

# **PROGRAM REVIEW**

**Office of Continuing Education  
&  
Training  
(OCET)**

**Maui Community College  
University of Hawaii System**

**Review Year  
September 2006 – August 2007**

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

**Review Year: September 2006 – August 2007**

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

**PROGRAM REVIEW APPROACH**

The Office of Continuing Education and Training (OCET) provided a comprehensive Program Review as one of three pilot programs in September 2004. Subsequently, OCET submitted a standard Program Review for September 2004 –August 2005 in Fall 2005, and then again for the period of September 2005 – August 2006 in Winter of 2006. This program review covers the period of September 2006 – August 2007.

OCET continues to adopt the business model of strategically assessing our internal programs and services with the facilitation of strategic planning retreat utilizing the SWOT analysis on an annual basis. A strategic planning session for the OCET team was held on September 19, 2007 from 8:30 AM – 5:00 PM at the Kea Lani Resort in Wailea.

Agenda  
Office of Continuing Education & Training  
Strategic Planning Retreat  
September 19, 2007  
8:30 AM – 5:00 PM  
Kea Lani Resort, Wailea

In Attendance: Dawn Freels, Sharane Gomes, Lori Govaars, Lois Greenwood, Brenda Lee, & Joanne Doell. Alice Luther was off island at the time.

- I. Review OCET Mission, Vision, and Values
- II. Individual Sharing and Alignment of Personal Contribution Statements
- III. A Discussion on Trends – Societal, Political, Environmental, and Technology – How it will impact our business
- IV. What do our numbers look like – Data Analysis
- V. Our Strengths, Weaknesses, Opportunities, and Threats
- VI. What are our WIGs (Wildly Important Goals)
- VII. A Look at Our Performance Measures – Leading and Lagging Indicators
- VIII. Strategy Focus to Achieve Our WIGs
- IX. A Look at Our Current Commitments and Specific Actions for the Coming Year

This session and approach was very useful in clarifying the OCET direction for the coming year as it encouraged each participant to reflect on their individual and team successes and address the overall future opportunities to continue living the mission and purpose of the department. As the team strives for continuous improvement and thrives on being at the leading edge, benchmarks and performance measurements are established

that are based on national standards for continuing education programs and are supported by the professional association, LERN.

During the Strategic Planning Retreat on September 19, 2007, the OCET leadership team concluded that all members of OCET should be engaged and made aware of the items discussed on this agenda. Therefore, a special employee session was facilitated on October 15, 2007. Below is the presentation given at that session which includes the outcome of the September 19<sup>th</sup> session.



Office of Continuing Education & Training

An Opportunity to Share with the Team  
The Strategic Planning Process  
&  
Acquire Input On Achieving Our Vision  
October 15, 2007

OCET Mission

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

*(Is our mission our reason for existence and still applicable to what we should do?)*

## 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.

*(A vision is something we strive to achieve – how do we know when we are there?)*

## OCET 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 Statement

What is it that you love to do at work AND have passion for?  
Does it alignment to our vision?

## TRENDS

- People wait – last minute registrations
- People have less disposable income
- Businesses cut training initiatives and training does not seem valued
- There is a trend for “green” awareness classes
- Web 2.0 – a different way to utilize the internet
- 62% of individuals < 30 years of age get information content from friends
- Virtual businesses
- Parents need support for College for Kids tuition
- We are down 400 people served from last summer
- We are down 35 classes offered from 2006 (2007 = 175)
- We have a 99% satisfaction on student surveys
- Percent of cancellations have gone up from 30 to 43%

*Are there any other trends that you have noticed?*

## THREATS

- Too slow to adapt
- Not enough people power – stretched too thin to stay on the “leading edge”
- Aging staff – no succession strategy
- System constraints – no online registration
- Other businesses offering classes for a lower price
- Economic outlook

**Please describe the successes we have had this past year.**

**How would you describe our STRENGTHS as a team?**

Additional Employee Comments on Strengths as a Team:

- We work well as a team.
- We communicate well with each other.

- We get along very well and work great with each other.
- The staff feels comfortable sharing.
- The staff is highly committed.

### Strengths as a Team

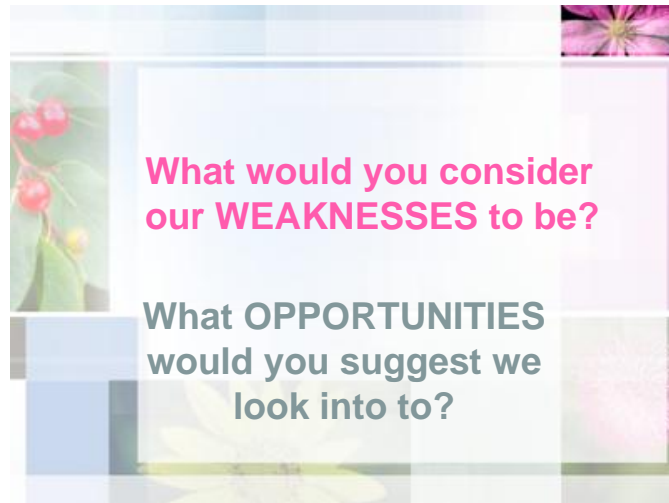
- We believe in our mission and have passion for what we do
- We have a commitment to excellence
- We have good teamwork
- A skilled and talented staff
- A staff who cares and goes “beyond the call of duty”
- We have a good understanding of customer and industry needs
- We know our community
- Perseverance

### SUCCESSES

- We offered less classes, but we made more!
- We always have fun and work as a team
- We decreased our deficit while maintaining net profit
- There is effectiveness of operations
- Minimal expenses
- LEAD, Nurse Leadership Program, 7 Habits for Managers
- College for Kids

#### Employee Added Comments on Successes:

- The deficit was paid down by \$50,000 along with covering payroll.
- College for Kids has been a huge success.
- The procurement process has been enhanced and improved.
- Acquired a lower mailing rate on the catalog distribution.
- The processes of contracts have been integrated into the open enrollment operations successfully.
- Additional steps have been taken to identify an online registration system wide.
- Acquired the Rapid Response Funds certifying seventeen individuals throughout the state, which allows them the opportunity to facilitate the 7 Habits for Managers workshop.



Employee Comments regarding Weaknesses:

- Campus and System Roadblocks
- Too much work for the current staff
- The need for additional support staff – IT, student assistance, Marketing Specialist.
- No On-Line Registration System
- Lack of outstanding trainers for open enrollment classes



## OPPORTUNITIES

- Obtain mainland or off island trainers for local classes and partner with the hospitality/visitor industry
- Promote technology explosions with PCATT's support
- Increase contract training with intensive relationship building
- Dovetail with existing groups- SHRM, Chamber of Commerce, MVB, etc.
- Market Maui as a destination and place to learn- find out what visitors are coming for a conference and used them as trainers or "bookend" with a course they could take.
- Generation X and Y students – address their needs

Employee Comments regarding Opportunities:

- Look to obtain external funding for College for Kids Scholarships
- Online Registration
- Market our classes more effectively – look into marketing a "series"
- Look to creative ways to identifying future trainers
- Address training for employers that are moving from hotel occupancy to condo occupants

So, what are the top 3 WIGs our team needs to focus on...

The three wildly important goals that must be accomplished or nothing else matters.



## WIGs

1. Increase class offering and business related contracts and grants while maintaining net profit.
2. Create a viable/doable marketing plan and determine the appropriate resources and start implementation.
3. Continuously improve to create an efficient and effective program operation.

What are the indicators that tell us where we stand with our WIGs?

In other words, what are our performance measures – a scoreboard that tells us all where we stand that encourages and motivates us...

## Performance Measures

- **WIG #1**
  - Net Profit for Contracts and Open Enrollment
  - Monthly Student Enrollment
  - Cash on Hand
  - Percentage of class cancellation
- **WIG #2**
  - Develop Marketing Plan by 12/31
  - Secure resources to implement plan by 4/30/08
  - Develop Timeline by 5/31/08
  - Start Implementation 6/08 – 9/08
- **WIG #3**
  - Successful Course Delivery/Score/Evaluation Process
  - Filemaker Database Course Record and Operational Comments

This image is of the spreadsheet that tracks the indicators for OCET. (Please note that this spreadsheet is a living document and is modified as the OCET team determines the data that could be tracked to assist with their efficiencies. Many of these measures are lagging indicators and the team recognizes the need to evaluate leading indicators.)

Office of Continuing Education and Training									
	Spring05	Sum05	Fall05	Spring06	Sum06	Fall06	Spring07	Sum07	Fall07
Customer Satisfaction	Jan-July	July-Aug	Aug-Dec	Jan-July	July-Aug	Aug-Dec	Jan-May	May-Aug	Aug-Dec
Tot. # of open enrollment served	2650	2248	2376	1809	1607	1383	1662	1338	1018
Number of CDL's acquired						5	5	3	
% of students satisfied on survey							99%	99%	
% of students returning(annual)		17%							
# of MLI students	147	75	128	104	101	59	84	138	
# of students trans. to credit	12		10	12		10	10		
# of MLI students graduated/system trans						1	2		
Process Improvement									
Tot # of open enrollment classes	270	235	251	253	216	238	221	183	168
Tot # of open enrollment classes-LAH						19	20	37	13
% of cancellations	18.52%	25.11%	22.12%	30.53%	30.90%	46.90%	36.05%	43.72%	
% of cancellations - LAH						78.95%	65.00%	75.68%	
# of new workshops offered				89	38	61	41	55	33
# of "cash cow" courses				75	63	52	58	53	
Dollars spent on brochures							25,527	24,289	
Financial Accountability									
Tot. # of contract stud served							2007 to date 9/20		498
Net Inc collected from contract				calendar end 2006		38,955			
MLI \$ generated for credit/semester						38,160			
Net Inc collected open enroll				52,284	38,717	20,580	39,408	31,398	

## OCET'S ALIGNMENT WITH THE COLLEGE'S STRATEGIC PLANNING DIRECTION

Below, OCET's mission, vision, and values are placed beneath those of the college so the reader can observe the close alignment in content between OCET and the college.

### 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.

### 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 and information 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.

### **Maui Community College Vision**

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

### **OCET Vision**

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

### **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'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 the Program to the Mission and Vision of MCC**

The Office of Continuing Education and Training contributes to the mission and vision of Maui Community College by being the entrepreneurial arm of the college that offers non-credit educational opportunities to a diverse community of lifelong learners. As described in the OCET mission, 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 expenses of the program, which include our G&A (General & Administrative) infrastructural expenses as well as direct expenses for operating classes.

### **Alignment to MCC Strategic Plan – Action Strategies**

Goal 2, Objective 1: Expand training and workforce development programs in coordination with County, State, and Industry Economic Initiatives.

Workforce Development is a top priority within OCET and a high priority within the College's Strategic Plan and OCET team members lead the Strategic Plan Team for this particular Action Strategy. This reinforces the importance of OCET's contribution to the mission of the college. Following is the Annual Fall 2007 Update for the Strategic Team.

Team Members: Lois Greenwood, Cyrilla Pascual, Nancy Johnson, Maggie Bruck, Sharane Gomes, Dawn Freels, & Lori Govaars

#### **Major Accomplishments:**

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)

- Year Long Training Initiative on Nurse Leadership and Executive Coaching for Hale Makua
- Nurse Leadership and Team Building for the KCC Nursing Department.
- Spanish for Medical Professionals at Kaiser Permanente
- Managing Performance at Hilo Medical Center
- Professional Nurse Leadership Preceptor Program and Train The Trainer (Robert Wood Johnson/HPIN Initiative)
- Maui Cares Program – Train the Trainer Compassionate Caring for Community Health Care Agencies Working with the Elderly and Disabled

Customer Service Skills (Given the dependence on tourism related businesses here on Maui.)

- Managing Emotions for Security Purposes – Kea Lani Hotel

- Managing Emotions for Front of the House Management – Kea Lani Hotel (pending)
- TIPS Train the Trainer – Sheraton Maui (2 days)
- How to Deliver Exceptional Customer Service, winning Telephone Techniques, Handling Difficult Customers with Ease, Handling Emotions Under Pressure, The Leader In Each Of Us – Blue Hawaiian Helicopter (Pending)
- Classic Resorts – A Higher Level of Customer Service
- Maui Beach Hotel – Painless Performance Management to Enhance Customer Service
- Sensitivity/Diversity Training – Old Lahaina Luau

Information Technology (Given the increase use of technology in all types of occupations and the concerns with technology expressed by employees and employers, technology skills should be invested in as a priority.)

- MS Access – Maui Marriot Ocean Club
- Series of 20 Technology Classes – Maui Land and Pine
- MS Word – Diamond Hawaii (Pending)

Trades Skills (Demand in construction, skills trades, and crafts signify a need for vocational education. Mechanics, waste water management and construction will be in demand for the next 5 years.)

- Forklift Certification, Appliance Repair, Basic Electric and Multimeter Use, Air Conditioning and Refrigeration, Basic Plumbing, Welding, Carpentry, and Wood Finishing and Furniture Repair – Kaanapali Beach Resort. (Pending)
- Forklift Certification – Pro Service Hawaii

#### County Training Initiatives

- High Impact Business Writing
- Grammar Review
- Essentials of Supervision
- Tractor Mower Operator Training (Pending)
- Bus Driver Training (Pending)
- Pesticide Application & Safety Training
- Restroom Maintenance Program (Pending)
- Leadership Training Initiatives for the County's Park and Aquatic Division (Year-long program in progress)
- Behavior Based Interviewing for New Recruits and Fire Fighters II
- Strategic Planning for the County's Fire Department (Pending)

Soft Skills Training Initiatives (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 indentified this very same need as critical for workforce development.)

- LEAD for First Time Supervisors serving multiple employers in Maui County (9 month program)
- Team Building with DISC – KCC EMS Department (Pending)
- Multicultural Workforce Training – Norwegian Cruise Lines (Working with Kapiolani with RDP Funds)
- Fundamentals of Management (3 days) – State of Hawaii
- Soft Skills Training – Minit Stop (Pending)
- Conflict Resolution, Team Building, & Communication – Department of Human Services (Pending)
- Understanding Filipino Work Styles – Appreciating Maui’s Multicultural Diversity
- Maui Land and Pine – 7 Habit for Managers
- Pacific Radio Group – A series of Strategic Planning Retreats for all employees on Maui and the Big Island
- Two sessions of 7 Habits for Managers to be facilitated on the island of Lanai in January 2008
- DISC Session for MEO

#### Other Initiatives:

- We have also been working with the Maui Chamber of Commerce to provide Chamber members a special discount to business programs that we offer.
- We are also represented on the Workforce Investment Board.

#### Recommendation for the Coming Year 2008:

OCET’s overall strategy is to always focus on Relevance, Quality, and Return on Investments, and there is a strong need to listen to the customers. Therefore, this team will develop an OCET Advisory Group made up of community representatives to acquire input specific to OCET/VITEC offerings.

#### Objective of the group:

- Provide input, ideas, and leads on instructors for various classes.
- Determine specific curriculum content ideas for their businesses – this way, once the courses are developed, there is a greater likelihood of “closing the deal” for employee participation.
- Take back, share, and market our upcoming courses to their businesses and others.
- Meet quarterly.

#### Next Steps:

- Determine potential advisors and formally ask for their involvement.
- First meeting January 2008 – New brochures will be available for their review.

#### **OCET Departmental Opportunities - Administration**

OCET’s deficit was reduced by approximately \$50,000 at the end of FY 2006-2007. OCET is strongly motivated to reduce the deficit as soon as possible. During this past

review year of 2006 -2007, OCET has implemented operational efficiencies with a lean staff and though, fewer classes were offered in open enrollment, a greater profit was achieved. New strategies and cost-cutting measures have been implemented and OCET utilizes a conservative strategy. The strong foundation has been laid, and OCET continues to stay realistic in its projections and will take calculated risks to grow revenues and profit. With additional focus on marketing and customize contract training, OCET is hopeful with a focused business plan and a deficit end in sight.

### **Reorganization of People & Processes**

- Due to a change in the County Administration, an agreement was made to slowly phase out the merchandise in the County Store and relieving OCET's involvement in the retail business.
- During FY 2006-2007 we stabilized the staff and their assigned functions and job duties to solidify efficiencies and effectiveness.
- The College for Kids Program came to fruition and was highly successful and we continue to grow the program slowly to ensure the quality high standards.

### **Open Enrollment, Contracts & Grants - Internal Program Review**

#### **Organizational Challenge**

During 2006 – 2007 Maui has been fortunate with a 1.7% unemployment. This impact to our programs has been a workforce that is focused with working and not as interested in professional growth. (In the past VITEC tends to be more profitable during economic downturns when people are willing to seek professional training for better job opportunities.) Businesses are also at times reluctant to support training initiatives that take employees away from work. This shortage of a qualified workforce along with the baby-boomers headed into retirement will continue to impact involvement with our programs.

Pricing becomes difficult when trying to serve the community and still make a profit. Therefore, OCET needs to get great at determining return on training investment and training solutions for organizational effectiveness.

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

### **Summary of Accomplishments from FY 2006 – 2007 to Address this Challenge**

Focus on Enticing Our Customers to Want to Learn with Creative Class Offerings and Promotions, and Focusing on Contract Training the Specifically Meets the Needs of the Business

- During this fiscal year OCET set the goal of offering 25% of classes offered each cycle as “new classes”. This is a LERN standard and OCET was just shy of 25% at 24%. This equates to 317 new classes! The OCET staff is commended on their creativity and innovative ideas that entice our community to get involved in continuous learning.
- We have also begun to track the “cash cows” – those class offerings that the community loves and continues to attend. Currently we average approximately 50 of those classes every cycle.
- Our Catalog Distribution has received rave reviews. Much thought and discussion revolves around who our customers are and what type of media and “look” will attract that audience. The catalog is the single most effective medium to promote OCET classes and services. Distribution hits 60,000 households at 35 cents per catalog. (Research was done to include advertising ads to minimize the cost and it was not cost effective with the additional pages to print, lost of the bulk mail rate, and staff hours to promote ad sales.)
- Made brochures available in all public and contract classes for promotion to potential repeat customers
- Appropriate time is spent to do a thorough organizational needs assessment when a business calls for customize training solutions. This will help to ensure a positive return on investment and future request for training.

### **2007 – 2008 Strategy to Address Our Continued Challenge**

- OCET Marketing is top on the priority of areas to focus on in 2008. It is recognized that the public must receive some form of information at least three to five times before an action is taken. Some ideas OCET will explore are:
  - Distribute the Catalog before the cycle begins



- Catalog at mid-cycle
- Maui News Weekly promotional ads
- Radio Commercials
- Special Targeted Workshop promotional flyers (This past year we asked facilitators and trainers to distribute their flyers to promote their classes. The results were lack luster. We need to determine an incentive for trainers to do this.)
- Develop and e-mail OCET Newsletter promoting upcoming training events and customize training. Also look into specific mailing list for targeted e-mails.
- Work to acquiring an on-line enrollment system (It is projected that 60% will register on-line.)
- Design, develop, and promote a Hawaiian Culture workshop that could be video streamed and promoted throughout the US.
- Continue to work with the Maui Chamber of Commerce to partner and provide business members workforce development opportunities.
- Continue to market and promote classes to former students and provide incentives and discounts to early registrants.
- Developed an OCET Advisory Group with business clients and community representatives to acquire input and feedback on our course offerings.
- Continue Board and Committee membership on Maui County's Workforce Investment Board (WIB)
- Continue to promote Customize Training Solutions
- Each quarter send a targeted e-mail newsletter with information about VITEC & contract training solutions
- Have trainers and staff become more visible in the community. Speak at local community organizations and group meetings.
- Utilize our relationship with SHRM members to promote customize training solutions to various organizations
- Continue membership and attendance to professional association meetings, i.e. Chamber of Commerce functions, Maui Hotel Association, SHRM (Society of Human Resource Managers), IAPP, etc.

### **Strategies to Explore in 2008 and Beyond**

- Proactive sales calls each week to target Human Resources, Training Directors and CEOs
- Focus on organizational effectiveness – succession planning, retention, strategic planning, etc. Selling solutions instead of classes
- Look to partner with HR Outsourcing Providers and other organizations like SHRM and the Chamber of Commerce
- Develop an OCET Scoreboard so all employees know where we stand on performance measures on any given day.

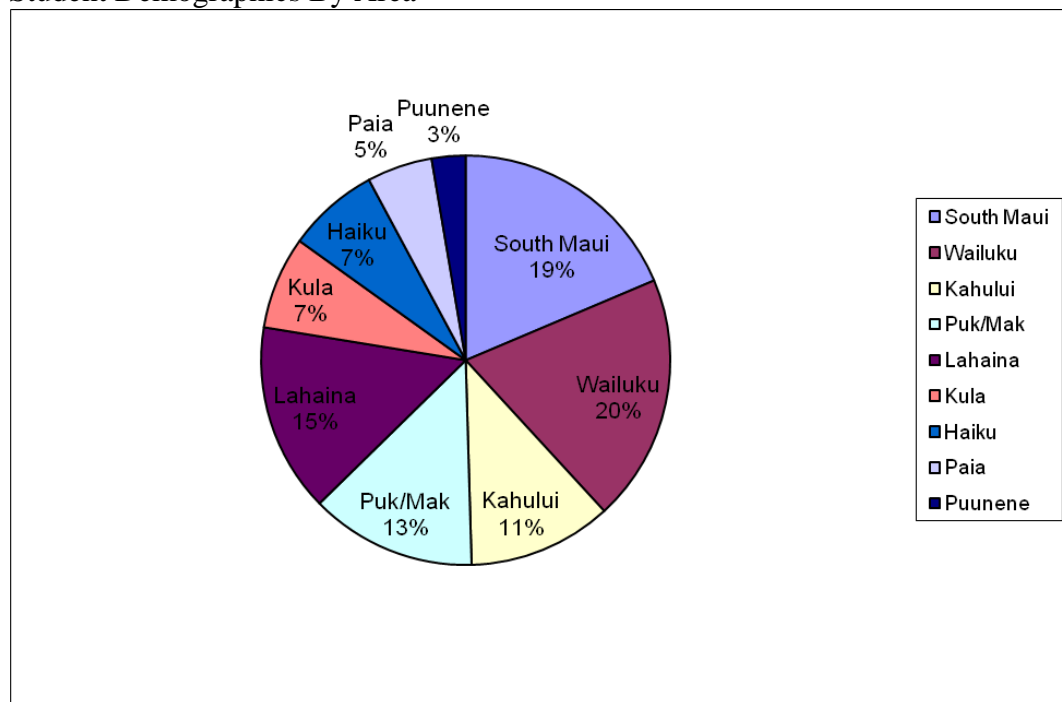
The Office of Continuing Education & Training is part of a national system of continuing education and training programs that exist in most colleges and universities in the United States. Maui's OCET department will continue to participate as an active member of its

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. Members of the OCET team also continue to hold memberships with the American Society of Training & Development (ASTD), and the Society for Human Resource Management (SHRM).

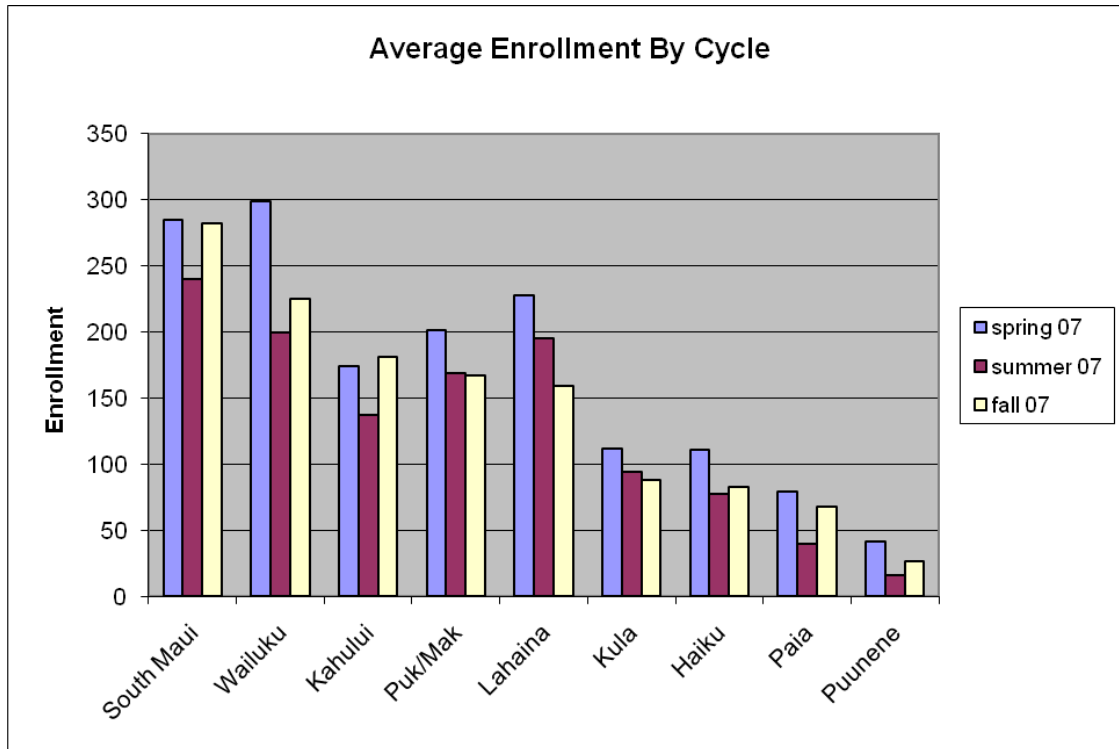
#### A Look at Who OCET Serves...

The open enrollment public classes are advertised under the marketing name of VITEC. The meaning of the acronym VITEC, stands for Vital, Innovative Training, and Economic development Center. Classes within VITEC include computer technology; arts, culture, and wellness; and business/management topics. The marketing slogan continues to be, "VITEC – Workforce Training, Global Quality, Island Style".

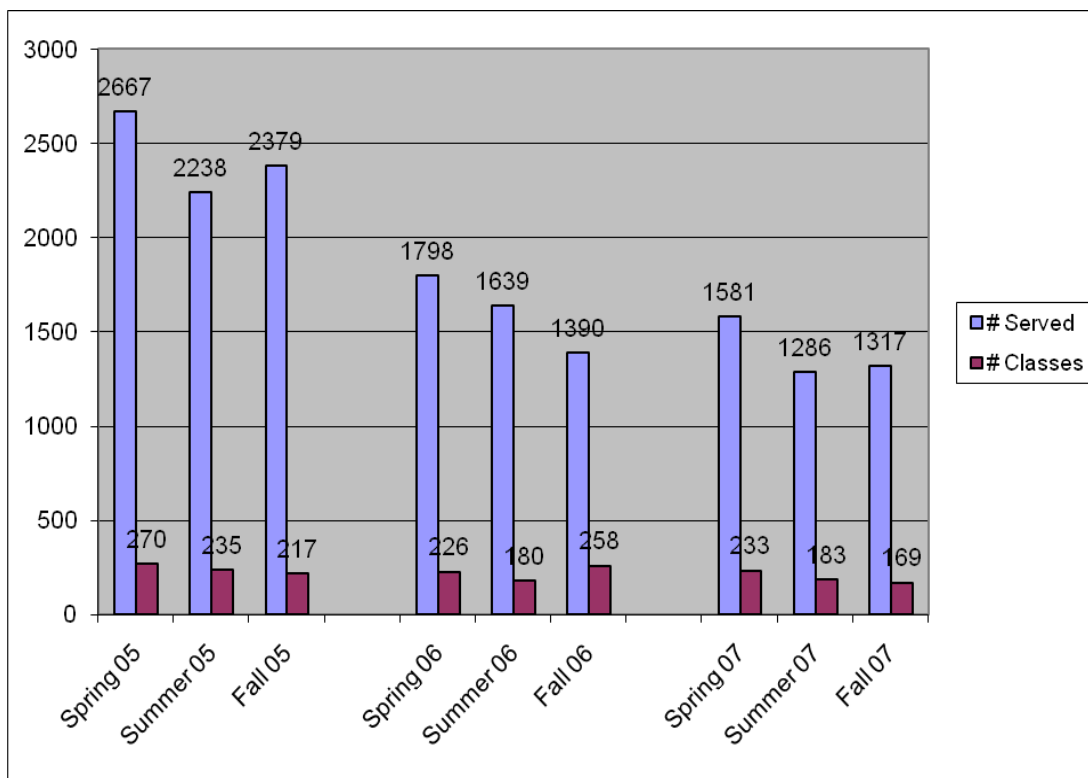
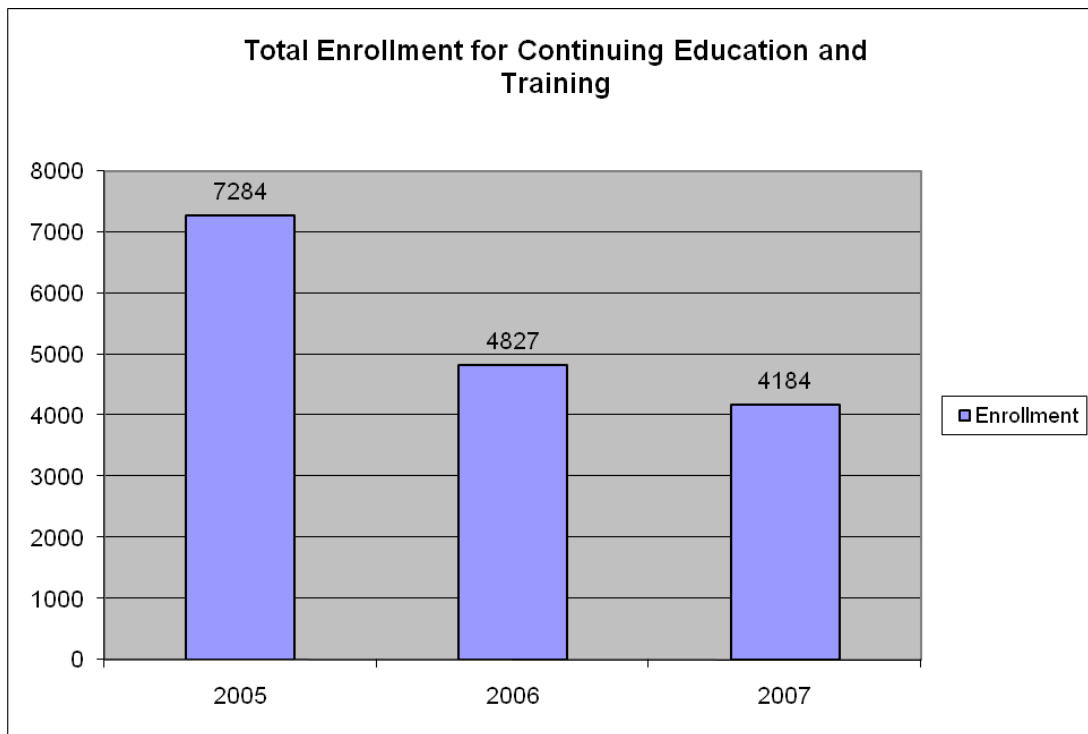
#### Student Demographics By Area



- South Maui, Wailuku, Puk/Mak, and Puunene dropped enrollment by 1-2% since last year.
- Kahului dropped enrollment by 5%.
- Lahaina increased enrollment by 5%.
- Paia and Haiku increased by 1%.
- Kula stayed consistent at 7%.

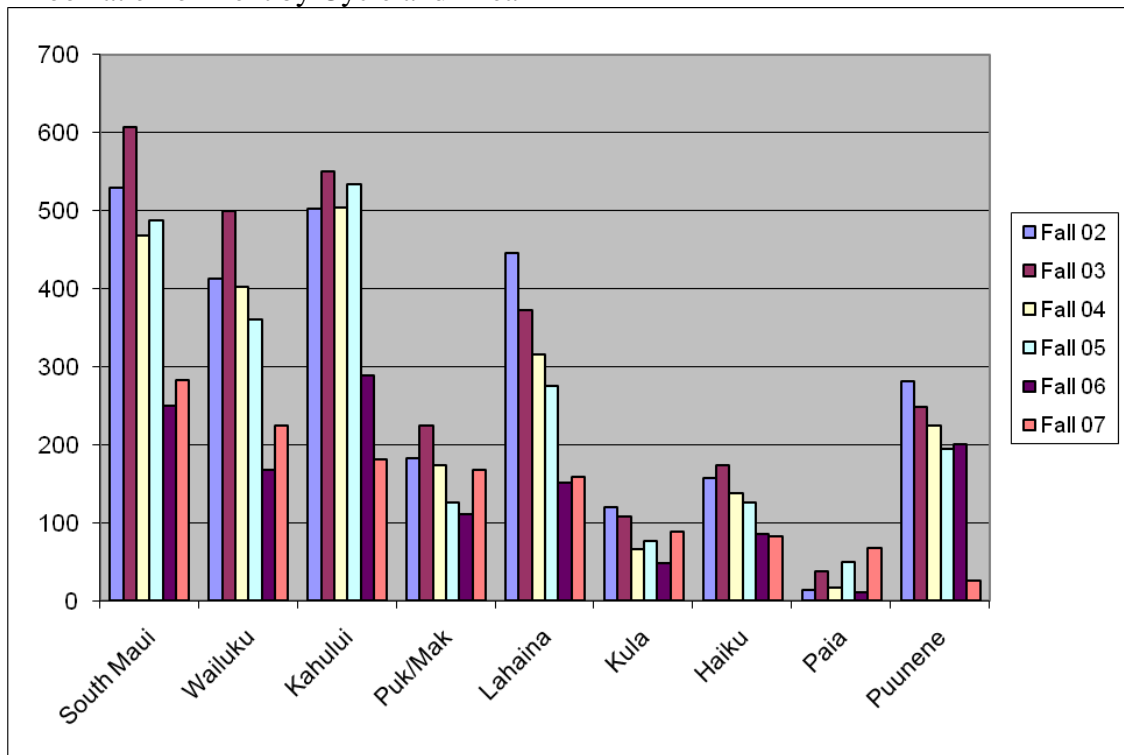


This chart may seem to indicate that Spring is a good cycle for enrollment, BUT this chart correlates to the number of classes that are offered. During the Spring cycle we offer more classes. This chart would be more accurate if we offered the same number of classes each cycle. We strive for this goal, but often times it is unlikely since we are often dependent on the trainers we can acquire, and cancellations that impact the number of classes offered. This chart is valued for the approximate enrollment number by area.

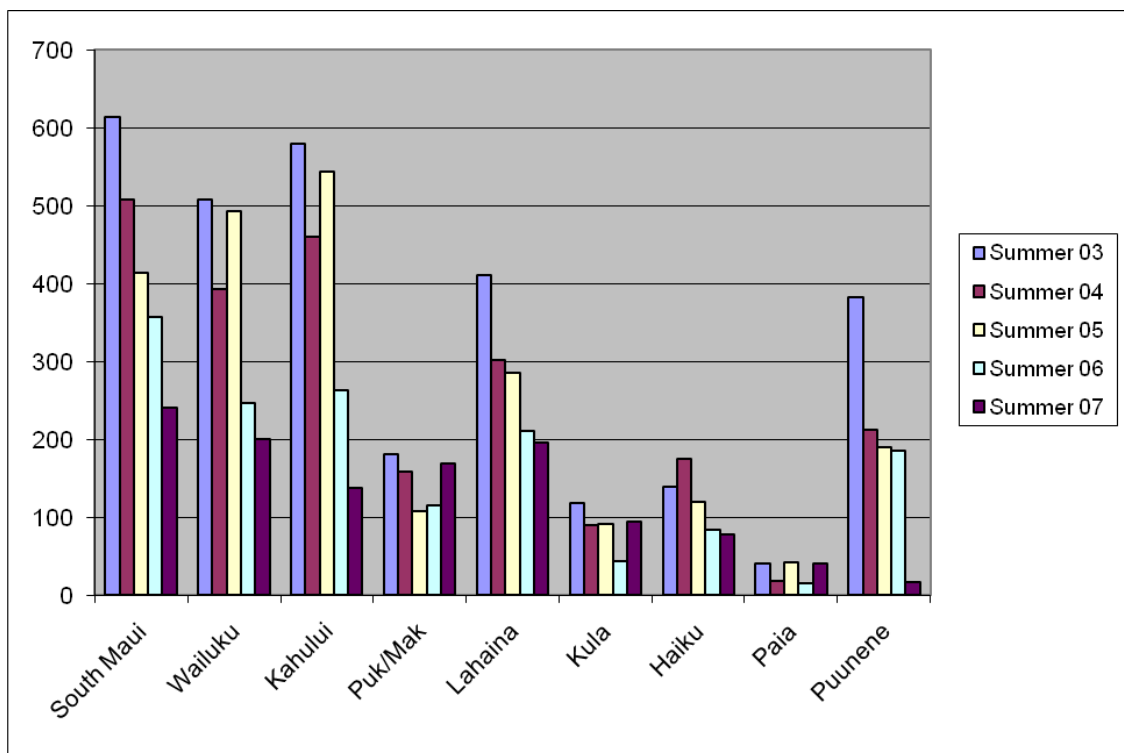


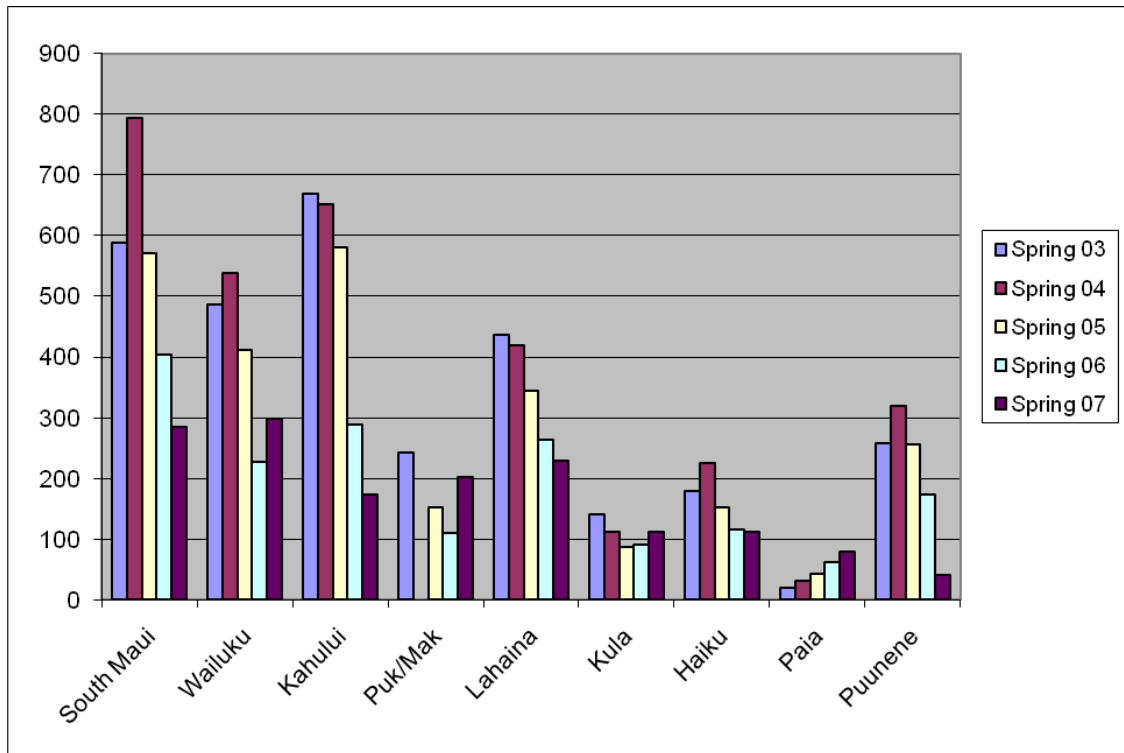
The goal is to increase class participation and increase the number of classes offered.

### A look at enrollment by Cycle and Area



In Fall of 2006 enrollment drops were attributed to targeted brochure distribution versus mass distribution. Over the year most areas are slowly recovering with the exception of Kahului and Puunene.





#### Other OCET Findings

- 20% of students return annually – this is an increase from 17% last year.
- 36% (Spring 07), 44% (Summer 07), and 14% (Fall 07) of the classes were cancelled due to low enrollment. Our goal is to have no more than 20% (LERN Benchmark)
- End of workshop evaluations indicate 99% student satisfaction.

## **Maui Language Institute (MLI) - Internal Program Review**

### **2006 – 2007 Plans for Improvement Summary of Accomplishments Goals Accomplished (2006 - 2007)**

**Compiled by Dr. Alice Luther, Maui Language Institute, Director**

*The American Association of Community Colleges (AACC) Fair* to Seoul, Hong Kong, Macau, Ho Chi Minh City, and Hanoi - attended fairs and distributed MCC and Kulanaa`o Student resident information to thousands of fair participants. Designed and implemented a follow-up schedule which includes a bulk e-mailing of over 1,000 prospective students who attended the fairs. (October 2006)

*Agency Agreements* – Met with agents in Seoul and Hong Kong. Developed an Agency Agreement Document for MCC and mailed it to 8 prospective agents. Developed and implemented a follow-up schedule which includes e-mail correspondence and meetings in person during the 2007 AACC Fair. (October, 2006).

*NAFSA* – attended conference and met short-term program representative from Osaka-Gakuen University. Have since developed a contract for 2008. Also attended ICEF (International Agents Organization) and used information as a basis for developing MCC agency agreement. (May 2007)

*Website Revision* – Updated MLI website with 2007 information and analyzed Maui Net data to determine the pages that may deter traffic by analyzing data on hits, time spent on each page, and source of hits. (Ongoing 2007)

*Kulanaa`o Student Residence* – Served on the Kulanaa`o Student Resident committee and oversaw the development of the Student Resident Handbook, and the Student Information Handbook; worked with the California based Kulanaa`o website designer in preparing the Student Life component of the Kulanaa`o website. Oversaw the implementation of the first Counseling and Student Life excursions. Revised excursions mid-semester with the development of the Kulanaa`o International Café. (Ongoing 2007)

*Kulanaa`o Residence Scholarship* - Worked in conjunction with Financial Aid Office in developing the criteria for the Kulanaa`o Student Resident Scholarship. Designed, reproduced and delivered application form to Kulanaa`o residents.  
IIE Scholarship Postings – Input MCC international student scholarship information on Institute of international Education (IIE) website, ordered premium listing, and tracked all hits. So far, MCC has received 22 inquiries from 17 countries.

*Institute of International Education Fair* to Hong Kong – attended fair, distributed Kulanaa`o brochures, met with alumni (previously hosted on Maui), and followed up with all leads in the form of a personal e-mail.

*Yew Chung International School (YCIS) & Yew Chung Community College of International Studies (YCCC)* – met with the Directors of YCIS and YCCC (in Hong

Kong) and am in the process of developing an Articulation agreement between YCCC and MCC. Am also in the process of developing a “World Classroom” program from the YC International Schools.

Toyama University – Negotiated and developed a student/faculty exchange agreement with Toyama University.

MLI Curriculum – revised MLI curriculum to lengthen classes and combine curriculum. Classes are taught in 80 minute blocks as follows: Vocabulary & Reading, Writing and Grammar, Speaking & Listening, Hula/Hawaiian Studies/Exam Prep, Performing Arts, Film Studies. Incorporated Performing Arts at the Beginner level, and added Test Preparation as an elective.

International Education Committees – gather and input data in Annual International Education Report, IIE Open Doors Report, all surveys relating to international student data.

Counseling - This year, the Maui Language Institute’s Counseling Services program was formalized by hiring two half-time Counselor/Instructors. These counselors serve both MLI’s current population as well as international students in the credit program. MLI’s schedule was restructured this year to a 4-day, 18 hour academic program to allow for the implementation of a 4-phase counseling program whereby, over the course of each semester, the MLI counselors have scheduled meetings with every international student on campus); the benefits include increasing awareness of services available to them, and heightening retention for MLI and the credit program.

The Hybrid Program – The first step in assuring that students have skills sufficient to succeed in the credit program is to raise the standards for admission. The first phase of this was implemented with the fall 2006 MLI students. Simultaneously, The Hybrid Program was developed - a plan for students whose test results were slightly below the new standards. The Hybrid Program enables them to take two days of intensive English classes at MLI, and two classes (English 21 Reading, and English 19 Writing) for college credit.

Short Term Programs Implemented in 2006:

- Mei Ho Institute of Technology (Taiwan), July 6-15, 2006 (18 participants)
- Miyakojima (Okinawa), July 27-Aug 4, 2006 (17 participants)
- Shoei High School (Japan), July 27-Aug 6, 2006 (39 participants)
- Fukuyama (Japan), July 31-Aug 4, 2006 (20 participants)

Short Term Programs Implemented in 2007:

- Shoei High School (Japan) July 26-Aug 5, 2007 (40 participants)
- Miyakojima (Okinawa) July 27-Aug 2, 2007 (13 participants)
- Toyama Jr High (Japan) Aug 20-Aug 24, 2007 (29 participants)
- Psychotherapy (Canada) Dec 27-28, 2007 (10 participants)



### **Student Enrollments/Registrations**

- MLI's unduplicated student registration for 2006-07 is 196.

### **Contribution to Maui Community College's Credit Program**

- **Spring 2006 \$128,502 (531 total credits)**
- **Summer 2006 \$13,310 (55 total credits)**
- **Fall 2006 \$146,963 (523 total credits)**
- **Spring 2007 \$130,944 (466 total credits)**
- **Summer 2007 \$14,760 (48 total credits)**
- **Fall 2007 \$100,320 (321 credits)**

### **Maui Language Institute 2007 – 2008 Overall Plans for Improvement**

#### **2008 Maui Language Institute Areas of Focus**

- Continue to develop Agent Relationships with a focus on Hong Kong and Japan
  - Look to create consistent and stronger communication and visibility with potential agents.
  - Create 2-day campus tours for Agents introducing MLI and MCC.
- Focus recruitment for long term students.
  - Targeting Fair attendees
- Redesign website to streamline with the new design of the MCC site.
- Develop custom designed short term programs
  - Study Abroad in Hawaii
  - Rainbow Studies
  - Hula Camps
  - Spring Break Program

### **Most Recent Promotional Activities**

- IIE Scholarship Premium Listing
- Facebook Promotional Ad
- E-mail follow up with NAFSA contacts
- E-mail follow up on 2007 Hong Kong IIE Fairs participants

### **“Pipeline”**

- Den En Chofu (Japan) Feb/Mar (10 Participants)
- Osaka Gakuen (Japan) Feb/Mar (15 participants)
- Fujimigaoka (Japan) March (25 participants)

- Shoei High School Jul/Aug (40 participants)
- Miyakojima (Japan) Jul/Aug (15 participants)
- Fukuyama Chamber of Commerce (Japan) Jul/Aug (20 participants)
- Fukuyama City (Japan) Jul/Aug (20 participants)
- Hachijojima (Okinawa) Jul/Aug (15 participants)
- Toyama (Japan) August (30 participants)

### **Contracts in Current Negotiations**

- Hong Kong Group (through agent, Ida Lam) July 2008 (25 participants)
- China Group (through agent, Ida Lam) April 2008 (25 participants)
- Nara Gakuen (Japan) March 2009 (120 participants)
- Nara Gakuen (Japan) October 2009 (120 Participants)

### **Ensuring Stability and Long Range Planning for MLI**

Reallocate general funds to support special funded MLI director's position to ensure stability and long range planning of the College's international program. As the College becomes more involved in the recruiting and retaining of international students, this position becomes pivotal to ensure growth and development of our language institute and the international program.

## **Internal Program Review – MCC Apprenticeship Program**

### **2005 – 2006 Summary of Accomplishments**

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

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

Presently the growth of MCC's Apprenticeship Program has increased tremendously due to the demand in the State Construction Industry which require new/replacement jobs that need to be filled through apprenticeship. Enrollments have increased from approximately 290 in 2004 to over 540 in 2006. Presently in 2007 the enrollment has increased to approximately 880. 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, Soldering/Brazing, Pipe-layout, and other specialty courses were also available this past semester to various apprentices attending the fall 2007 semester. These courses were held because the ratio of journey persons to apprentices have decreased and the need of the apprentices to apply certain skills in the field that the journeypersons usually do are now done by the apprentices. The funds earmarked for lectureship costs will help the College continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increase number of classroom and shop spaces required to support the demand in apprenticeship have over taxed shop/classroom equipment and depleted the apprenticeship materials and supplies. This past semester the College has purchased the following equipment:

1. JOBOXES
2. Festool equipment
3. Generators
4. Compressors
5. Computers
6. LCD projectors
7. Bandsaws
8. Drillpress

9. Sawstop Tablesaw
10. Tile cutter
11. Laser engraver

This funding enabled the College to replace equipment which were outdated and/or unsafe and purchase different types of equipment that all the trades can utilize to expand their scope of training. The balance of the equipment and supplies monies are on hold until the spring 2008 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 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 growth of MCC's Apprenticeship Program has increased tremendously due to the demand in the State Construction Industry which require new/replacement jobs that need to be filled through apprenticeship. Although the number of apprentices attending classes in 2007 indicate 880, the number of State registered apprentices here on Maui is much greater. An example can be seen in the carpentry program. Presently there are 257 carpentry apprentices attending classes in Maui County, but as of September 20, 2007, approximately 400 apprentices are members of the Maui Carpentry Union and the majority of the apprentices are working. Some of the reasons why some of the apprentices are not attending classes are due to facilities and instructors to teach specialty courses not presently available. Because it is mandated by the State Legislature that each trade are required to have a certain ratio of journeypersons to apprentices and various unions lack the number of journeypersons/apprenticeship ratio, the trades are requiring their signatory contractors to recruit workers as construction laborers in their specific area of work and are awaiting the present apprentices to become journeypersons before entering new apprentices into apprenticeship agreements. Presumably, apprenticeship

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

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 MauiCC's Apprenticeship Program due to funds from the Construction Initiative. Besides providing Health and Safety courses, the recent Construction Initiative funding from the State Legislature is a tremendous asset that will provide upgrading of equipment/supplies, improve existing College facilities on the Maui Campus for apprenticeship and be critical to the delivery of instruction in various areas.

## **Part II. Program Description**

Apprenticeship Programs differ from other programs at MauiCC 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, MauiCC'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 MauiCC'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, MauiCC, 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 MauiCC 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 MauiCC. 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.

MauiCC'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 MauiCC 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 2<sup>nd</sup> Ed., The Mapping Primer*).

With this in mind, apprenticeship learning outcomes were recently 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 HonCC, MauiCC and HawCC 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, and Maui High School and Baldwin High School carpentry shops. 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, MauiCC’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 carpentry classes are also held on Lanai but the Maui Carpenter JATC is held on Maui. Currently, a construction boom in Maui County has tremendously increased the demand for trained and skilled workers in the construction trades. This is reflected in the enrollment in apprenticeship classes. In 2003, 270 individual apprentices had enrolled in classes. By the end of 2006, an enrollment of at least 537 individual apprentices attended classes. Presently in 2007, approximately 880 apprentices have or are attending classes.

Besides Attending JATC meetings, the MauiCC'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 2007, 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 14.6 apprentices per class (880 apprentices in 60 classes) in 2007. During this period, class size ranged considerably from 3 apprentices to 26 apprentices.

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 has recently questioned the practice of providing instructor's compensation based on class size. The affiliate believes that the law provides that the college should compensate apprenticeship instruction regardless of class size. 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 MauiCC. Many do relocate to Maui due to the job opportunities and construction boom on the island of Maui. On the island of Lanai there is a demand for trained and skilled workers in the construction trades that required the Carpentry Union to request that MauiCC assist with a carpentry apprenticeship class on that island.

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 par-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 is the basis of the data showing an enrollment increase of approximately 325% since 2003 (880 apprentices divided by 270 apprentices). This

growth is also reflected in the increases in the number of classes and the number of instructors that were needed.

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 and operating engineers have ongoing classes for safety/health, and upgrading courses that have apprentices and journeypersons 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 MauiCC 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 MauiCC'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 when the

construction industry is very busy and the overtime pay is greater than the salary offered to the apprenticeship instructors.

A weakness of the program is the lack of proper and current equipment in which to train the apprentices in their appropriate job description.

Another weakness of the program is the limitations of facilities. This is evident on Maui and Lanai, where there is a basic lack of adequate college facilities to support such construction apprenticeship programs. Fortunately, MauiCC has received cooperation and use of DOE facilities (Maui High, Baldwin High and Lanai High Schools). Currently, continued DOE cooperation is critical to the delivery of instruction in this area.

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

## **Part IX. Action Plan**

The use of existing College facilities are improving. The Construction Initiative equipment funding has provided upgrading of equipment in the Auto Body Shop area for the 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 new Construction Initiative funding will assist MCC Apprenticeship Program with the opportunity to provide courses to better prepare the apprentices and journeypersons within the construction industry in the County of Maui.

There is also a plan to 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 (in 2003) to 537 apprentices (in 2006) and presently 880 apprentices (in 2007) which is the basis for expansion and increase in support needed for instructional and related needs of the Program. It is projected that the construction industry will continue to grow in the future. Presumably, apprenticeship recruitments and enrollments will continue to expand in conjunction with this projected growth.

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