog with fresh new courses to offer to the community. This transition is in its design stages and the OCET team is in the process of determining timelines along with development and operational procedures. The 2011 Spring catalog will also promote the public's contest for suggestions of the VITEC name change.



Total enrollment numbers continue to lag behind previous years.



If you were to divide the total number of students served with the number of classes offered, you will get an approximate number of students per class. Over the last two years, the average would be 7.3 but it is also a practice to cancel classes that do not have the minimum number of registrations to cover expenses, and the average number for breaking even is often times 7-8 students.

Further investigation showed that of the 700 courses that are developed, 435 courses or 62% generated 80% of the registrations. Therefore, in 2011 we need to further analyze these courses and determine a strategy to provide more of these courses, up-sell and promote similar classes to returning students, and determine specific demographics of students that make up the 80%. Specifics like age and the type of classes they are registering for.

## **Resources – Personnel Changes**

Due to staff changes in 2009 which include a new Program Developer for business and contract classes, a new Program Developer for Computer and Technology classes, the retirement of the OCET Director's Executive Secretary at the end of 2009, the shocking and sudden passing of a Program Developer, retirement of the customize training manager, departure of the Operations Manager in Spring 2010, along with the retirement of the VITEC Director in Spring of 2010, OCET has survived with a new and lean team. A new Operations Manager begins on November 1, 2010. There are a few positions not currently filled – Executive Secretary to the Director, an APT(Program Administrator) position that will be re-described and hopefully filled in 2011, and a Faculty position with plans to be re-described to assist with the numerous opportunities in the creation of certificate programs that will address the “Green Industry” workforce needs.

The 2009 Comprehensive Program Review Team suggested OCET convert on-going casual hires to regular positions. Effective November 1, 2010 the Operations Manager position will be permanent and the Program Manager position for Computer and Technology courses will be a regular position by 2010 year end.

All positions within OCET need to be considered in the context of revenue-generating potential in order to maintain a self-sustaining program. This is a major opportunity and one that all team members are aware of. In 2011 a complete review of the organization will occur to ensure that OCET has the “right” structure and everyone understand their role in being a “revenue generator”.

## **2010-2011 Opportunities & Strategy Areas to Address via WIGs**

### Sustained Superior Performance

- Continue to look for ways to Increase Enrollment
- Have trainers and staff become more visible in the community. Speak at local community organizations and group meetings.
- Create more classes to target Baby Boomers (2009 Comprehensive Program Review Recommendation)
- Reduce Cancellation of Classes by looking at the procedures utilized
- Look for ways to create a less time consuming method for registration

- Online Registration
- Pilot Four Cycles versus Three and look into new catalog distribution strategies

#### Intensely Loyal Customers

- Look for ways to include instructors/facilitators to our OCET Ohana (OCET Welcome Wagon, New Instructor Orientation that also includes how to market their classes and classroom management, have a “thank you” event for all instructors.)
- Modify the evaluation surveys to address best practices in the industry
- Think about a “Membership Plan” for our customers - Discount for repeat students or the use of punch cards – take care of our best customers. (Supported by 2009 Comprehensive Program Review Recommendation)
- Utilize our website to promote other classes of possible interest when they click on a specific class
- Explore additional online learning, distance education, and blended learning approaches to meet the needs of 24/7 learning. (CISCO, HITs, etc)
- Have a survey page on the catalog (2009 Comprehensive Program Review Recommendation to somehow survey employers of Maui)
- On confirmation include other classes of interest (HAVE WE DONE THIS ONE?)

#### Winning Culture

- Grow employee opportunities (Retreats twice a year, hold team members accountable, plan socials and keep the team cohesive, fun team bonding activities, etc.)
- Acknowledge Successes Often
- Each employee understands their role as a “Revenue Generator” and develops individual WIGs that they report on at the weekly WIG meetings.

#### Distinctive Contribution

- Create new, interesting, and lucrative courses and workshops – and market them to the world. Grow certificate programs aligned to workforce development, i.e. Green Industry. (Look into the possibility of backfilling the Program Developer position for a dedicated person to focus on Green Certifications and other certification areas that may evolve in the future.)
- 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!
- Continue to simplify the catalog production process

- Train others on course development so we are “always creating” – like with sales people, they are always closing – we are always creating.
- Continue to look to offer classes at other locations especially since classroom access is difficult with greater increases in credit class enrollments(2009 Comprehensive Program Review Recommendation)
- Survey on Maui News or Computer kiosk to survey people who take our classes (2009 Comprehensive Program Review Recommendation)
- OCET is the one stop for Workforce Development and developing a qualified workforce for current and future needs. (Now is the time to take advantage of leaner staffs and slower times with training employees to be more focused, efficient and effective.)
- Continue to build relationship with HR Outsourcing Providers
- Team and community embrace the concept of creating an “institute for life-long learners” – 2011 Name Change

### **Memberships and Partnerships**

Continue membership and attendance to professional association meetings, i.e. Chamber of Commerce functions, Maui Hotel Association, SHRM (Society of Human Resource Managers), IAPP, NCATC, and ASTD (American Society of Training and Development) etc. (2009 Comprehensive Program Review Recommendation)

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

OCET/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 the WIB awaits the County’s new administration for new participants on the board.



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

**A. Summary of Accomplishments (2009 – 2010)**

New ICEF Agency Agreements (ICEF, Toronto) – Met with agents in Toronto at the ICEF Conference. Followed up with 23 agents and developed new relationships with the following:

- Go Campus, Fran Mosca (ICEF Toronto)
- Study Experience, Rafael Guenoun (ICEF Toronto)
- CEDCA, Heng Jui Chang (ICEF Toronto)
- OASS Ltd., Indira Tanakadoo, (ICEF Toronto)
- Tae Global Ltd., Seu Jeon (ICEF Toronto)
- Cross Pacific Cultural Consulting, Ltd., Annie Juan
- Alexandria Viajes, Celeste Mussetti (ICEF Toronto)

Agency Agreements – MLI has been developing a relationship with the following agents over the several years. The bolded agents have sent students to our program:

- **Design Penguin**
- **RyugakuSite.com, inc., Abdul Hai (ICEF Tokyo)**
- **Office Seiki, Masaki Seiki**
- **Nexis Japan Co. Ltd., Kenji Motooka**
- **Global Oversees Education, Kim Hye Young**
- **UN Education Centre, Dae hoon Jeong**
- **Tan dang Quang Oversees Study Corp, Nguyen Huu Phi**
- Cross Pacific Cultural Consulting, Ltd., Annie Juan

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

Student Handbook - MLI also maintains a current student handbook for international and mainland students that is updated annually and presented to the students as part of their orientation packet.

Faculty Handbook - MLI also maintains a current faculty handbook that is revised annually.

Study USA Prospects - Students contacted us through Study USA (an online service, funded through the Chancellor's office to which UHMC subscribed during 2009). These contacts come in the form of lists (students who fill out the general information template) and letters directed specifically to us. In 2009, we received one list a month with about 20-30 students on it. We created a database for these and generated letters and information to send to them once every three weeks. Some were ESL prospects, but many are credit program prospects from the mainland. This generated approximately \$10,000 for MLI and over \$50,000 in tuition revenue for the credit program. I would like to see this program reinstated.

Osaka Gakuen (Japan) – Three SAM (Study Abroad on Maui) students joined MLI in August, 2010. They are from the International Studies program at their home university. This SAM initiative began in 2005 at a NAFSA conference, and it's anticipated that the positive experience these three are having at MLI will encourage more to come next year. Students in the SAM program receive credit from their home universities for their course work in English at MLI.

SAM Programs – Currently negotiating with two universities on Study Abroad on Maui (SAM) programs for 2011:

- Hakuoh University, 3 weeks, February, 2011
- Osaka Gakuen University, 16 weeks, August-December, 2011

Website Overhaul - This past year, the MLI website underwent a major overhaul, in an attempt to improve navigation, update the Short Term Program section, and better structure it as a marketing tool. Some updates and changes on the main site included:

- Sample Schedule
- 2011 Academic Calendar and Fee Schedule
- 2011 Refund Schedule
- 2011 Payment Schedule and Policy
- Directions to Apply as a non-F1 Student
- Directions to Apply as an F1 Student
- Estimated Student Living Costs
- MLI Informational Booklet
- Non-F1 Student Application Packet
- F1 Student Application Packet
- MLI Student Handbook
- New photos and new testimonials
- New Testimonials indicate Agency and SAM program students
- Navigation bar to all pages to for easier navigation from any page.
- Clarification of descriptions of classes, levels, seminars and excursions
- Simplification and clarification of Short Term Program sample schedule

Changes to the Curriculum

Reinstated the “open enrolment” Rainbow Studies for 2010 - Created new “American Accent Training” class; Developed Listening Comprehension class; Implemented a Test Taking Skills class; Developed 8 seminars to correspond with 8 excursions.

Developed a new Cultural Literacy class to replace “Hawaiian Studies” and “American Studies” and piloted a portion of that curriculum in Summer 2010. This was in response to evaluations indicating that students in both classes (beginner/intermediate and advanced) asking to learn information from the other class.

Developed a new “Debate” class as the advanced level of “Listening and Speaking” and piloted that class in Summer 2010 for student reaction.

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

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

Piloted first online grammar class that may continue in 2011 as an optional course for students, outside of the required 18 hours.

#### Short Term Programs

<b>2009</b>						<b>NET REVENUE</b>
1	Yew Chung International School	China	21-Feb	1-Mar	23 Participants	\$8,056
2	Shoei High School	Japan	23-Jul	2-Aug	15 Participants	\$7,842
<b>2009 TOTAL</b>					<b>38 Participants</b>	<b>\$15,898</b>

<b>2010</b>						<b>NET REVENUE</b>
1	Hyecheon University	Korea	19-Jan	21-Jan	23 Participants	\$1,400
2	Hakuoh University	Japan	12-Feb	23-Feb	52 Participants	\$17,049

3	Yew Chung	China	27-Feb	8-Mar	46 Participants	\$27,895
4	Global Campus	Japan	6-Mar	20-Mar	10 Participants	\$1,642
<b>2010 TOTAL</b>					<b>131 Participants</b>	<b>\$47,986</b>

In 2009, a combination of the unstable world economy and the H1N1 virus attributed largely to the decline in Short Term Program groups traveling abroad. We saw a marked recovery in 2010, and would have been even stronger had we not lost Shoei (a long standing STP for MLI) because the Kulanaa`o residence couldn't guarantee them rooms, and the dorm experience is part of the mandate of their program.

Student Enrollments/Registrations - MLI's unduplicated student registration for 2009-2010 is 214.

#### *Contribution to UHMC's Credit Program*

Fall 2009 \$85,200 (213 total credits)  
Spring 2010 \$92,400 (231 total credits)  
Summer 2010 \$12,000 (30 total credits)

Total contribution to UHMC's credit program (2009-Summer 2010) = \$189,600

### **B. Challenges (2009-2010)**

MLI continues to be fiscally viable, with a combination of F1 visa student and short term program tuition revenue. The short term programs were originally created to provide MLI with a cushion so that we could survive "down" periods that follow unforeseeable world events. Where many other US ESL programs closed their doors under economic pressure, in the past 10 years MLI has survived 9/11, Enron (and the emergence of corporate fraud shaking the confidence of investors), the 2002 stock market crash, the ripple effect of Hurricanes Katrina and Rita on oil prices, the housing crash of 2007, and the current global recession and collapse of Wall Street. We've lost both short term programs and F1 Visa students as frightened parents aborted plans at the eleventh hour to send their children into the hands of dengue fever, SARS, or the H1N1 virus. Because we are such a small program, we are extremely vulnerable to the slightest "slip and slide" in the world economy, I have tried to keep a cushion of \$100,000 in the "S" account to ensure that we have enough money stabilize and rebuild should we lose short term programs on which we are dependent to be financially viable. (See 2009 short term programs above; 2008 net tuition revenue was \$99,000)

We also need to stabilize our instructors and staff by having at least part-time (20 hrs wk) positions with benefits. Currently the only two MLI positions that carry benefits (the director and short term program coordinator), and the result is that we've lost 4 excellent

instructors during the past 6 months, all of whom sought and secured other positions offering benefits. This is another reason that MLI has to build a sizable cushion, so that these positions can be established and maintained.

Since MLI has been using OCET operational support services (registration, ordering, and travel) it has been proposed to have a fair assessment of the number of hours accrued for these services so an accurate accounting of expenses can be accomplished. The tracking of time allotted to MLI by the operations staff will help to determine what next steps need to take place. The tracking of task and time is currently being done. Also the new OCET Operations Manager will be on board on November 1<sup>st</sup> and discussions will occur regarding a fair allocation of services rendered. As it stands, MLI is supporting a half-time OCET position (with benefits), and it should be noted that the “S” fund cannot bear this strain and still remain healthy over the long term.

### **C. Summary and Goals**

MLI makes a major contribution to the fiscal health of the university as a whole. Every student we retain and advance to the credit program is ready to succeed – academically and socially. Most of the students now graduate with at least a 2-year degree, and many go on to graduate from 4-year degree programs. Our research indicates that these students who built their foundation for success at MLI have generated almost \$2,000,000 in gross tuition revenue for UHMC. A decade ago, when I first took the helm at MLI, I noted that there were very few MLI international students who stayed more than a semester or two the credit program. One of my goals at that time was to build a vigorous program with academic integrity to increase the retention rate once they moved into the credit program.

The success of the students today can largely be attributed to the collective efforts of the faculty and staff over the years. My goal today is to acknowledge our core instructors and staff with one of the most basic needs of life – medical and other benefits. Otherwise, we will continue to have a revolving door that bogs us down, where time could be better spent on more profitable efforts such as recruitment, marketing, agency relationships and grant writing. The students are also less committed when there is a regular turnover in the teaching staff.

In summary, my ultimate goal is to establish a truly reciprocal relationship with the credit side where G-funded positions supporting international education are created, or funded through international student tuition revenue; and part-time positions that carry benefits become the norm at MLI – an arm of the university that has contributed so deeply to the globalization of the campus, and the financial well-being of the university.

**Internal Program Review – UH Maui College Apprenticeship Program**  
**Compiled by Mr. Marvin Tengan, Apprenticeship Program**  
**Coordinator**  
**2009 -2010 Executive Summary of Accomplishments**

A major component of the Construction Initiative is to improve and expand Apprenticeship Training. UH Maui College's Apprenticeship Program provides the related instruction portion of Apprenticeship Training to all active construction apprenticeship programs within the County of Maui that applies at the College and who are pursuant to the State of Hawaii's Apprenticeship law. Substantial decreases in construction jobs on Maui in recent years, has lowered apprenticeship enrollments. Although apprenticeship enrollments have decreased, Journey Worker Up-grading, and Health and Safety class enrollments have increased. The program's personnel resources, facilities and equipment, and the prognostication for significant enrollment increases in classes are anticipated.

With Journey Worker Up-grading, Health and Safety enrollments increasing, the additional workload of purchasing supplies and equipment, reserving facilities and increase in record keeping and reports has required the Apprenticeship Coordinator to seek additional support from the OCET at UH Maui College staff since the retirement of the Administrative Assistant to the OCET Director, who assisted the Apprenticeship Coordinator with these tasks in the past.

Presently the growth of UH Maui College's Apprenticeship Program has decreased due to the down turn in the State Construction Industry which did not require any new/replacement jobs that need to be filled through apprenticeship. Enrollments have decreased from approximately 880 in 2007 to about 769 in 2009. Presently in 2010 the apprenticeship enrollment is approximately 556. This down turn in apprenticeship enrollment has occurred with increases in a combination of Apprenticeship/Journey Worker Up-grading, Health and Safety enrollments in training programs that are currently affiliated with the College. Besides the standard apprenticeship classes that are requested by the various trades, many trades are offering Welding, AutoCAD, Soldering/Brazing, Confined Space, Driver Program Improvement, Pipe-layout, Hazardous Materials, Fall Protection, Scaffolding, Rough Terrain certification and other specialty courses were also available this past semester to various apprentices attending the fall 2010 semester. These courses were held because the ratio of journey persons to apprentices have decreased and the need for apprentices to apply certain skills in the field that the journeypersons would have completed in the past are now being requested of the apprentices. The funds earmarked for lectureship costs will help to continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increased number of classroom and shop spaces required to support the demand in apprenticeship and journey worker training have over taxed shop/classroom spaces. In 2009 and this past semester, UH Maui College's Apprenticeship Program have used apprenticeship funds to purchase building materials and supplies to build storage areas for the masons, plumbers, carpentry programs, along with a covered training area for the

masons. Besides building materials and supplies, media and other 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. A portion of the equipment and supplies monies are on hold until the spring 2011 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 UH Maui College 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**

### **UH Maui College – Apprenticeship Program Office of Continuing Education and Training**

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

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

## **Part I. Executive Summary of Program Status**

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

Presently the number of apprentices in the UH Maui College's Apprenticeship Program has decreased slightly due to the down turn in the State's economy that caused a slowdown in the State Construction Industry. Although the number of apprentices attending classes in 2010 indicates 556, the number of State registered apprentices here

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

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

Apprenticeship learning outcomes are continually addressed and at the monthly Carpentry JATC meeting on Maui, the areas of Safety Awareness, Individual Character or Traits, Attitude Towards Work, Job Skills and Quality of Work, and Relations to Others were identified as the program's primary outcomes and as a result, Health and Safety courses will be provided through UH Maui College's Apprenticeship Program from funds from the Construction Initiative. In addition to 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 UH Maui College in several aspects.

Significant differences are:

- Classes are offered pursuant to the State of Hawaii's Apprenticeship Law.
- The classes are primarily non-credit.
- The recruitment of apprentices ("students") is managed by external affiliates.
- Program development and planning requires the participation of Joint Apprenticeship Training committees (JATC's), the Department of Labor and



Industrial Relations (DLIR), the U.S. Bureau of Apprenticeship Training (USBAT), and labor or contractor organizations.

- There are numerous individual programs, each having varying entry and/or completion requirements.

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

## **History**

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

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

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

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

## **Governance and Goals**

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

- Establish standards for apprenticeship agreement in conformity with this chapter;
- Provide assistance for the development of on-the-job training program in non-apprentice occupations;
- Encourage and promote the making of apprenticeship agreements conforming to the standards established by this chapter;

Register such apprenticeship agreements as are in the best interest of apprenticeship and which conform to the standards established by this chapter;  
Keep a record of apprenticeship agreements and upon performance thereof issue certificates in completion of apprenticeship;  
Terminate or cancel any apprenticeship agreements in accordance with the agreements;  
Bring about the settlement of differences arising out the apprenticeship agreement where the differences cannot otherwise be adjusted locally’  
Issue such rules and regulations as may be necessary to carry out in intent and purpose of this chapter;  
Appoint personnel as are necessary in the execution of the functions required under this chapter; and  
Perform other duties as are necessary to carry out the intent and purpose of this chapter.

Provisions that identify the community college system itself are included under section 372-6, which states; “Related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for the instruction shall be the responsibility of the community college division of the University of Hawaii.” In this regard, UH Maui College, along with Honolulu Community College, Hawaii Community College, and Kauai Community College, actively serve the “community college division” in each of the four applicable Counties within our state.

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

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

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

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

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

## **Learning Outcomes**

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

Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that the welfare of individuals is sought by Labor and Industry (sponsors) and Government (DLIR) as well as Education (Community Colleges). Improved learning outcomes benefit all interests and consequently, benefit the community served.

## **Faculty and Staff**

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

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

## **Resources**

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

Financial resources for instruction before July 1, 2006 were compensated by the College's general instructional funds, OCET special funds, RDP funds or compensated by the affiliate(s). Other financial support related concerns (travel, equipment, tools, materials, textbooks, office equipment and supplies) were either provided by the affiliates or by OCET (UH Maui College). After July 1, 2006, UH Maui College's Apprenticeship Program funding for instructional as well as equipment and supplies 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 the OCET staff.

### **Community Connections, Advisory Committees**

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

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

The diverse geographical and logistical aspect of the needs of the workforce in Maui County is such that a carpentry apprenticeship class had been held on Lanai but the Maui Carpenter's JATC is held on Maui. 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 upgrading classes held at UH Maui College. In 2003, 270 individuals had enrolled in classes. By the end of 2006, an enrollment of at least 537 individuals attended classes and 2007, 880 attended. In 2009, approximately 1,255 have attended up-grading classes. 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, apprentices as well as the journey workers.

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

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

## **Part III. Quantitative Trend Data Chart**

### **Non-applicable Components of Program Review**

Because the Apprenticeship Program is non-credit and College degrees/certificates are not awarded, the number of majors, student semester hours, FTE-based data, number of classes taught, average class fit, student/faculty ratio, number of degree/certificates

awarded, cost of program per student major, and persistence of majors are not readily applicable or relevant to the program. Measurable data that has a cursory relationship to these specific review components is primarily documented by and retained by affiliates, not within the College, including completed work hours and completed instructional hours.

### **Average Class Size**

From 2003 to 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. In 2009 the average class size was 12.2 (769 apprentices in 63 classes) and this increase of classes are due to the specialize, health and safety courses that are being offered and included in their curriculum that requires the apprentices to sign-up for more than one course per semester.

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

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

### **Students Demographics and Profile**

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

Per data drawn from observation by the UH Maui College's apprenticeship coordinator during years 1991 to present, apprentices are generally, but not specifically, in the 18 to 30 year old category. Apprentices of all races, color, religion, ethnicity, sex, age, physical handicap, sexual orientation and marital status are considered and can qualify for apprenticeship, provided that they can meet the minimum requirements specific to the occupational field or craft. All programs adopt affirmative action plans to provide equal employment opportunity and non-discriminatory practices in apprenticeship programs.

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

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

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

#### **Part IV. Assessment Results Chart for Program SLO's**

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

#### **Part V. Assessment Results Chart for Course SLO's**

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

As stated in Learning Outcomes, Hawaii's apprenticeship programs are already functioning in a manner promoting the type of learning outcomes that many existing instructional programs seek. Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that

the welfare of individuals is sought by Labor and industry (sponsors) and Government (DLIR) as well as Education (Community Colleges).

## **Part VI. Student Satisfaction Survey Results**

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

## **Part VII. Employer Satisfaction Survey Results (CTE programs)**

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

## **Part VIII. Analysis of Program**

### **Alignment with Mission**

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

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

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

### **Strengths and Weakness**

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

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

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

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

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

### **Part IX. Action Plan**

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



of these spaces and upgrading of equipment will provide improved facilities and the ability of the college to support apprenticeship instructional needs.

The purchasing of health and safety equipment/supplies and hiring instructors with the new Construction Initiative funding will assist UH Maui College's Apprenticeship Program with the opportunity to provide courses to better prepare the apprentices and journeypersons within the construction industry in the County of Maui.

Ideally, a dedicated facility designed around the specific needs of the Program is desired. However, it is believed that certain existing facilities within Maui'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 growths of apprentices attending classes are 270 apprentices (in 2003) to 880 apprentices (in 2007) and presently 769 apprentices (in 2009), 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 future projected growth and the retirement of the baby boomers in the industry.

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

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

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

Health and Safety courses, as well as EEOAA training will increase future costs, as it affects the number classes required to train the workers in the construction industry and additional cost to cover instructor pay rate increases. The state-wide standard for

apprenticeship instructor pay rates have been commensurate with the going rate for faculty members engaged in non-credit instruction.