

COMPREHENSIVE PROGRAM REVIEW

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

**Comprehensive Program Review Years
September 2004 – August 2009**

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PROGRAM REVIEW

Office of Continuing Education & Training (OCET)

Maui Community College, University of Hawaii

Review Years: September 2004 – August 2009

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

Program Review Approach

The Office of Continuing Education and Training (OCET) provided a comprehensive Program Review as one of three pilot programs in September 2004. Subsequently, OCET submitted standard Program Reviews 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 Comprehensive Program Review will cover data for years of September '04 to August '09.

There are three major program areas within OCET. Each of these programs will report separately within this Review in that order.

Φ VITEC (Vital, Innovative Training and Economic development Center)

Φ MLI (Maui Language Institute)

Φ Apprenticeship

The OCET mission incorporates all three of its major programs and is closely aligned to the MCC mission.

Maui Community College Mission

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

Maui Community College Vision

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

Maui Community 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

OCET Mission

The Office of Continuing Education and Training promotes life-long learning for Maui County's residents, visitors, businesses and organizations through high quality non-credit training in the areas of workforce and economic development, computer technology, personal enrichment, English-as-a-Second Language and trades apprenticeship training through public courses, customized training and special projects, using the "best practices" of adult learning.

OCET Vision

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

OCET's Core Values

- Serve our student-customers with the highest quality service and training in the friendly spirit of aloha
- Anticipate and respond effectively to the needs of the community with relevant, state-of-the-art training
- Make valuable contributions in our areas of expertise to the college and the community
- Value the diversity and dignity of all with whom we work and serve
- Maintain trusting, caring work relationships that respect the values of 'ohana in our personal and professional lives
- Encourage professional growth and development
- Promote an empowering work environment that allows us the freedom and flexibility to do our best and to work as entrepreneurs
- Pursue continuous improvement in all we do

Contribution of OCET to the Mission and Vision of MCC

- Φ The Office of Continuing Education and Training contributes to the mission and vision of Maui Community College by being the entrepreneurial arm of the college that offers non-credit educational opportunities to a diverse community of lifelong learners.
- Φ 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.
- Φ 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.
- Φ Each program within the Office of Continuing Education and Training is expected to earn sufficient income to cover the main expenses of the program, which include our G&A (General & Administrative) infrastructural expenses as well as direct expenses for operating classes.

VITEC Program Review

This program review will follow the outline recommended for UH Community Colleges Program Review while adapting it to the unique circumstances of delivering non-credit, continuing education classes in a business model environment where class tuition and fees need to cover both the direct and indirect costs of running the program.

Program Review Outline

Introduction

- ❖ *Program Mission Statement and brief description of the program*

Part I. Quantitative Indicators for Program Review

Part II. Analysis of the Program

- ❖ *Strengths and weaknesses in terms of demand, efficiency and effectiveness bases on an analysis of the data*
- ❖ *Significant program actions*
- ❖ *Determination of program's overall health*

Part III. Action Plan

Part IV. Resource Implications (physical, human, financial)

INTRODUCTION

VITEC provides non-credit training 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)

This program emphasis developed over the '04 -'09 period in response to internal changes within OCET and the need to pay attention to “reinventing” one’s program to remain vital, relevant, and fiscally viable.

Historical Overview of Program Development '04-'09 Period

2004:

OCET incorporated the following non-credit training programs:

- Φ VITEC (Business & Workforce development public classes)
- Φ VITEC Contracts & Grants (customized training including computer-related for community clients)
- Φ CompTech (Computer technology public classes)
- Φ PACE (Personal enrichment public classes in the arts, culture & health)
- Φ MLI (Maui Language Institute-English as a Second Language Program)
- Φ Apprenticeship (Trades in partnership with Unions)
- Φ Vaughn Baker left as OCET Director at end of '04 to assume position of Workforce Development Director for U.H. Community College System
- Φ The CompTech Program Coordinator resigned.
- Φ The PACE Program Coordinator took early retirement.

2005-2006:

- Φ Suzette Robinson, Vice Chancellor Academic Affairs, assumed the additional responsibilities of Interim OCET Director
- Φ PACE & CompTech became integrated into VITEC, changing VITEC's emphasis on business and workforce development to include computer technology and personal enrichment programs. (In the initial development of VITEC, it started computer training programs as part of its services to the business community but in the 1990's at some point, computer technology spun off into its own program.)
- Φ In order to reflect this change in emphasis, for public relations purposes, a reinterpretation of the well-known acronym of VITEC was made
 - **From: Visitor Industry Training and Economic development Center**
 - **To: Vital, Innovative Training & Economic development Center**
- Φ Due to deficits inherited from the PACE and CompTech programs, the newly reorganized VITEC needed to cut job positions in '06, letting go of the following positions: Business Public Classes Coordinator, Contracts & Grants Program Coordinator, Computer Technology Program Coordinator, Personal Enrichment Program Coordinator, Contracts & Grants Clerk and a Fiscal Clerk
- Φ Remaining staff reorganized their job functions to assume the additional responsibilities of these vacated positions: the VITEC Director added assistance with Public Class development and marketing and the administration of contracts and grants; the OCET Programs Administrator took on the oversight of the CompTech program and Personal Enrichment along with assisting with administration of Contracts & Grants; the Operations Manager took on the renewal of public classes across all three programs along with oversight of the public class catalog development process; the Business Public Class Coordinator changed functions to handle contract development requests.

2007:

- Φ Lori (Govaars) Teragawachi became OCET Director (12/07/06) and was given the added responsibility of being the Statewide Coordinator of the multi-million dollar grant with the Rural Development Program until summer '08.

- Φ The small business retail store partnership with the County of Maui at the Maui Mall was losing money and not able to achieve its original mission as a training facility supported by retail and so the program was phased out in this period.
- Φ A casual hire personnel, Joanne Doell was brought on to help with public class development and she began to focus on the development of the College for Kids program.

2008:

- Φ A casual hire personnel was brought on to help with new public class development in business and personal enrichment as it became apparent that the core staff could not handle so many functions vacated by the staff downsizing in '05-'06.
- Φ A new Graphic Arts person, Marc Antosh, was hired into a casual hire part-time position to assist with up-scaling marketing and catalog collateral.

2009:

- Φ This year has been a watershed year of staff changes beginning in January with the sudden illness of the OCET Programs Administrator, Sharane Gomes, led to her leaving the program at the start of the New Year.
- Φ In January, a marketing consultant was hired to assist with community publicity and to promote “near miss” classes and increase enrollment numbers.
- Φ In May, the Contracts Customized Training Manager faculty member, Dawn Freels, retired.
- Φ In July, the casual hire new class development position was finalized into an APT position and after standard recruitment and hiring procedures, Eva Bondar was hired to fill that position.
- Φ In August, a casual hire position was filled to oversee the Computer Technology program that had been supervised by the OCET Programs Administrator.
- Φ In October, the tenure-track faculty position was filled by Sue Feltz and this position will handle business class development in both the public class and contract areas.
- Φ At September’s Staff Retreat, recognizing the considerable shifts in staffing that occurred in 2009, a staff reorganization plan was developed where the VITEC Director, Lois Greenwood, will focus primarily on contracts, grants and teaching responsibilities and no longer have “direct report” responsibilities of VITEC staff nor performance management responsibilities of VITEC’s various programs and initiatives. All VITEC staff will report directly to the OCET Director, Lori Teragawachi and she will assume direct responsibility for personnel and program performance management of the various sub-program units that have developed under VITEC. Various title and program name changes may be considered in the coming year(s) to more accurately reflect this organizational change.

Part I. Quantitative Indicators for Program Review

OCET/VITEC has developed a scorecard that can easily tell the reader whether we are on target of meeting our goals for specific measures.

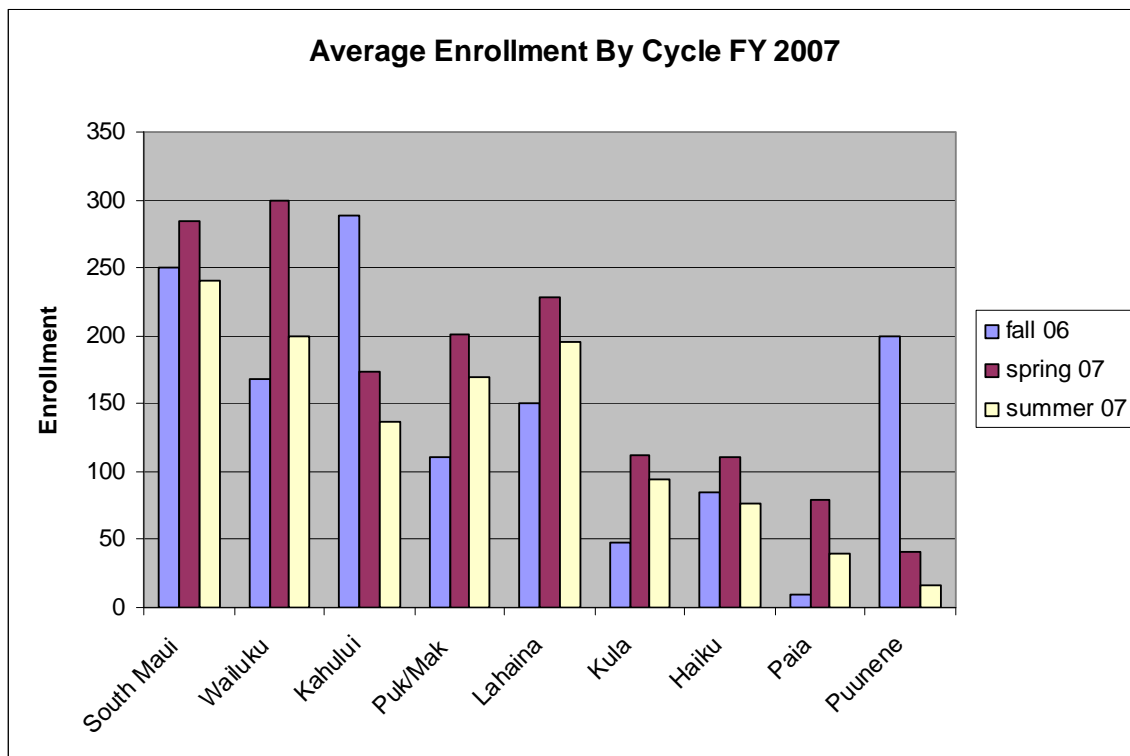
Office of Continuing Education and Training											
	Spring07	Sum07	Fall07	Spring08	Summer08	Fall08	Spring09	Sum09	Fall09	GOAL	Benchmark
Customer Satisfaction	Jan-May	May-Aug	Sept-Dec	Jan-May	May-Aug	Sept-Dec	Jan-May	May-Aug	Sept-Dec		
Tot. # of open enroll. served	1662	1338	1359	1996	1770	1627	1899	1367	987		
Number of CDL's acquired	5	3	3	2	2	1	2	2	0		
% of students satisfied on survey	99%	99%	99%	99%	99%	99%	99%	99%			
% of students returning(annual)		20%									
# of MLI students	37	89	25	40	99	72	96	56	35		
# of students trans. to credit	9		1	5	2	3	8		1		
# of MLI students graduated/system trans	10			12			12				
Process Improvement											
Tot # of open enrollment classes offered	221	183	169	239	215	224	254	186	207		
Tot # of open enrollment classes-LAH	20	37	13	26	10	8	4	6	3		
% of cancellations	36.05%	43.72%	27.81%	25.83%	22.16%	17.49%	34.12%	30.65%	14.98%		
% of cancellations - LAH	65.00%	75.68%	42.86%	38.46%	30.00%	20.00%	0.00%	66.67%	0.00%		
# of new workshops offered	41	55	33	51	59	60	61	41	68		25% (LERN)
# of "cash cow" courses	58	53	61	90	84	68	87	66			
Dollars spent on brochures	25,527	24,289	20,697	24,438	22,796	24,493	25,716	25,417	25,517		
Financial Accountability											
Total # of Contract	calendar end 2007		88	calendar end 2008		67	ytd 2009 40				
Tot. # of Contract students served	calendar end 2007		805	calendar end 2008		620	ytd 2009 304				
Net Inc collected from contract	calendar end 2007*		82,296	calendar end 2008*		96,155	ytd est 21,521				
MLI \$ generated for credit/semester	130,946	14,760	100,320	74,080	15,480	75,240	68,400	14,500			
Net Inc reconciled by class (open)	39,408	31,398	36,007	90,319	66,079	47,328	49,102	42,072		NOT FMIS #s	
7 Habits Annual#s			46			282			YTD182		

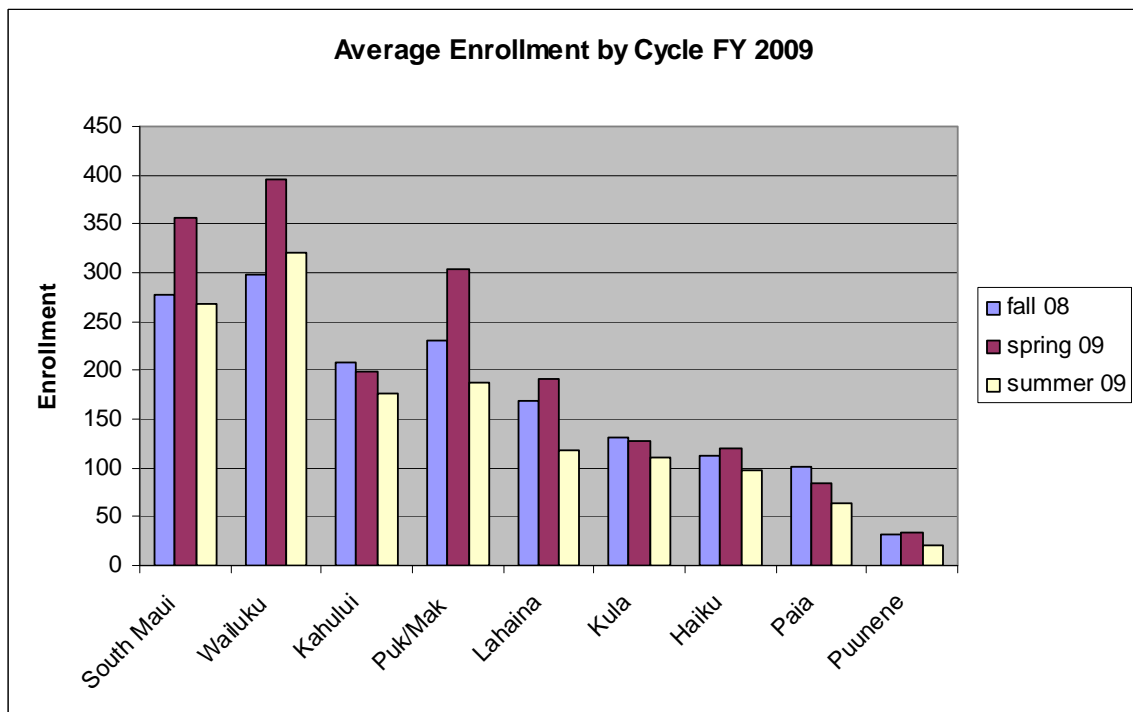
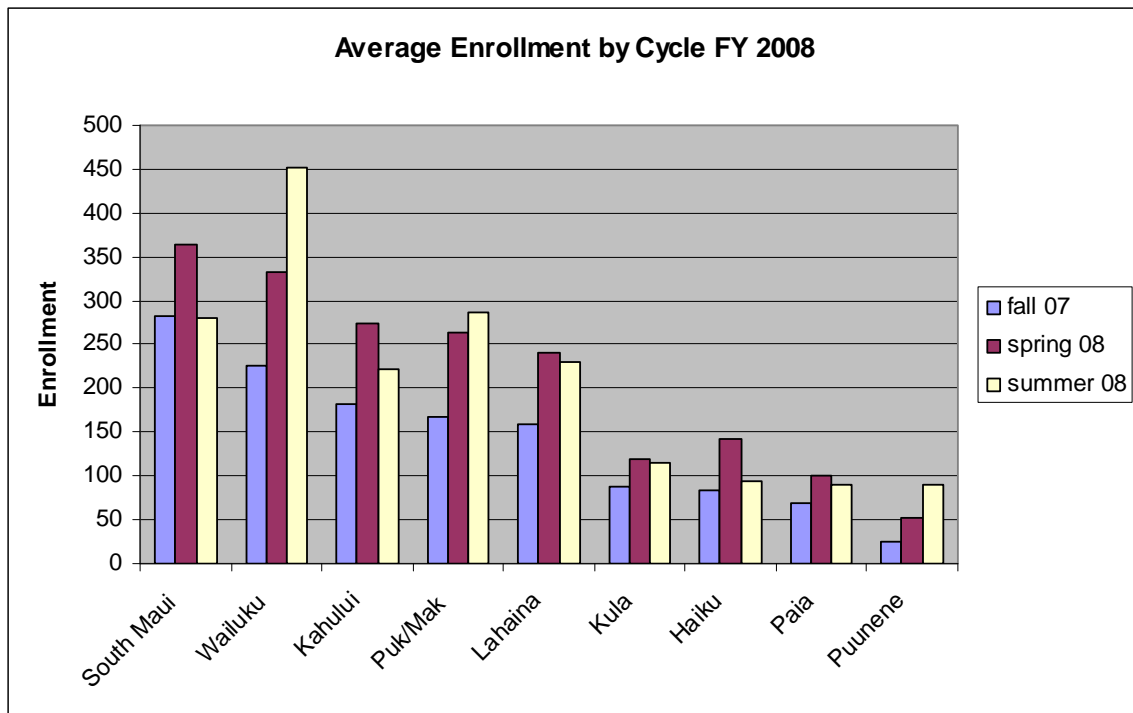
*Excluded are 4 contracts – MLP, Ka Ipu Kukui, Hale Makua Nurse Leadership & County Aquatics

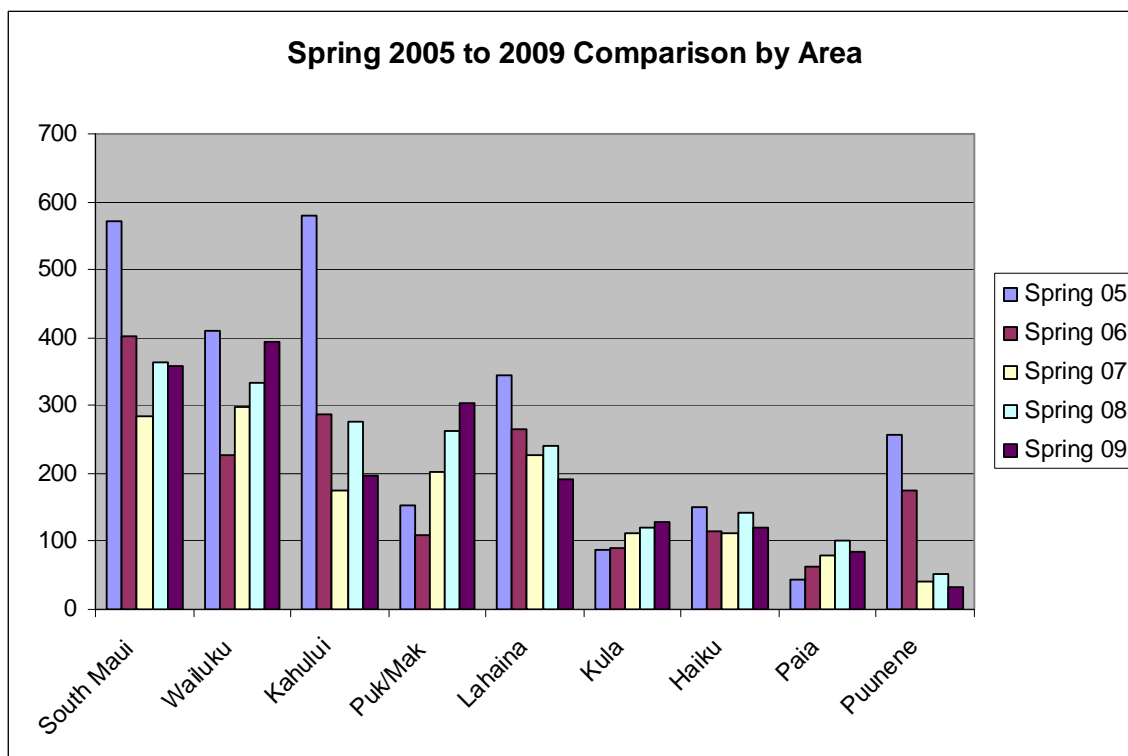
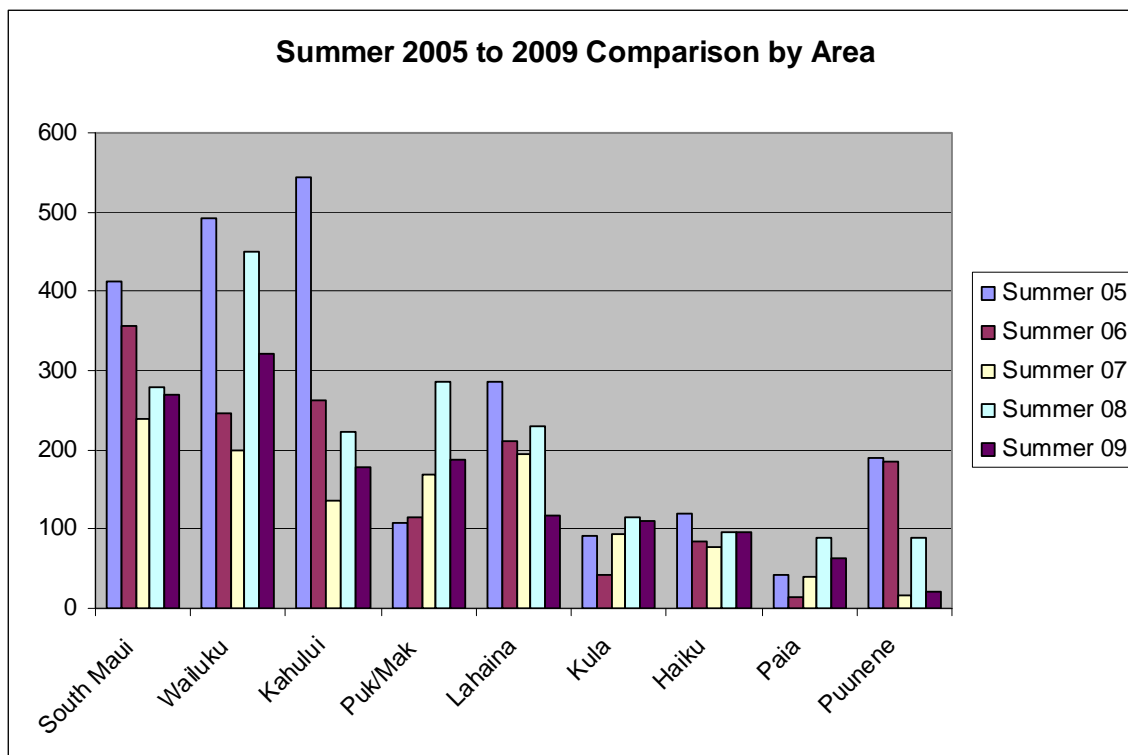
Over the past 3 years, the Spring cycle brings in a higher enrollment for the majority of areas. Our Spring cycle begins in January and high enrollments may be in alignment to attitudes of “a new year” – a time to start a fresh beginning, learn something new, or doing something your yourself. We will explore the balance of offering more classes and increasing the number of pages in our catalog to take advantage of this mindset.

In the last two years the number of participants from Pukalani and Makawao have surpassed participants from Kahului.

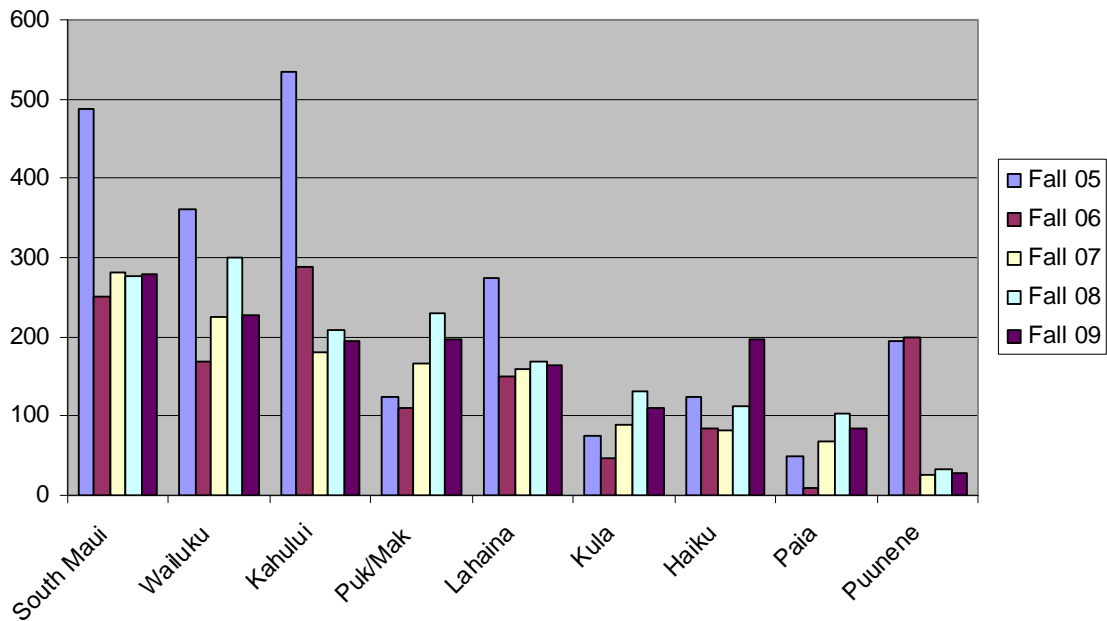
When reviewing the comparison of enrollment by area, the overall enrollment numbers have dropped during all three cycles in 2009 except for participants from Haiku this Fall cycle. With the final numbers yet to be in for Fall of 2009, Haiku participants are soaring. It would be interesting to see what type of classes Haiku participants are taking.



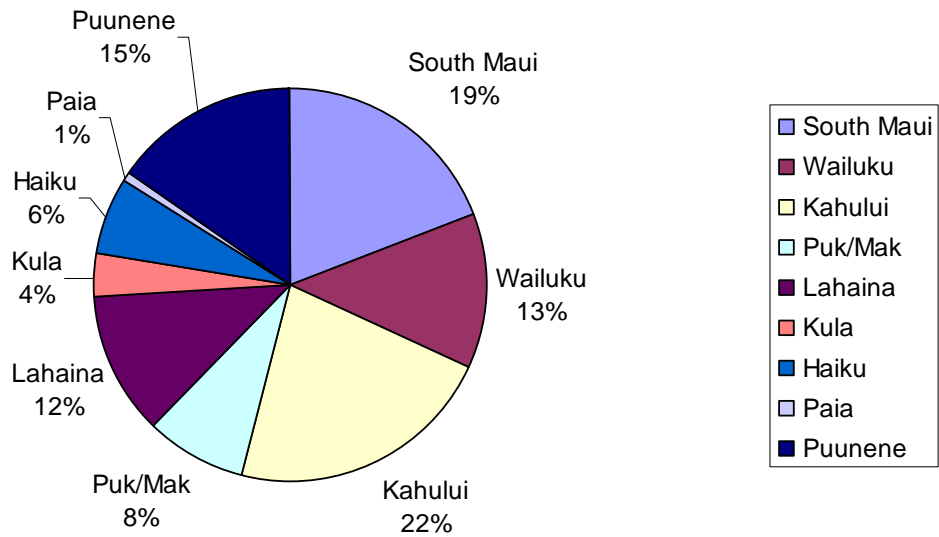




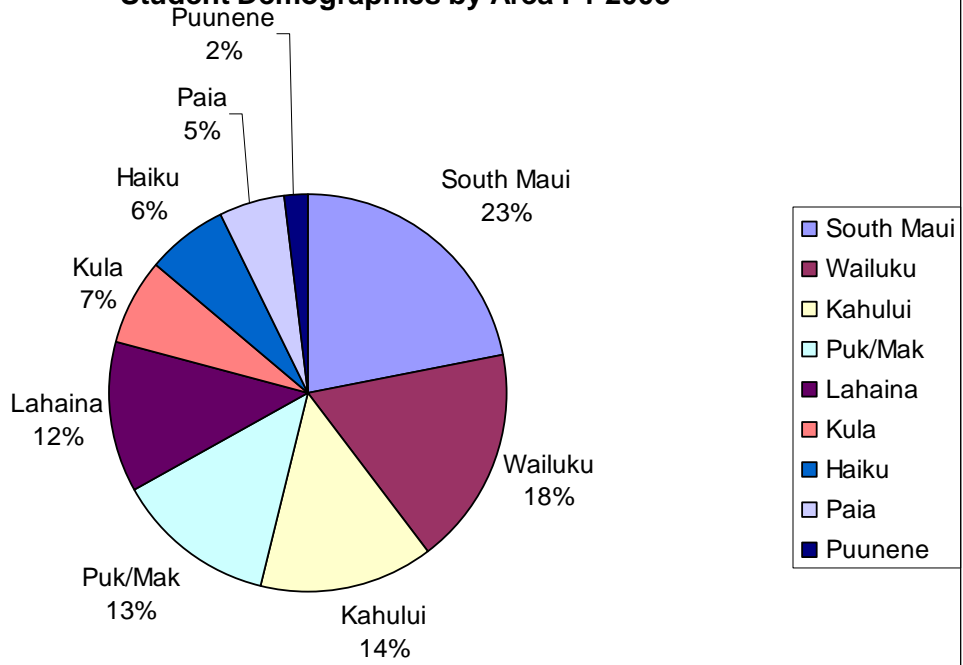
Fall 2005 to 2009 Comparison by Area



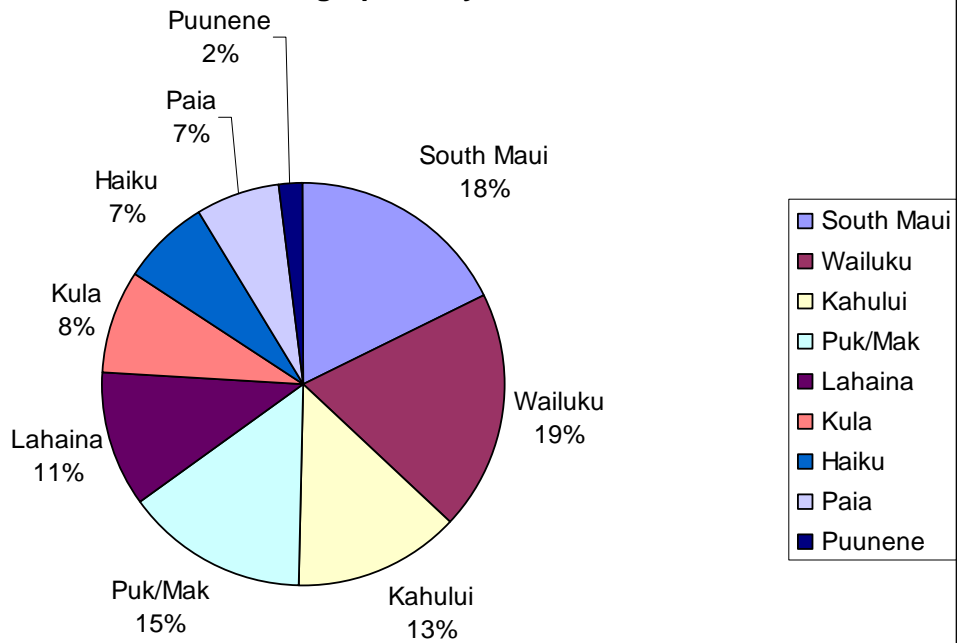
Student Demographics by Area FY 2007



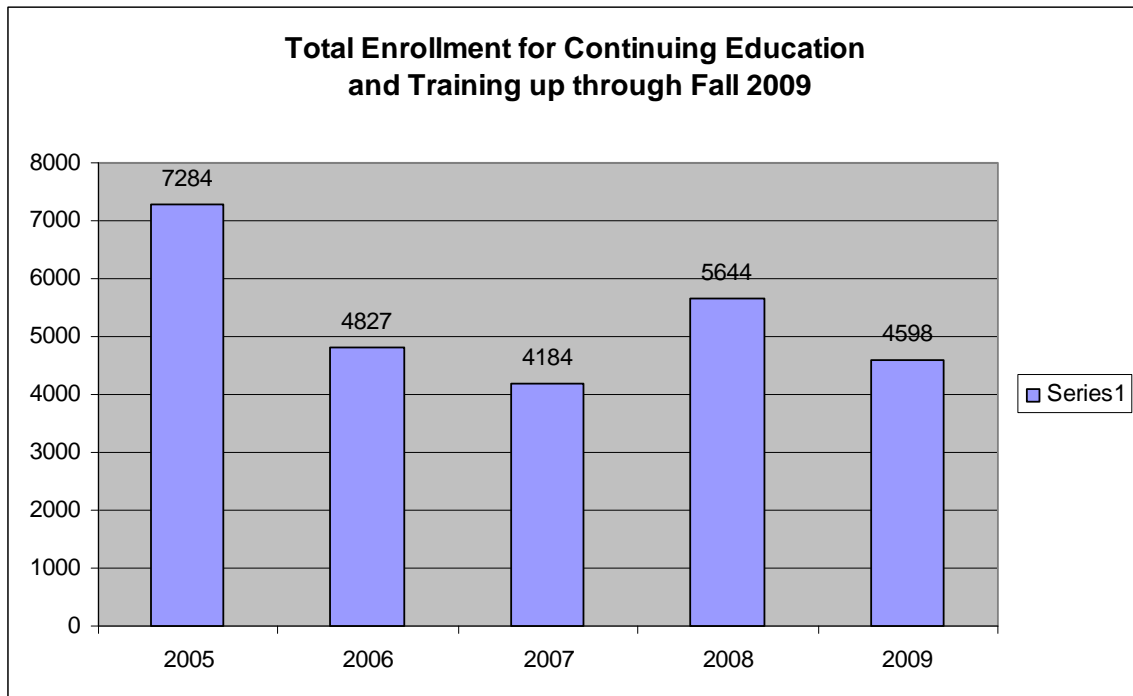
Student Demographics by Area FY 2008



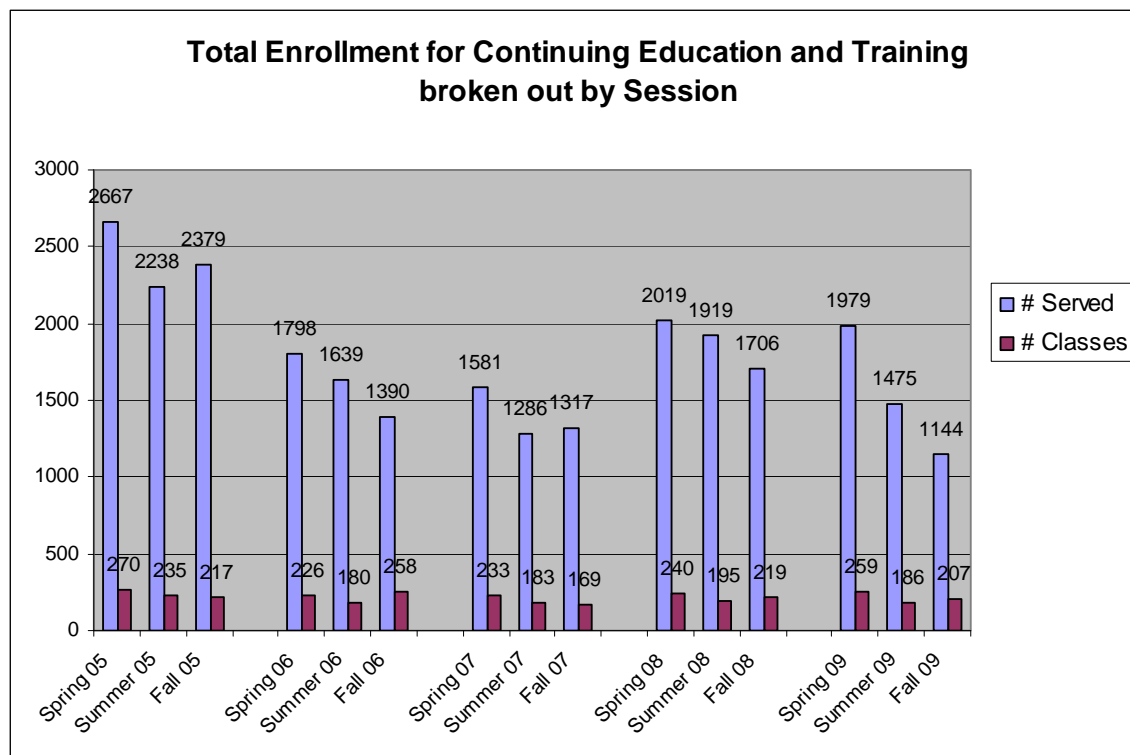
Student Demographics by Area FY 2009



Enrollments have dropped in 2009 and though the year has not yet ended, it is unlikely that enrollments will match 2008.



This next bar graph indicates the number of participants served compared to the number of classes offered. 2005 was a very good year with an average class size of 10. It then dropped to 8 in 2006 and 7 in 2007. In 2008 the average class size was 9. Now in 2009 the average class size is 7.



OCET/VITEC Wildly Important Goals (WIGs)

Under the direction of the new OCET Director, Lori Teragawachi, from 2007 onward, VITEC developed Wildly Important Goals (WIGs) and created performance measurements that address the specific WIGs.

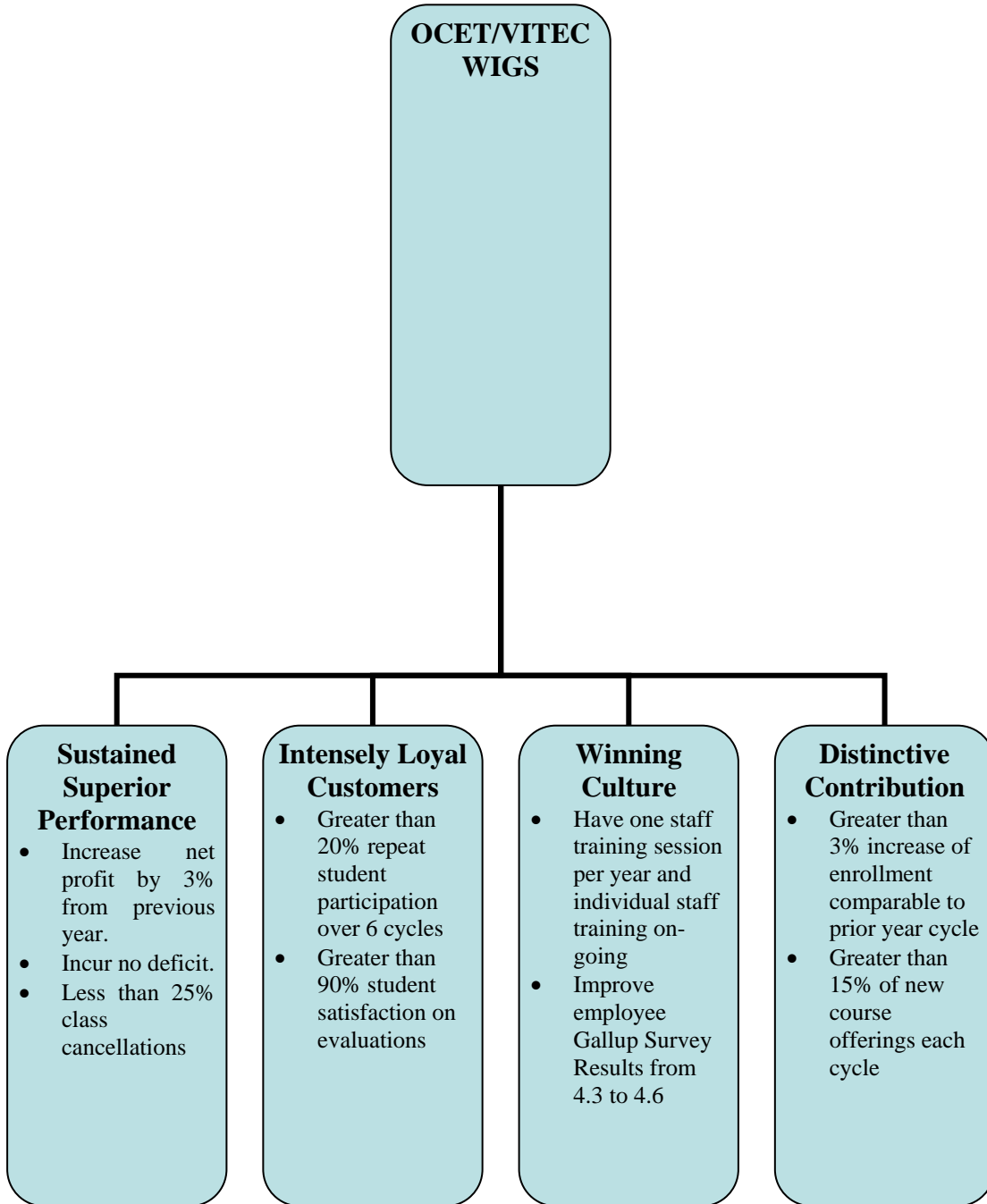
The 4 Major Wildly Important Goals were identified:

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.

- Φ 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.
- Φ This system also helps to clarify the OCET/VITEC direction for the coming training cycle.
- Φ 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.
- Φ 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.



Part II: Analysis of the Program

Data Analysis Discussion

This data analysis is looking at complete data for the five calendar years of 2004, 2005, 2006, 2007, 2008. The year 2009 is still in progress for the Fall Class Cycle however, some predictions can be made about trends in 2009. Please see the spreadsheets covering these years at the outset of **Part I. Quantitative Indicators**.

Two constant figures that are reassuring is that % of students satisfied on class evaluations has remained at a steady 99%. And, the cost of the catalog over the years, even with publishing cost increases, has remained at an average of \$25,000 per catalog.

Key quality indicators are reported here.

	# of participants	# of Classes	Cancellation Rates (benchmark 25%)
2004:	8370	989	16-30%
2005:	7274	756	18-25%
2006:	4794	707	30-47%
2007:	4359	573	27-44%
2008:	5393	678	17-26%

Additional data was tracked in this Scorecard format starting in 2006:

	Net Income	New classes	New class ratio (goal 15%)
2006:	\$111,581	188	26%
2007:	\$106,813	129	22%
2008:	\$203,726	170	25%

	Contracts Net Income/# of Contracts
2006:	\$38,955 53
2007:	\$82,296 88
2008:	\$96,000 67

- Φ In viewing overall trends, Years 2004 & 2005 produced larger numbers although these were the years that program deficits in the PACE and CompTech programs grew, leading to major cutbacks of staff in '05-'06.
- Φ Years 2006 and 2007 produced lower numbers. This was the period that the program was adjusting to the major staff cutbacks, OCET Director leadership changed, and experimenting with other approaches to delivery that might save time or money.
- Φ By 2008, we see that the program was growing again with the hiring of a new Program Coordinator to assist with new class development and the stabilizing of overall staff functions.
- Φ Although all the data is not complete for 2009, it is possible to see that this year will not match the performance of 2008. It needs to be recognized that the sudden loss of a core and central member of the OCET/VITEC team at the beginning of 2009, the OCET Programs Administrator, created upheaval with staff scrambling

to pick up additional responsibilities and deal with the shock of the sudden loss of this key team member.

- Φ The retirement of the Customized Training Manager, mid-year, also affected the outreach and recruitment of contracts.
- Φ The VITEC Director assumed numerous additional responsibilities with the vacancies of these two positions and Chairing the Committees for the establishing and hiring of two new positions. She was able to maintain her commitments and respond to immediate contract and grant opportunities, but has not had the time to “prospect” and develop new contract and grant opportunities for 2010.

State Economic Data & Trends Considered for Class Development:

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

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

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

Top National Trends in Continuing Ed to Consider

- Selling solutions versus classes – get better at calculating ROI with businesses – i.e. strategic planning sessions at no cost up front – 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)
- Marketing to Boomers – retiring or finding new careers
- Struggling economy and increase cost of living
- Everyone on the team and the instructors/facilitators must market programs

OCET/VITEC Strengths and Successes

Overall Program Successes

- The OCET/VITEC team works and communicates well with each other and is highly committed. They have regular staff and marketing meetings to be sure they are sharing their projects cross-functionally. They believe in the mission and are passionate in their contribution to the team and the community they serve.
- The support for a system wide online registration system continues and the final draft of the RFP is completed. OCET eagerly awaits this major transformation of the way it does business from streamlining the registration process for the community to maintaining numerous data bases that will allow for easier performance management. It is hoped that this system can be implemented in 2010. This will allow OCET to grow, increase revenues, and streamline operations.
- The OCET-VITEC deficit was decreased by \$50,000 at the end of 2007.
- OCET continued to address the deficit in '08 and plans were to significantly reduce the deficit by fiscal year end in 2009. Our successful reduction efforts were recognized and we were informed by our Vice Chancellor of Administrative Services and the Vice Chancellor of Academic Affairs that assistance would be given to us to clear all deficit accounts by the end of fiscal year 2009 which occurred in Summer '09. The breakdown to clear the deficit account is as follows: approximately \$40,000 was transferred from the OCET Facilities account, \$90,000 from the reserve account, and \$89,000 from the summer session account. In addition to those amounts \$60,000 was invoiced for the facilitation of the Ka Ipu Kukui Program in 2007 and 2008, \$12,000 from the Rapid Response Fund for the Molokai Computer BootCamp, and \$18,000 from 2008 Rapid Response Fund for the facilitation of 7 Habits for Managers.
- VITEC was also successful for '09 in receiving another year's A&B Foundation grant for training bonuses for small business employees, allowing Maui's small businesses a training bonus of up to \$100 per person for work-related classes. A&B Foundation reports that this is one of their most successful projects within the State of Hawaii.

Marketing Efforts

- The OCET/VITEC team effectively analyzes its program data and looks at the impact of our marketing efforts. For example, when catalogs were only distributed to targeted areas in Fall of 2006, enrollments dropped. We also realized how difficult it was to determine the impact of our radio ads to increased enrollment. When talking with the individuals who take registrations they find that our catalogs, news articles/ads, e-mails, up-selling, and word of mouth have the greatest impact. LERN has advised OCET to keep the catalog for it is our greatest marketing tool.
- OCET/VITEC team attended a LERN Certificate Training on the topic of Marketing in May 2008 on Oahu. This helped build a cohesive team strategy vis a vis marketing approaches.

- The program team utilized the resource of LERN consultants to evaluate our catalog and marketing materials and acquired validation that we are on the “right track. 2009 has focused on implementing various suggestions on formatting and design.
- The program hired a marketing consultant in 2009 who has helped to develop more systematic approaches to marketing through numerous media outlets.
- The operations staff led by the management of Brenda Lee has outstanding customer service skills and has acquired new methods to up-sell and market workshops over the phone.
- OCET/VITEC’s E-Newsletter, created in ’08 and modified and professionally polished in ’09 is sent to targeted groups every training cycle and on special event occasions. It has been named VITEC Benefits and operates as an Ezine, highlighting key classes, a featured trainer or staff member, and discount opportunities to VITEC’s regular customers. An intensive marketing campaign was developed in ’09 to encourage customers to sign-up for the E-Newsletter by offering them class discounts.
- VITEC decided to use its 20th year of service (started delivering classes in January ’89) to launch a “20th Anniversary” marketing campaign that has included offering customers discounts for signing up for the its Ezine as well as receive some class “giveaways” to stimulate interest in its E-marketing approach.
- The “20th Anniversary” approach led to MCC-TV with BK Greismer devoting a whole show to highlight VITEC programs and the subsequent plan to participate regularly in shorter program presentations on an on-going basis starting in ’09 and planned for 2010.
- The Anniversary approach also led to several news media pieces including front page coverage in the Maui News, among others.

Leadership Programs

- The Assessment of Employer and Workforce Needs for Maui County” commissioned by the WIB (Workforce Investment Board) in 2003 identified management training for first-time managers as being one of the most significant needs of local employers. A survey conducted by the Society of Human Resource Managers (SHRM) statewide identified this very same need as critical for workforce development.
- In 2006, with a grant from RDP, VITEC successfully developed the “LEAD” program to address this need. And, in 2007, with another grant from RDP, it continued to build on experiences learned from LEAD with a 6 month program Training in Interpersonal Skills for Manager (TIPS). The success of these programs came to statewide attention and the State legislature allocated Rapid Response Funds for ’07 that have continued for ’08 and ’09 to continue this initiative by promoting the nationally recognized FranklinCovey curriculum “7 Habits for Managers.”
- The “7 Habits for Managers” was a great success in 2007-2008 with over 328 managers from across the state experiencing this two-day workshop; 208 of those managers were on Maui. During 2008 – 2009, we have trained 193 on Maui alone. OCET Director, Lori Teragawachi, has done the majority of this training on Maui, Lanai, and Molokai. Currently, the team is working on various Podcasts that can be distributed for promotional purposes.

- Due to the success of training “The 7 Habits for Highly Effective Managers” to the supervisory personnel of Maui, we have secured additional funding for fiscal year 2009-2010.
- During 2007-2008 the inaugural Ka Ipu Kukui Leadership Program graduated 13 Fellows. In 2009, OCET Director, Lori Teragawachi, facilitated another successful year of the Ka Ipu Kukui Fellows Program graduating 11 new Fellows to the Alumni Group. An additional \$10,000 has been acquired from the County to support the program and its 15 Fellows for its third year, 2009-2010.

Customized Contract Training Highlights

- We have continued to develop organizational effectiveness solutions for businesses – which includes topics such as succession planning, retention, strategic planning – with a focus on promoting “solutions” versus classes. To support this strategy, the contract training staff continues to facilitate a thorough needs assessments for businesses before recommending solutions. Three members of the OCET team attended a FranklinCovey Facilitator Enhancement Day on Oahu in ‘09 which provided skills we could use when working with businesses.
- OCET/VITEC continues to promote contract classes with a strong focus on providing leadership/management training for local businesses and Maui County employees. Maui County contract training continues for the Fire Department, Aquatics Division, all of Parks and Recreation and the Office of Economic Development of the County.
- A week-long Computer Boot Camp program funded by Rapid Response Funds for Molokai in ‘09 focused on developing skills for those employed and unemployed. Total program fee paid by Rapid Response was \$12,000.
- Partnered with PCATT to provide highly technical software development training for MHPCC. Revenue generated profits were shared by PCATT and OCET. MHPCC currently identifies OCET as a “one-stop” for their training needs. In 2009, the Art of Leadership series (5-day program over a period of 2 months) was facilitated for employees of MHPCC and the Maui Humane Society.
- Health care related income generating projects that were developed by Dr. Lois Greenwood in ‘09 included a second grant of \$25,000 for a Train-the-Trainer for the Compassionate Caring Continuous Improvement program with the Aging With Aloha Coalition; and \$11,200 for Hale Makua Nurse Leadership training initiatives. (*Special note - Healthcare Training Initiatives as indicated in the Final Report of the Assessment of Employer and Workforce Needs for Maui County – Health delivery skills at all levels will be needed during the next ten years, page 7-10*)
- Dr. Greenwood customized a Kaanapali Legends Training program for the Westin Maui in Spring ‘09.
- Dr. Greenwood also partnered with Alex DeRoode of SLIM-MCC and Sandy Baz of MEO to successfully secure an Energy Audit Grant that will be implemented in 2010. It is hoped that this partnership, which evolved from participation in the Mayor’s Energy Task Force, will continue to collaborate on future energy grant projects. Another grant in the area of photovoltaics was also submitted in Summer ‘09 and the partners are still waiting to hear about acceptance of this proposal.

College for Kids

- College for Kids continues to be a success with the children and families that participate although it faces financial challenges for developing sustainability. It

is approaching its third developmental year and is now establishing a program basis that can assure financial self-sufficiency. Through relationships and promotions, program director Joanne Doell has received community sponsors that provide scholarships for students to participate.

- Donations for scholarships were acquired for the College for Kids Program allowing families to pay \$49 of the \$299 tuition for 12 students. These are students that would normally not be available to attend due to financial challenges.
- The College for Kids Program continues to grow and has been striving for a 50% increase in student enrollment each year since 2007. Summer '09 program included "7 Habits for Highly Effective Teens" to the program. This is another way to encourage teens to start thinking about college and plan for the future. The program felt the effects of the economic turndown in its Fall '09 program. It currently is reorganizing its program approach to accommodate DOE changes in scheduling for 2010 including Furlough Fridays.

Opportunities & Areas for Improvement to Address

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

- Sustained Superior Performance
 - Get better at inventory controls – use what we have – buy locally
 - **Up-selling at registration**
 - During 2008 the cost of fuel for the CDL trucks increased expenses, along with a decrease in CDL class enrollment. Expenses totaled to approximately \$45,000 with staff, repairs, gas, and other expenses required to run the program. During 2009, a closer look at the profitability of offering CDL was analyzed and it was decided to discontinue the program until the demand for classes increased.
- Intensely Loyal Customers
 - **Think about a “Membership Plan” for our customers - Discount for repeat students or the use of punch cards – take care of our best customers**
 - Utilize our website to promote other classes of possible interest when they click on a specific class – similar to Amazon.com with their recommendations for other books
 - Have a survey page on the catalog
 - **On confirmation include other classes of interest**
 - Ask 2 questions at the beginning of class – also gets instructors engaged
 - Electronic Marketing
 - Add a planning calendar page to the catalog
 - Revamp the class evaluation form to capture more customer testimonials
- Winning Culture
 - Have team shirts that promote the OCET/VITEC name
 - **Quarterly Training/Team Building Event**
- Distinctive Contribution
 - Market room rentals
 - PSA and MCC TV spots
 - Kids Activity Camp – more physical activities
 - Offer classes at other locations especially since classroom access is difficult with greater increases in credit class enrollments
 - Survey on Maui News
 - Marketing on the phone
 - Computer kiosk to survey people who take our classes
 - Sell “Events” promoting great speakers
 - **Online Registration**

Part III. Action Plan

OCET/VITEC Goals & Strategies for the Coming Year and Beyond: Goal Alignment to Specific WIGs

- Promote “Intensely Loyal Customers” (Greater than 20% repeat students, Greater than 90% student satisfaction on evaluations, Greater than 90% Facilitator satisfaction on evaluations)
- Sustain “Superior Performance” (Increase Net Profit, Grow Cash on Hand > \$90,000 and have less than 25% class cancellations)
- Address personnel issues and the organizational structure for OCET/VITEC – train 2 new Program Developers, 1 Faculty position to handle contract training, and a casual hire to prepare for the operations manager’s retirement in Spring 2010.
- Continue to grow contract training and look for ways to specifically meet the needs of the business community and promote those initiatives – create programs that are relevant and customized, of high quality, with a return on investment that aligns to the organization’s success. This will be seen in the growth of dollars acquired from contracts.
- Continue to look for ways to partner with HR Outsourcing Providers. To date presentations were made to ProService, and discussions have begun with Altres.
- Continue to look for opportunities for Rapid Response Funds. (i.e. Molokai CDL, Molokai Computer Boot Camp, etc.)
- Continue to work on the Motorcycle Safety Course.
- Continue to brainstorm ideas on weeklong workshops that cater to Maui residents and abroad. For example, in ’09, VITEC partnered with MLI and the credit HOST program to design a two week intensive program in Hospitality Management for Shanghai Normal University which seems to be a “go” for early fall 2010. Initial discussions have been made with partnering with Georgetown University regarding weeklong leadership retreats on Maui and NCL with 3-day leadership workshops on cruise ships. Maui would be the perfect destination for reflection, renewal, and relaxation!
- Continue to partner with fellow DOCETs to develop an annual report template all CCs can use and work as a force to acquire an online registration system.
- Continue to work on developing an OCET/VITEC Scoreboard so all employees know where we stand on performance measures – create a culture where team members can easily identify leading indicators that drive behaviors that assist in achieving our WIGs.
- Continue to develop and refine marketing strategies.
- Continue to find opportunities to assist professional organizations with their CEU requirements.
- Continue to refine systems for catalog development that minimize labor time and assure greater accuracy.
- Leverage and share great ideas with and from other Community Colleges.
- Continue to develop the OCET/VITEC Advisory Group to provide input for new classes and help to promote OCET/VITEC offerings.

- OCET/VITEC continues to find and implement ways to become more operationally efficient and reduce expenses. The OCET administrative team is currently developing a template tool to better tract contracts – proposal, approval, facilitation, invoicing and receipt of payment.

OCET/VITEC Marketing & Promotional Initiatives

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

In 2009, OCET/VITEC explored various marketing and promotional strategies with an emphasis on technology; targeted e-mails, search engines that take people to the OCET website, and a more comprehensive look at the data on the various hits to our website – who, from where, when and why they visit our site. This will help to determine what marketing strategies are effective for 2010.

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

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

Other Strategies

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

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

OCET/VITEC continues to be a member of Maui County’s Workforce Investment Board (WIB) and plans are to work even closer to assist the County with meeting their objectives on the County Economic Development Plan. Currently OCET/VITEC’s largest contractor of training is the County of Maui.

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

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

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

Part IV. Resource Implications

OCET's Utilization of Technology during these Economic Times

In the past VITEC tends to be more profitable during economic downturns when people are willing to seek professional training for better job opportunities. Though we are in the midst of an economic downturn, currently individuals and businesses are reluctant to support training initiatives due to their concerns that the economy will worsen. Cash is currently *King* and holding on to it seems to be the message OCET continues to hear. Pricing becomes a huge issue, therefore, OCET needs to get "great" at determining return on training investment and training solutions for organizational effectiveness.

OCET's strategy will be three fold and the overall message will be of hope in that:

1. This current situation will pass and we must then be ready with a qualified workforce.
2. Now is the time to take advantage of leaner staffs and slower times with training employees to be more focused, efficient and effective.
3. OCET will explore additional online learning, distance education, and blended learning approaches to meet the needs of 24/7 learning.

Address personnel issues and the organizational structure for OCET/VITEC

Due to major staff changes in 2009 and the anticipated retirement of the OCET Director's Executive Secretary at the end of 2009 and departure of the Operations Manager in Spring 2010, OCET/VITEC needs to concentrate on personnel development, new staff training, and performance management during this critical transitional period in 2010.

A staff reorganization plan has developed where the VITEC Director, Lois Greenwood, will focus primarily on contracts, grants and teaching responsibilities and no longer have "direct report" responsibilities of VITEC staff nor performance management responsibilities of VITEC's various programs and initiatives.

All VITEC staff will report directly to the OCET Director, Lori Teragawachi and she will assume direct responsibility for personnel and program performance management of the various sub-program units that have developed under VITEC. Various title and program name changes may be considered in the coming year(s) to more accurately reflect this organizational change.

At this time, the program also relies on several casual hire positions, which cannot be sustained in that form for a long period of time. The sudden vacancy of the OCET Programs Administrator position needs to be redescribed and filled.

All of these positions need to be considered in the context of revenue-generating potential in order to maintain a self-sustaining program. This will be the major challenge and opportunity that OCET/VITEC needs to make a primary focus for 2010.

Current Status of Accounts:

Accounts	6/29/2009	7/27/2009	8/3/2009	8/31/2009	9/14/2009	9/28/2009	10/9/2009	10/20/2009	10/26/2009
015014 Admin	13,649	13,658	13,658	13,658	13,658	13,658	13,658	13,604	13,541
015018 VITEC/Open	250,682	240,794	250,817	251,302	234,534	218,106	232,800	223,192	228,854
015020 Facility	10,480	11,433	11,433	11,783	11,983	12,483	13,073	13,073	13,323
022814 Conference Center	18,308	13,012	13,012	10,018	7,394	5,243	4,682	3,436	4,166
015994 MLI App Fee	7,185	-1,240	14,309	11,646	7,752	5,406	2,469	1,816	7,727
022929 MLI "R"	3,486	3,486	3,486	3,157	3,157	2,993	2,993	2,853	2,853
016670 MLI "S"	132,696	128,679	124,053	119,595	117,910	113,818	116,951	112,875	112,875
TOTALS	436,486	409,822	430,768	421,159	396,388	371,707	386,626	370,849	383,339

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Internal Program Review – MCC Apprenticeship Program

2007 – 2009 Summary of Accomplishments

The second component of the Construction Initiative is to improve and expand Apprenticeship Training. Maui Community College's Apprenticeship Program provides the related instruction portion of Apprenticeship Training to all active construction apprenticeship programs within the County of Maui that applies at the College and who are pursuant to the State of Hawaii's Apprenticeship Law. Substantial increases in apprenticeship enrollments in recent years have strained the College's personnel resources, facilities and equipment, and the prognostication for significant enrollment increases did occur. Additional funding from the construction initiative did meet some of the current and future industry demands for training. The general fund appropriations include allocations for lectureship costs, supplies and equipment.

Apprenticeship enrollments did increase in 2007, the additional workload of purchasing supplies and equipment, registering new lecturers and apprentices, increase in record keeping and reports has required the Apprenticeship Coordinator to seek additional support from the OCET at Maui CC staff.

Presently the growth of MCC's Apprenticeship Program apprenticeship classes has decreased tremendously due to the slow down in the economy and the down turn in State Construction Industry. Enrollments of approximately 290 in 2004 to over 540 in 2006 and in 2007 the enrollment increased to approximately 880, but in 2008 the enrollment dropped to 780 and is decreasing in 2009 due to lack of work. Although the apprenticeship classes have decrease, the health/safety and journey persons upgrade classes are increasing. This expansion has occurred with increases in enrollments in training programs that are currently affiliated with the College. Besides the standard apprenticeship classes that are requested by the various trades, Welding, Computer, Solar, Soldering/Brazing, Pipe-layout, and other specialty courses were also available in 2008 and fall 2009 to various apprentices attending classes. These courses were held because technologies in the industry have advanced and the journey persons and apprentices need to learn the skills that will keep them current. The health/safety courses such as Asbestos Removal, Confine Space, Hazmat, OSHA, and many other courses that required certification have increased at such a rapid rate and will continue to increase to protect the worker and employers from the many hazards on the job. The funds earmarked for lectureship costs will help the College continue to employ our current staff of instructors and hire new qualified instructors to teach the increase in additional classes.

Increase number of classroom and shop spaces supporting the demand in apprenticeship and journey persons courses have over taxed shop/classrooms. Storage spaces have been built to store equipment and supplies. The shop facilities used by the trades require specialty equipment to meet the needs of that trade have been purchased and are stored in JOBOXES for security purposes. This past semester the College continues to purchase equipment and supplies with funds earmarked for the Apprenticeship Program. Many new training classes to upgrade the construction worker to meet the green certification will require additional purchasing of equipment and supplies to teach various classes.

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

The following is a thorough Program Review for the Apprenticeship Program.

PROGRAM REVIEW

Maui Community College – Apprenticeship Program

Office of Continuing Education and Training

Compiled by Mr. Marvin Tengan, Apprenticeship Program Director

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

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

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

Part I. Executive Summary of Program Status

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

Presently the numbers of apprentices attending classes at MCC are slowly decreasing, this is occurring because of the slow down in the State Construction Industry. Although in 2008, 780 apprentices attended classes, the number of State registered apprentices here on Maui is much greater. Many of the apprentices that are not working have put themselves on hold status and this semester some of the trades decided to have their apprentices do home study or have cancelled classes, therefore the apprentices are not attending classes at MCC. Presumably, apprenticeship recruitments and enrollments will expand in the near future in conjunction with the projected growth in the economy.

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

Construction Initiative funding from the State Legislature is a tremendous asset that will provide upgrading of equipment/supplies, improve existing College facilities on the Maui Campus for apprenticeship and be critical to the delivery of instruction in various areas.

Part II. Program Description

Apprenticeship Programs differ from other programs at Maui CC in several aspects. Significant differences are:

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

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

History

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

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

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

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

Governance and Goals

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

Establish standards for apprenticeship agreement in conformity with this chapter;

Provide assistance for the development of on-the-job training program in non-apprenticeable occupations;

Encourage and promote the making of apprenticeship agreements conforming to the standards established by this chapter;

Register such apprenticeship agreements as are in the best interest of apprenticeship and which conform to the standards established by this chapter;

Keep a record of apprenticeship agreements and upon performance thereof issue certificates in completion of apprenticeship;

Terminate or cancel any apprenticeship agreements in accordance with the agreements;

Bring about the settlement of differences arising out the apprenticeship agreement where the differences cannot otherwise be adjusted locally;

Issue such rules and regulations as may be necessary to carry out in intent and purpose of this chapter;

Appoint personnel as are necessary in the execution of the functions required under this chapter; and

Perform other duties as are necessary to carry out the intent and purpose of this chapter.

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

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

Various established apprenticeship programs are currently active at Maui CC. These include the construction trades: carpenter, cement finisher, ceramic tile, plasterer, drywall installer, wireperson (electrician), plumber, refrigeration-air conditioning (pipefitter), fire sprinkler, sheet metal worker, roofer, elevator constructors and cablevision.

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

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

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

Learning Outcomes

The student (apprentice) learning outcomes and program mapping information that follows is credited to the concepts developed by Dr. Ruth Stiehl (*The Outcomes Primer 2nd Ed., The Mapping Primer*).

With this in mind, apprenticeship learning outcomes has been addressed. As a result, 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. These outcomes and a program map were discussed and developed with the representatives from Hon CC, Maui CC and Haw CC and from affiliate training organizations throughout the state.

The scope of representatives participating in this discussion was broad and comprehensive. However, the many external organizations and their procedural concerns that are inherently involved with state-wide apprenticeship programs would affect the ability to implement a more comprehensive assessment of learning outcomes. A very high level of participation and cooperation between the multitude of affiliates and their employers, the DLIR, and the community colleges, would be necessary in order to implement such a broader assessment.

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, Carpentry Union Hall and Maui High School carpentry shop. Classrooms in Building 2216, 2217, 2218, 2219, 2221, 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) is either provided by the affiliates or by OCET (Maui Community College). As of July 1, 2006 the State Legislature approved the Construction Initiative which increased the CC’s Apprenticeship Programs funding for instructional as well as equipment and supplies.

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

Community Connections, Advisory Committees

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

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

Besides Attending JATC meetings, the Maui CC's Apprenticeship Coordinator also attends ATCAH meetings and is a member of ATCAH's Green committee and Safety committee. 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, 14.6 apprentices per class (880 apprentices in 60 classes) in 2007 and 11.4 apprentices per class (780 apprentices in 68 classes). Although the class size decreased the number of classes are increasing due to an increase in specialty courses being offered by the trades to prepare the apprentices for the future.

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

However, an affiliate continues to question 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. This question is now being reviewed by the DLIR and may have an impact that is far reaching.

One such impact may be an increase in the number of instructors compensated by MauiCC. Subsequently, an increase in compensation could require a larger allocation of the College's general fund per the University of Hawaii System.

Students Demographics and Profile

In regard to student demographics in terms of program demand and efficiency, it can be said that apprentices residing throughout the entire County of Maui are involved in this program. Presently, there are individuals that resided on Molokai, Lanai and Hana, that have entered into an apprenticeship program at Maui CC.

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

Another critical observation noticed by the MCC coordinator who talked to apprentices and the various trade coordinators, was the individuals that enter the apprenticeship program who participated in team sports/activities or entered the military services were better prepared to survive/complete the period required to train before becoming a journeyman.

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

Since the recruitment of apprentices are directly related to the needs of industry, the current construction boom in 2006/07 is the basis of the data showing an open enrollment during those years that increased the current pool of apprentices in the program today. Presently in 2009, all trades are not recruiting/hiring new apprentices except for the Carpentry union. The reason the Carpentry union is hiring new apprentices is through the request of the contractors who are bidding on projects and need to cut wage cost so their bid price is competitive.

The current construction boom data for apprenticeship at MCC is based on apprentices attending classes set up by the trades for apprentices only. Some trades such as the floor layers, painters, laborers and operating engineers have ongoing classes for safety/health, and upgrading courses that have apprentices and journeymen combined in the same classrooms. Although these courses have more than the usual ten students required for funding, MCC has not provided funding due to lack of general funds and because it wasn't strictly for apprentices.

Part IV. Assessment Results Chart for Program SLO's

The Student Learning Outcomes was only recently defined via a collaborative process as described earlier under *Learning Outcomes*. Therefore, at this time, there are no charted assessments results for the Student Learning Outcomes. As previously stated, the assessment of learning outcomes is difficult because of the many external organizations having a vested interest within the spectrum of the program. The on the job training aspect is not controlled or managed by Maui CC 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 learning outcomes.

For this reason, there are currently no course assessment results. It is hoped that further discussion, on a larger and state-wide scale, could occur to develop course learning outcomes on the comprehensive and systemic level that the program functions in.

Part VI. Student Satisfaction Survey Results

Student satisfaction survey results are not available at this time. Such surveys are currently 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 themselves. 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.

Part VIII. Analysis of Program

Alignment with Mission

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

The focus of Maui CC's Apprenticeship Program is entirely consistent with the focus of the College's mission. The Program strives to provide an affordable, high quality non-

credit educational opportunity to all active apprenticeship programs within the County of Maui. The instruction is focused on the development of an individual's ability to perform productively and responsibly in the chosen field of occupation, thereby enhancing their role in the workforce and in the community and becoming lifelong learners.

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

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

Strengths and Weakness

As previously stated, Apprenticeship Programs have been in existence for many years, preceding the establishment of the community colleges. This precedence is believed to have created the distinction where external governing agencies and affiliate organizations also have vested interests in the outcomes 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 other regulatory agencies and the established training affiliates that have become an important part of the community and workforce.

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

A weakness of the program is the lack of proper and current equipment in which to train the apprentices in their appropriate job description. Many of the equipment required for hands on training demands dedicated space and infrastructure such as electrical or water hookup.

Another weakness of the program is the limitations of facilities. There is a basic lack of adequate college facilities to support such construction apprenticeship programs. Fortunately, Maui CC has received cooperation and use of DOE facilities (Maui High School) and the Carpentry union hall. Currently, continued DOE cooperation is critical

to the delivery of instruction in this area where we have two carpentry classes using Maui High School's carpentry shop.

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

Part IX. Action Plan

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

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

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

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

Part X. Budget Implication

The enrollment growth of apprentices attending classes are 270 apprentices/30 classes (in 2003) to 537 apprentices/44 classes (in 2006), 880 apprentices/60 classes (in 2007) and 780 apprentices/68 classes (in 2008), and although the apprentices' enrollment is decreasing the number of classes has increased and will continue because of health/safety, green, and other specialty courses that are requiring the industry to train their workers. This is the basis for expansion and increase in support needed for instructional and related needs of the Program. It is projected that the construction industry will continue to grow in the future. Presumably, apprenticeship recruitments and enrollments will continue to expand in conjunction with this projected future growth.

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

Health and Safety courses, as well as EEOAA training will increase future costs, as it is affected by the number of classes required to train the workers in the construction industry and by scheduled instructor pay rate increases. The state-wide standard for apprenticeship instructor pay rates have been commensurate with the going rate for faculty members engaged in non-credit instruction.