

OCET



2012 PROGRAM review



OCET

people + programs = profit

OFFICE OF CONTINUING EDUCATION & TRAINING

EDVENTURE

MAUI LANGUAGE INSTITUTE

APPRENTICESHIP

SUSTAINABLE INSTITUTE OF MAUI



UNIVERSITY of HAWAII®
MAUI COLLEGE



Office of Continuing Education & Training (OCET) University of Hawaii Maui College
Annual Program Review
 September 2011 – August 2012

Table of Contents

Executive Summary

EdVenture.....3
 Maui Language Institute.....5
 Apprenticeship Program.....5
 The Sustainable Living Institute of Maui (SLIM)7

UH Maui College OCET - EdVenture

Program Review Approach.....8
 EdVenture Wildly Important Goals.....10
 EdVenture Quantitative Indicators11
 EdVenture Outcomes12
 Trends & Challenges, and a Look at State Data.....17
 Program Data Analysis20
 Strategies and Action Items25
 Memberships and Partnerships27

Maui Language Institute

Overview of MLI28
 Overview of MLI's Programs.....31
 Overview of MLI's Students & Curriculum35
 Overview of MLI's Connections38
 Overview of MLI's Assessment39
 Overview of MLI's Accomplishments41
 MLI's S.M.A.R.T. GOALS44
 MLI Summary and Ultimate Goal45

Apprenticeship Program

Executive Summary of Program Status.....46
 Program Description.....47
 Quantitative Trend Data.....51
 Assessment Results for Program SLO's.....52
 Assessment Results for Course SLO's.....52
 Analysis of Program.....53
 Action Plan.....54
 Budget Implications.....55

The Sustainable Living Institute of Maui (SLIM)

Overview of SLIM56
 SLIM Training Programs57
 Programs and Projects58
 Sustainable Business Program63
 Intern And Scholar Programs64
 Overview Of Slim S.M.A.R.T. Goals 2011-201265
 Key Sponsors And Partners66

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EXECUTIVE SUMMARY

This is the Program Review for the University of Hawaii Maui College, Office of Continuing Education and Training. The review year is defined as September 2011 through August 2012.

There are four major program areas within the Office of Continuing Education and Training – EdVenture, Maui Language Institute, SLIM, and the Apprenticeship Program.

EdVenture

EdVenture's goal is to create new, interesting, lucrative courses and workshops that address workforce needs and personal enrichment, and market them to our community and the world. The team is market driven, focused on life-long learning, and continually challenges the traditional limits of education to develop new and innovative strategies for creating dynamic learning environments for the life-long learner.

The EdVenture team is lean, and we continue to identify talents to ensure that people are in the right seats on the bus. Talents on the team are diverse and complement each other. Our goals is to have all team members have a sense of accomplishment, a sense of belonging, and a sense of contribution.

In January of 2012 a new creative designer and program promoter joined the team improving the quality of our marketing efforts. Having his consistent focus on program marketing the team will be able to analyze data in a timely manner and drive marketing decisions based on real time customer data. For the past four years the team has utilized casual hires on a part time basis to handle catalog development and marketing, and each year the proposed strategy has been to focus on marketing and promotions, to implement ideas on generational marketing, e-newsletters, constant contact notices, specific class promotions, and more. Having one full time person in house to manage all of our marketing efforts, catalog production, website maintenance and public relations has enabled EdVenture to take our marketing strategy to the next level.



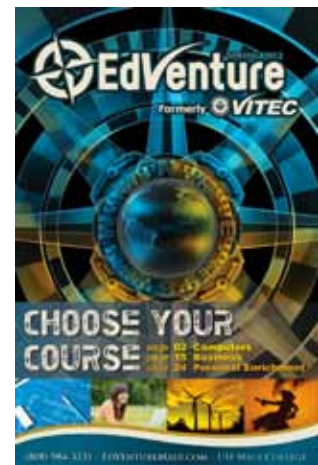
Self Portrait by Marc Antosch



EdVenture Fa11 2012 Catalog Cover



EdVenture Summer 2012 Catalog Cover



EdVenture Spring 2012 Catalog Cover



Marketing Enhancements

- Catalog quality has increased while production costs have dropped by 10% since the Fall 2011 cycle.
- Utilizing social media EdVenture has broadened its reach to include 182 friends
- Partnerships have been strengthened with MEO, MCBRC, MHLA and Ed2go yielding new classes and expanding the diversity of our program promotions, which will hopefully boost enrollments in our Business and Computer classes.
- Integration of video and class specific imagery will soon assist in advertising our class offerings and be available for our website after implementation of our new online registration system.
- A focus group is being assembled to assist in aligning our class offerings with specific needs of Maui's community.
- Attendance at business and career fairs has increased our involvement and exposure within the business community.
- New specific/targeted advertising techniques have been used to market EdVenture's "bigger ticket" programs with successful results.(Active.com, Valley Isle Runners Club, etc.)
- A monthly article is published in the Maui Weekly entitled EdVentures on Maui which gets information out to the public of our latest news, programs and classes.
- New strategies are being initiated each cycle (i.e: catalog "drop-off" distribution to over 300 Maui businesses)

We have exciting news regarding our long awaited online registration software system. Destiny Solutions has been chosen as the University of Hawai'i system-wide online registration software vendor. We expect to begin implementing Destiny One in early 2013.



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With back and front-end functionality, Destiny One will manage and optimize our business processes and empower us to effectively engage our students while equipping our staff with the tools and information needed to rapidly respond to market opportunities. 2013 looks promising!



Maui Language Institute

It has been ten years since the inception of the Maui Language Institute, in its current manifestation. The following report traces the development of the Institute from 2006-2011. The report covers: 1) an overview of MLI including its mission and relationship to UHMC's strategic plan; 2) an overview of MLI's programs including tuition revenue generated by the short term programs, the SAM (Study Abroad on Maui) programs, and MLI's fiscal contribution to the college as a whole; 3) an overview of MLI's students and curriculum, including countries of origin, as well as local and international connections; 4) an overview of MLI's assessment, quality standards, and continued improvement strategies; 5) an overview of MLI's accomplishments over the past 6 years, including developments with the SAM program, and the International Office of International Services; 6) and, an overview of MLI's S.M.A.R.T. goals for the future, including 1) retain Osaka Gakuin University as a feeder school for MLI's Fall I session in the future; 2) recruit a university that would serve as a feeder for one of MLI's Spring sessions; 3) recruit FI students for both MLI and the UHMC credit program through conferences and workshops; and 4) recruit FI students and globalize campus through the establishment of the Office of International Services.

This report will illustrate that MLI has never been fiscally more sound.

It also recognizes MLI's formidable contribution to the credit program and the Institute's ongoing pursuance of stable Instructor and staff positions.

Apprenticeship Program

A major component of the Construction Initiative was to improve and expand Apprenticeship Training. UH Maui College's Apprenticeship Program provides the related instruction portion of Apprenticeship Training to all active construction apprenticeship programs within the County of Maui that applies at the College and who are pursuant to the State of Hawaii's Apprenticeship law.

Presently the growth of UH Maui College's Apprenticeship Program has decreased due to the down turn in the State Construction Industry which did not require any new/replacement jobs that need to be filled through apprenticeship. Enrollments have decreased from approximately 880 in 2007 to about 420 in 2011. Presently in 2012 the apprenticeship enrollment is approximately 297.

This down turn in apprenticeship enrollment has occurred with increases in a combination of Apprenticeship/Journey Worker Up-grading, Health and Safety enrollments in training programs that are currently affiliated with the College. Besides the standard apprenticeship classes that are requested by the various trades, many trades are offering Welding, AutoCAD, Soldering/Brazing, Confined Space, Driver Program Improvement, Pipe-layout, Med-Gas, Rigging, Forklift certification, AWCI certification, Hazardous Materials, Fall Protection, Scaffolding, Rough Terrain certification and other specialty courses were also available this past semester to various apprentices attending the fall 2012 semester.

These courses were held because the ratio of journey persons to apprentices have decreased and the need for apprentices to apply certain skills in the field that the journeypersons would have completed in the past are now being requested of the apprentices. The funds earmarked for lecturership costs will help to continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increased number of classroom and shop spaces required to support the demand in apprenticeship and journey worker training have over taxed shop/classroom spaces. In 2011 and this past semester, UH Maui College's Apprenticeship Program have used apprenticeship funds to purchase building materials and supplies to improve storage areas for the masons, plumbers, carpentry programs and campus classroom areas that are used by the Apprenticeship Program. Besides building materials and supplies, media and other equipment were also purchased.

The past Construction Initiative funding enabled the College to replace equipment that are outdated and/or unsafe and purchase different types of equipment that all the trades can utilize to expand their scope of training.

Presently, budget cuts and the end of the Constructive Initiative funds have impacted UH Maui College Apprenticeship Program funding. The UH Maui Apprenticeship Program has informed the trades that it no longer can assist with purchasing of equipment and supplies to supplement all their apprenticeship programs. Due to budget cuts, the bulk of the equipment and supplies monies are on hold for the spring 2013 apprenticeship classes.

The UH Maui College Apprenticeship Program is awaiting the trades to complete their spring 2013 class rosters in order to calculate the lecturer salaries for the spring semester. After the spring 2012 semester starts, the budget will be reviewed again, to determine if sufficient funds are available to pay all the lecturers. If there are insufficient funds in the apprenticeship budget, the apprenticeship equipment and supply budget will be used to pay for lecturer salaries. If there is a shortage in the apprenticeship funds, other funds from the campus will be required to pay for the lecturers because the apprenticeship programs are mandated by the State.

Once the lecturer funds are calculated and the spring 2013 begins, equipment and supplies will be purchased if funds are still available. Most of the projected equipment and supplies 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/supplies requested, with continued planning and development with the trades and industry, UH Maui College Apprenticeship Program will assist with the opportunity to provide courses to better prepare the apprentices and journeyperson within the construction industry in the County of Maui.





The Sustainable Living Institute of Maui (SLIM)

The Sustainable Living Institute of Maui (SLIM) has been working diligently to bring greater sustainability to the islands of Hawaii since its inception in 2005. As an institute of the University of Hawaii, and with the guidance of the SLIM Steering Committee, SLIM has already achieved many of its long-term goals and helped to change the landscape of sustainability training programs to the Maui Nui community and across the Hawaiian Islands.

Through our community partnerships with public and private sectors, as well as with other non-profit organizations, SLIM's impact has been far and wide. The following report covers SLIM's activities since 2010. It reviews SLIM's mission and goals and highlights many of its recent accomplishments. It provides an overview of the sustainability training programs that have been developed, the number of students trained, and the various projects that SLIM has completed over the last several years.

SLIM's foundation is strong, and we are excited to move into the future expanding our current programs and developing new sustainability programs while working with the Maui Nui community to bring greater sustainability to the Hawaiian Islands.

Conclusion

As the Director of the Office of Continuing Education and Training, I continue to be truly honored and humbled to work with a team that is second to none. I am proud of each person's ability to step up to the plate and do what needs to be done. This past year has been a year of challenges, change, and opportunities. I will continue to stress the need for team members to grow professionally and personally. Each member of the team continues to strive to live our team values and mission, and truly cares about providing learning opportunities for the lifelong learner of Maui County and beyond.

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



OCET - EDVENTURE

PROGRAM REVIEW 2011-2012

UH MAUI COLLEGE OCET - EDVENTURE

Office of Continuing Education & Training (OCET)

University of Hawaii - Maui College

Review Years: September 2011 – August 2012

Compiled by Lori T. Teragawachi, Ed.D. in collaboration with EdVenture, MLI, SLIM, & Apprenticeship

Program Review Approach

The Office of Continuing Education and Training (OCET) provided a Comprehensive Program Review as one of three pilot programs in September 2004 and again in September of 2009. Submittals of standard Program Reviews occurred for:

September 2004 – August 2005 in fall 2005

September 2005 – August 2006 in winter 2006

September 2006 – August 2007 in winter 2007

September 2007 – August 2008 in fall 2008

September 2009 – August 2010 in fall of 2010

September 2010 – August 2011 in fall of 2011

This Program Review will cover September 2011 – August 2012.

OCET continues to adopt the business model of strategically assessing our internal programs and services with the facilitation of weekly WIG meetings and strategic planning retreats utilizing the SWOT analysis on an annual basis. For the last five years, the strategic planning retreats have involved the entire team of OCET/EdVenture. This strategy continues as we live the guiding principle of “involvement = commitment”.

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

OCET/EdVenture Mission

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

University of Hawaii Maui College Mission

We inspire learning. University of Hawaii Maui College inspires students to apply skills and knowledge in pursuit of personal, academic and career goals in a life-long learning environment that emphasizes community engagement, sustainable living, Native Hawaiian culture, and global perspectives.

OCET/EdVenture Vision

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

University of Hawaii Maui College Vision

We envision a college where inspired learning develops knowledgeable, skilled, and compassionate students, prepared to take on the emerging challenges of their communities and the world through leadership, problem solving, and innovation.

EdVenture Values

Integrity, Professionalism, Creativity, Cooperation, & Passion have been the values the EdVenture team aspires and holds close to their hearts. Working well together is a critical key to the success of our division and this past year the team utilized Patrick Lencioni's work on the Five Dysfunctions of a Team. Last year the group was assessed as a whole and there was room for improvement in the areas of Trust, Dealing with Conflict, Commitment, Accountability, and Results. For six months following the assessment, specific behaviors pertaining to each area were shared via emails and they were reminders of the team's commitment to build a stronger and more effective team. Recently the individuals of the team were also assessed and those results will be shared during the month of November.

UHMC Values

Malama - To take care of, tend, attend, care for, preserve, protect, beware, save, maintain: care, preservation, support, loyalty: custodian, caretaker, keeper.

Mana'olana - Hope, confidence, expectation; to hope.

Lokahi - Unity, agreement, accord, unison, harmony; agreed, in unity.

Aloha - Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity.

Kuleana - Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification.

Pono - Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification.

Contribution of OCET/EdVenture to the Mission and Vision of Maui College

- EdVenture contributes to the mission and vision of Maui College by being the entrepreneurial arm of the college that offers continuing educational opportunities to a diverse community of lifelong learners.
- Programs are also designed to entice individuals to become students of the college.
- EdVenture works hard to sustain programs that meet the needs of the community and perform at a level of excellence.
- Each program area within EdVenture is expected to result with a net profit.

EdVenture's Purpose

To provide continuing education, which includes various certifications through the following programs:

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

As stated in the Community Colleges Faculty Classification Plan

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

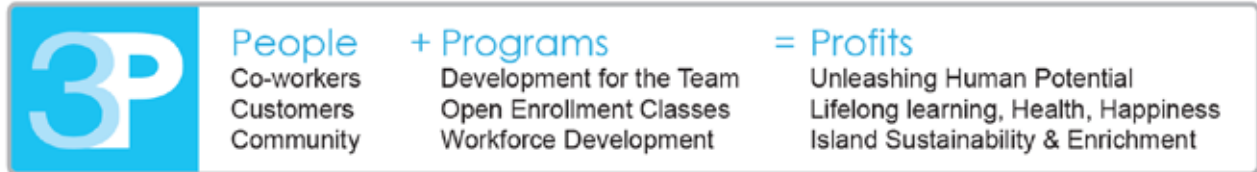
Therefore, the EdVenture team takes pride in being innovative and creative with finding new ways to generate revenue and promote and market the various programs that are offered. Weekly meetings are conducted to review the data that help to determine actions that must be taken along with reviewing leading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

EdVenture Wildly Important Goals (WIGs)

Since 2007 the team has strategically determined a specific focus for the coming year. Wildly Important Goals (WIGs) are created and performance measures are reviewed and aligned to the goals. During this year's retreat we determined that our current WIGs needed to be simplified from:

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

To: **People + Programs = Profits**



Performance Measures:

1. Increase registration numbers 3% from previous year (programs)
Less than 20% class cancellation (programs)
Greater than 25% repeat student rate (people)
Greater than 98% student satisfaction (people)
2. Greater than 98% trainer satisfaction (people)
3. Improve employee Gallup Survey results from 4.3 to 4.6 (people)
Improve Team Assessment average score to the medium range (programs)
4. Acquire an operating margin of 40% with a net of 5% after salaries (per the LERN formula - profits)
Hold consistent cash balance of \$300,000. (profits)

These performance measurements are reviewed weekly and annually to determine if modification should be made. The process continues to encourage the team to reflect on their individual actions and impact to these performance measures. This coming year, the goal will be to truly understand the leading indicators that impact the lagging performance measures.



The *foolish* way to make money: Throw money into the air.



The *proven* way to make money: People + Programs = Profits

Quantitative Indicators for Program Review

Performance Standards

Office of Continuing Education and Training								
	68	69	70	71	72	73	74	75
	Spring 10	Sum 10	Fall 10	Spring 11	Sum 11	Fall 11	Spring 12	Sum 12
	Jan-May	May - Aug	Sept - Dec	Jan-May	June-Aug	Sept-Dec	Jan-Apr	May-Aug
Customer Satisfaction								
Tot. # of open enrollment students served	1704	1071	1377	1486	1281	1437	1586	1239
Number of enrollments (classes yet to happen)								
Previous (seasonal) cycle + 3%	1956	1408	1314	1755	1103	1418	1376	1387
Tot. # of APEC attenders						449		
Tot. # of C4K students served	17	59	0	0	22	74	69	92
Number of C4K enrollments (yet to happen)								
% of Trainers satisfied on survey				98.77%	100.00%	100.00%	98.81%	100.00%
% of Students satisfied on survey	97%	98%	97.08%	98.56%	98.50%	99.53%	100.00%	100.00%
% of Students returning (annual)			18.5%			16.3%		
MLI								
# of MLI students	22	18	214	28	22	55		
# of students trans. to credit	7	3	12	3		3		
# of MLI students graduated/system trans	4	0	5	9				
Ed2Go								
# of On-Line classes	52	82	29	36	38	23	45	35
# of On-Line students	53	72	31	42	38	27	58	34
Process Improvement								
Tot # of open enrollment classes offered	226	177	214	240	150	232	214	202
Tot # of open enrollment classes-LAH	2	3	0	1	1	3	2	5
# of C4K Classes Offered	3	5	1	0	3	6	14	15
# of C4K Classes CXLD	2	0	1	0	2	0	6	2
% of cancellations	40.18%	35.58%	37.38%	36.67%	21.43%	33.03%	30.66%	36.45%
% of cancellations - LAH	50.00%	66.67%	100.00%	100.00%	0.00%	66.67%	0.00%	60.00%
# of new workshops offered	38	38	48	56	34	39	39	29
Dollars spent on brochures	\$25,841	\$26,126	\$22,899	\$25,079	\$25,652	\$24,430	\$22,285	\$22,478
Financial Accountability								
Total # of Contract		Calendar end 2010	40	Calendar end 2011	49	Calendar end 2012		
Tot. # of Contract students served		Calendar end 2010	320	Calendar end 2011	412	Calendar end 2012		
MLI \$ generated for credit/semester	\$42,569	\$23,780	\$189,600	\$32,438				
Net Inc collected C4K	1,028	11,165	17,774					

Account List

Accounts	6/30/11	7/31/11	8/31/11	9/30/11	10/31/11	11/30/11	12/31/11	1/31/12	2/29/12	3/31/12	4/30/12	5/31/12	6/30/12
015018 VITEC/Open "S"	94,122	99,869	96,213	101,554	115,997	79,888	93,717	108,377	156,793	153,665	122,468	111,213	148,825
015016 OCET Contracts	13,920	13,920	17,873	23,476	22,255	24,636	24,202	32,051	36,044	36,647	38,273	30,696	30,148
022814 Conference Center	101,725	79,857	66,653	51,145	57,435	56,804	39,829	37,244	31,954	31,068	26,879	-17,468	-16,601
015020 Facility	54,292	62,037	62,183	62,584	63,607	64,420	74,542	76,249	76,286	76,407	79,744	88,454	57,331
015014 Admin	9,861	9,639	9,640	9,293	8,955	8,425	8,293	7,886	7,890	7,453	7,459	7,443	7,190
Sub-total EdVenture	273,920	265,322	252,562	248,052	268,249	234,173	240,583	261,807	308,967	305,240	274,823	220,338	226,893
016670 MLI "S"	127,797	169,262	176,588	179,481	175,045	166,271	156,183	196,089	209,807	212,001	212,841	194,197	171,899
022929 MLI "R"	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504	1,504
015994 MLI App Fee	14,878	14,878	15,407	15,681	15,911	16,289	16,745	17,351	17,660	18,190	18,278	18,663	18,747
Sub-total MLI	144,179	185,644	193,499	196,666	192,460	184,064	174,432	214,944	228,971	231,695	232,623	214,364	192,150
017632 Ka Ipu Kukui	34,661	14,661	14,666	21,163	22,570	22,401	24,260	24,145	21,684	21,082	20,189	19,835	21,089
023086 PIN	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285
142252 Community Svc +	146,868	0	0	0	0	0	0	0	0	0	0	0	148,943
142242 Apprenticeship G+	182,650	0	0	0	0	0	0	0	0	0	0	0	161,801
263762 Apprenticeship T/F+	118,789	1	1	1	1	1	1	1	1	1	1	1	114,923
TOTALS *	456,045	468,912	464,012	469,166	486,564	443,923	442,560	504,181	562,907	561,302	530,920	457,822	443,417

* Balances are total expenses, not funds available

* Final three account funds not included in total

661907 SESP													64,191
279392 Rapid Response (Admin)			0	22,230	19,760	16,340	16,340	7,030	7,030	7,030	7,030	7,030	7,030

EdVenture Outcomes

Sustained Superior Performance

- Overall registration numbers increased from 4,144 to 4,262 from the previous year. The Fall and Spring cycles carried a slight increase, but the Summer cycle of 2012 dropped from 2011. We will continue with the goal of increase registration by 3% for the coming year.
- The cancellation rate increased from an average of 32% to 33.5% this past year. This continues to be disheartening and the strategy will now be to promote new classes for no more than 3 cycles - if the class is canceled due to low enrollment, it will not be offered again unless a trend or need appears. We also learned that increasing the total number of classes offered, does not equate to an increase in enrollment.
- The goal set last year was to have a balance of no less than \$300,000 in the EdVenture "S" accounts. We missed this goal by \$79,385. This is partially due to a JV of \$20,000 from the Ka Ipu Kukui account to the open account that was not completed by year end, and the assistance of \$30,000 we provided to the Culinary deficit. Otherwise we would have been only \$29,000 short of our goal.



Activities and Other Methods Implemented to Increase Enrollment:

- Placed brochures at the library and the DMV, both being areas that are highly visible to potential students.
- The team attends and audits classes to better promote classes to others & quality audits the classes.
- Flyers are designed, created and posted to promote classes. e-Flyers are also sent to the instructor to share electronically. e-Flyers are also posted on EdVenture's facebook page.
- Catalogs were mailed to 2,500 businesses, some of which are in publicly viewable areas (i.e. medical offices, reception areas, waiting rooms etc).
- Catalog covers are designed to be visually appealing to entice the viewer to open and review our classes and programs. Business Success Stories have been added as a testimonial article that details how our classes have helped local businesses.
- Promotions were occasionally offered and designed at the end of the cycle to motivate students to take more classes with use of special discounts (Get 3 classes for the price of 2).
- Created a radio spot that gets prime airtime on 102.9FM daily.
- Targeted marketing by means of email blast (with targeted email lists) in addition to the use of social media has broadened our reach while honing in on offering specific class categories to appropriate students (i.e: All 7 Habits for Manager's students received an e-blast of the 5 Choices class (a follow-up training to the 7 Habits).
- Continue to enhance software training offered providing new advanced technology courses including programming languages, mobile app development, advanced web development tools, & CompTIA information technology training and certifications.
- Promoting online courses alternatives to students who enroll in classes we must cancel due to low enrollment - retaining these students and earning profits for each online enrollment.
- Income statements for each program area were developed and programmers are accountable to the financial success of each program.
- Working directly with public school counselors and teachers to promote and get input for College for Kids program; continued efforts to do niche marketing to specific teachers and/or programs at public & private middle and high schools. Acquiring direct input from parents & students regarding content.

- Partnering with Maui Economic Opportunity's/SBDC's Core Four program to provide next level training to new business start-ups, in addition to working with the Maui County Business Resource Center to offer classes that follow their basic intro courses.
- Provide Opportunities for the Community to come to the Campus and experience what we have:
Apple Institute for Maui Educators
CompTIA Windows operating system information technology Boot camps
- Showcase of Business classes for Business Leaders at no cost for class promotions
- College for Kids promoted at RAP (Read Aloud America) meetings and Parent's Night at elementary and high schools, and various presentations to educators.
- College or Kids information presented to Middle and High School Counselors at their meetings on UHMC campus. Provided flyers at UHMC campus events that pull in parents of Gr. 4-12 students.
- Targeted Baby Boomers and Retirees - Since baby boomers and retirees have time on their hands and are generally financially stable, we offer engaging classes to satisfy their interest in adventure and continuous learning opportunities – we continue to develop classes with this in mind, along with topics on financial planning, staying healthy and staying active.
- Offering online introduction to computers and basic level courses for students over 55.
- Targeted Veterans - Offering Veterans 20% discount on EdVenture classes and working in partnership with Maui County Resource Center to provide information to Veterans.

Actions taken to Reduce Cancellation Rates:

- Re-negotiating the costs of operating courses for example: trainer pay when registration is at the break-even or less point. Always try to make the class “go” to improve customer satisfaction – just so long as we can make enough to pay the trainers.
- A free Maui News “Focus” ad appears on Saturdays highlighting Business and Computer classes for the month. A Sunday Maui News Ad reflects the week ahead in all upcoming classes, with an emphasis on low enrolled classes.
- Monthly e-blast is created mid month for all computer and business classes scheduled for the coming month.

Actions implemented that created less time-consuming methods for registration:

- Destiny One online registration system has been selected and the purchasing is in process now. We are eager to begin implementing the software system in the early part of 2013. Destiny One will allow us to cross promote analogous courses similar to the “you might also be interested in” online marketing strategy that Amazon.com employs, and we also want to include video testimonials to create a much more dynamic and interactive website. The team will continue to dream of creative strategies to utilize the online system once it gets here.
- Telephone Registration process improvements - all staff is now doing data entry for registrations while answering phones to reduce redundant effort.

Implemented NEW Catalog Distribution Strategies:

- Added 2500 Businesses to the catalog mailing which has increased registrations of business classes.
- Catalogs are mailed out 4 weeks before the first class. This allows ample time for students to register for a class and fit it into their schedule.

Intensely Loyal Customers

- The goal of 25% repeat customers was not met for fiscal year 2011-2012 with a repeat rate of 16.3%
- Student satisfaction and trainer/facilitator satisfaction was above 98% therefore this goal was achieved.

Initiatives taken to include instructors to the OCET Ohana:

- We continue to host New Instructor Orientation that includes instructor training techniques and tidbits. Topics are selected to enhance the training experience.
- Program developers continue to call all first time instructors to see how their classes were and thank them for being a part of the OCET Ohana.

Initiative taken to honor our Repeat Customers:

- We invite our best students into our Premier Student group (our base). We give them opportunities to suggest ideas and share what their needs and wants are.
- 10% Discounts – we have created numerous ways to acquire a discount.
- Implement customer's requests – for example: we change beginner computer classes to be longer and adjusted our intermediate classes to a shorter duration also making them more affordable and increasing the revenue up front.
- Instructors are reminding students of the EdVentureMaui.com (and EdVentureMaui.org) website to check out additional classes.

Online Training Initiative:

- We have launched our online/distance learning training initiative which we deliver in partnership with Gatlin education. We are now promoting courses in all of our open enrollment program areas on the web and in our print catalog.
- We have developed the following pricing strategy for our Ed2Go online course catalog; Identify all courses that are similar or identical to our own in house courses & price them competitively (at a slightly lower amount) in order to insure that we do not compete with ourselves.
- Price most of the online courses so that we are making at least as much as Gatlin makes on the course (if not more). For example: Each course that costs \$65.00 is priced \$129.00 or higher.
- Combine expertise in subject area and market research to determine appropriate price points for each course.
- Apply LERN's price break information to set the exact prices, in other words adjust all prices to just below the LERN price breaks.

This approach is new so we do not yet have any meaningful metrics for measuring how effective this is. We do plan to track this in our monthly performance reports and to measure our online enrollment rates for winter.

Winning Culture

The OCET/Edventure team continues to grow and strive to become the most effective team possible. Communications is open and trust among the team continues to develop. Members of the team are committed to this development. Members take the initiative to call meetings when needed and there are regular staff and marketing meetings to ensure they are sharing their projects cross-functionally and individual talents are leveraged. Members believe in the mission and are passionate in their contribution to the team and the community they serve.

Weekly 20 minute WIG meetings helps to focus all team members on performance measures and areas that need to be addressed. The team continues to create a culture of shared accomplishments, a sense of belonging, and individual contribution to the team's success.

The Gallup Survey was implemented again this year. In last year's performance review it was noted that the team would complete this assessment every other year. The average this year was 4.2 on a scale of 1 to 5. The goal set was to get within a range greater than 4.3 therefore this goal was missed by 0.1

Distinctive Contribution

Through EdVenture's customized classes and consultative services, the goal is to create a distinctive contribution to our community, assisting businesses to succeed and affecting economic growth and development. This past year the OCET team continues to develop partnerships with various organizations striving to make win-win agreements for all to benefit.

Ka Ipu Kukui Fellows Program

Another successful year of the Ka Ipu Kukui Fellows Program graduating 12 new Fellows. This year completes the fifth year of the program with a total of 59 graduates. In August of 2012, 16 new Fellows make up year six of the Ka Ipu Kukui Fellows. This Program also received \$15,000.00 in grant funds from the County of Maui.

College for Kids

College for Kids has ventured into a new strategy of offering SATURDAY classes. PTP (Personal Transition Plans) workshops to high school students who have fallen behind or just want more individual help, Personal Best: Notetaking, Personal Best: Study Tips, computer programming and Culinary, and Being a Better Babysitter classes are a sampling of our new classes. The initial results of these workshops are very promising. OCET continues to recognize that having a College for Kids program is the right thing to do and truly prepares students for a future in our system. Students regularly are exposed to a variety of UHMC programs with walking field trips to various departments and guest speakers from selected credit classes. The end result is a reduced fear of college life, new strategies (i.e. knowing what the college degrees are) for thinking about graduating, not just attending college, and understanding the value of taking distance learning classes here on Maui.



A Financial Look at the past five years:

Revenues by Department FY12: (Please note that \$33,432 from the Facilities account assisted Culinary's payment towards their deficit.)

FY12	Personal Enrichm't	Business	Computer	College 4 Kids	Open	Confrence	Contract	Sub-Total	Facilities	Total	MLI
Revenue	180,446	399,250	209,519	15,703	770,047	1,172	33,699	804,918	36,471	841,389	347,790
Payroll	177,825	262,222	180,330	12,031	623,724	0	8,684	632,408		632,408	262,902
Other	40,323	87,779	40,891	6,058	170,244	0	4,807	175,051	33,432	208,483	37,916
Ttl Expense	218,148	350,000	221,221	18,090	793,968	0	13,491	807,459	33,432	840,891	300,818
Net Income	-37,703	49,250	-11,702	-2,387	-23,921	1,172	20,207	-2,541	3,039	497	46,972

Note: Conference and Contract figures included in Business.

FY11	Personal Enrichm't	Business	Computer	College 4 Kids	Open	Confrence	Contract	Sub-Total	Facilities	Total	MLI
Revenue	119,611	337,115	207,918	18,847	575,700	90,855	16,936	683,491	24,872	708,363	293,502
Payroll	120,391	188,880	140,568	5,381	442,554	10,787	1,879	455,219		455,219	218,797
Other	38,803	115,403	45,306	1,734	142,639	58,258	350	201,247		201,247	48,469
Ttl Expense	159,194	304,283	185,874	7,115	585,193	69,044	2,229	656,466		656,466	267,266
Net Income	-39,583	32,832	22,043	11,732	-9,493	21,811	14,707	27,025	24,872	51,897	26,235

Note: Conference and Contract figures included in Business.

FY10	Open	Conference	Contract	Sub-Total	Facilities	Total
Revenue	526,115.14	108,426.17	7,035.12	641,576.43	24,727.05	666,303.48
Payroll	405,767.80	32,176.09	7,927.66	445,871.55		445,871.55
Other	147,870.44	40,460.45	350.00	188,680.89		188,680.89
Total Expense	553,638.24	72,636.54	8,277.66	634,552.44		634,552.44
Net Income	-27,523.10	35,789.63	-1,242.54	7,023.99	24,727.05	31,751.04

FY09	Open	Conference	Pace	Sub-Total	Facilities	Total
Revenue	801,496.82	68,441.57	-4,924.80	865,013.59	28,099.77	893,113.36
Payroll	413,937.96	59,593.11		473,531.07		473,531.07
Other	164,870.63	35,449.58		200,320.21		200,320.21
Total Expense	578,808.59	95,042.69		673,851.28		673,851.28
Net Income	222,688.23	-26,601.12	-4,924.80	191,162.31	28,099.77	219,262.08

FY08	Open	Conference	Pace	Comptech	Sub-Total	Facilities	Total
Revenue	684,061.69	94,336.26	-9,914.34	23,467.88	791,951.49	14,957.99	806,909.48
Payroll	448,893.00	49,895.71		0.00	498,788.71		498,788.71
Other	137,245.70	20,947.43		442.65	158,635.78	387.44	159,023.22
Total Expense	586,138.70	70,843.14		442.65	657,424.49	387.44	657,811.93
Net Income *	97,922.99	23,493.12	-9,914.34	23,025.23	134,527.00	14,570.55	149,097.55

Ideal Percentages

This Ideal Percentage Chart is being used for the Open Enrollment Classes of OCET. Please note that this does not include contracts or customized programs.

When comparing OCET results with the “Ideal Percentages” chart recommended by LERN:

Ideal Percentages:		FY10		FY11		FY12	
Income	100%	\$ 526,115.14	100%	\$ 575,700.09	100%	\$ 770,047.39	100%
Promotion	10-15%	\$ 81,949.21	16%	\$ 62,058.86	11%	\$ 72,367.02	9%
Production	45-50%	\$ 205,948.52	39%	\$ 174,519.83	30%	\$ 337,626.53	44%
Direct Costs	60%	\$ 287,897.73	55%	\$ 236,578.69	41%	\$ 409,993.55	53%
Operating Margin	40%	\$ 238,217.41	45%	\$ 339,121.40	59%	\$ 360,053.84	47%
Administration	35%	\$ 347,607.10	66%	\$ 347,732.61	60%	\$ 383,974.42	50%
Net	5%	\$ (109,389.49)	-21%	\$ (8,611.21)	-1%	\$ (23,920.58)	-3%

Grant Funds Include:

- A&B Foundation \$22,500
- SESP Funds \$298,590 (total)
- Apple Authorized Training Center \$27,430 from PCATT
- Rapid Response Funding for 7 Habits for Managers totaling \$29,640. (Over the past 4 years approximately 949 managers in Maui County have been exposed to 7 Habits for Managers 2-day leadership training program.)
- RDP Funding for APEC Training \$48,530. (Providing APEC Training to all Airport Security and Service Personnel, and Hospitality Service Providers in Maui County – over 550 people were trained.)
- Computing Technology Industry Association (CompTIA) training and certification boot camps that address the growing need for industry standard information technology certifications.
- Web development training with current tools (beyond basic XHTML) for example:
 - Joomla, a free and open source content management system (CMS) for publishing content on the World Wide Web and intranets and a model–view–controller.
 - PHP which uses object-oriented programming (OOP) techniques.
 - MySQL Embedded Server in Network Management
- Offering additional networking, programming and database development technology courses for advanced computer students online.
- We are the only Apple Authorized Training Center in the state and we offer IT Training for Mac OS.



Trends & Challenges

During the strategic planning retreat the team discussed trends and challenges EdVenture should be aware of in five major categories – Technology, Economy, Environment, Competition, and Customer.

Technology

Trends in continuing education nationwide include a shift towards utilizing video in both online curriculum development and marketing. Text based online classes are slowly moving into a more dynamic, multimedia approach to engage students while learning subject matter online. Another trend is using social media platforms like facebook/twitter as not only a marketing tool, but as a way to engage with students and evaluate their experience taking classes and gain their input when creating classes. Blended learning opportunities are growing to address the different learning styles of the adult learner. Cloud computing and mobility is a growing market trend – traditional desktops are giving way to alternative devices, software as a service SAAS, and cloud based collaboration tools & file systems.

Economy

The downturn in the economy continues to impact education. Less time is available for continuing education with second jobs and longer hours, and exhaustion of the workforce is a nationwide problem. In addition, students are turning to online alternatives to traditional classroom presentations as a way to learn on their own time, and at a less expensive rate. We must continue to assist the growth of small businesses.

Environment

We live on the best island of the world and there is an increase in the number of non-stop flights to Maui. Maui is the neighbor island that is visited the most and more money is spent on this island outside of Oahu. More people are also thinking “green”.

Competition

Adopting online course alternatives is essential to bridge the digital divide. Our strategy will be to partner with service providers in our community, versus compete with them.

Customer

Our strategy will be to focus on developing our workforce. The majority of students that take our classes are female ages 31-55. We need to continually assess “who our customers are” and look to meet their needs and desires.

A Look at the Data:

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

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

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

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

Generate Energy = 129

Reduce Pollution = 349

Energy Efficiency = 620

Education and Support = 118

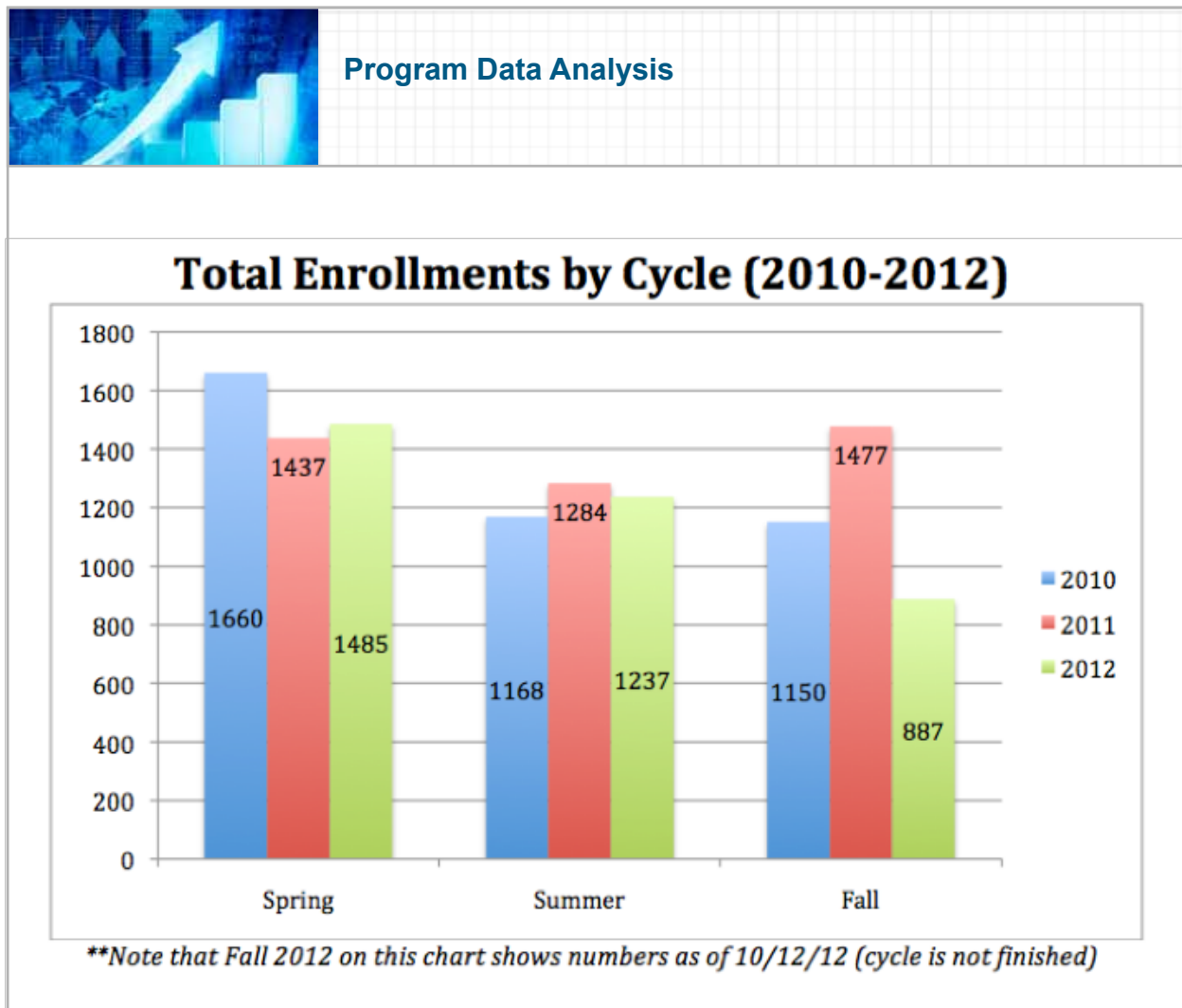
Natural Production = 1,383



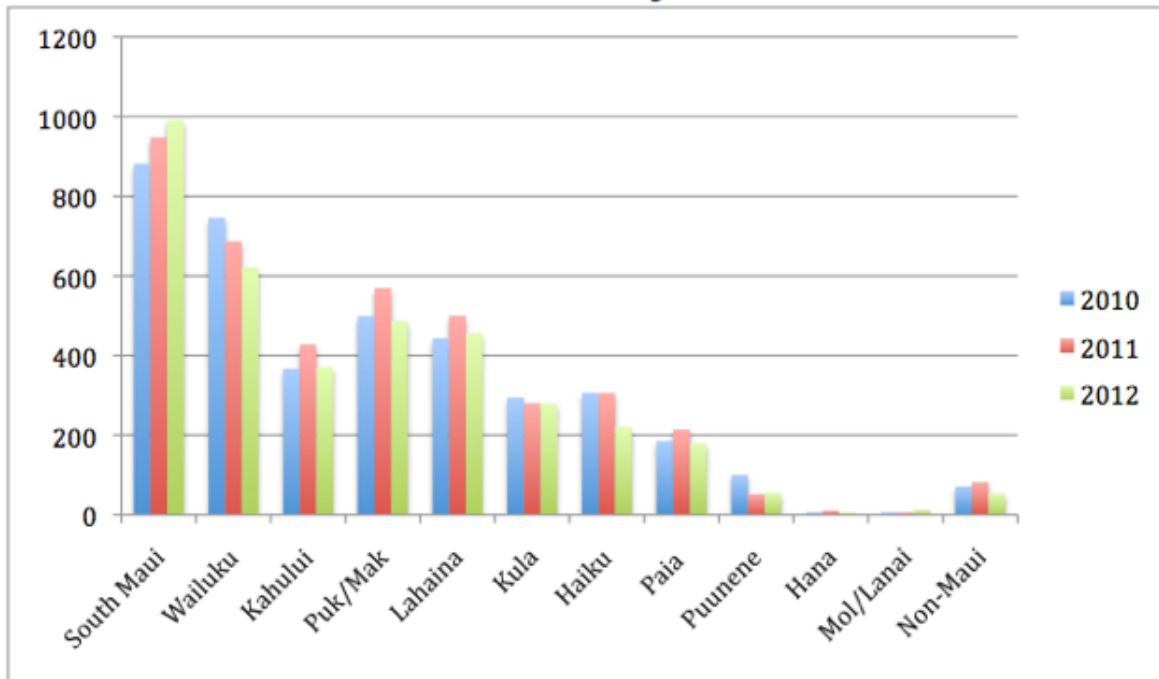
On Maui County 4.6% of all the jobs are considered to be green. The total number of jobs is approximately 56,184.

The report states that businesses anticipate green employment to grow faster than the overall labor market in Hawaii. Between 2011 and 2012, employer worksites project the number of green jobs to increase by 26%.

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



Total Enrollments by Year & Area



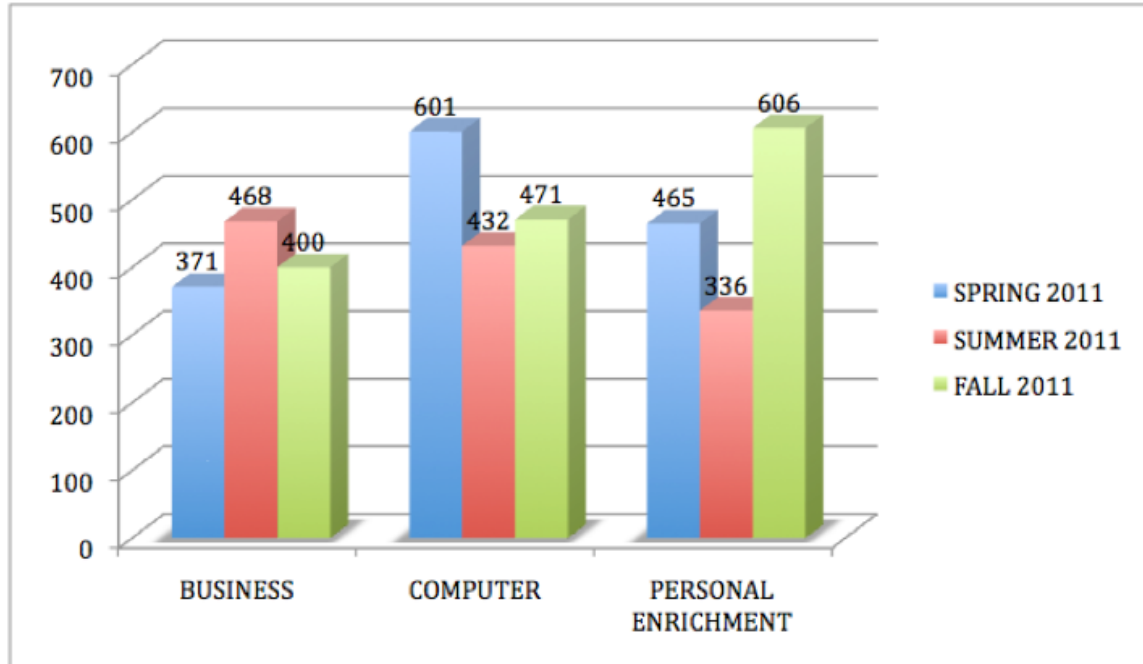
****Note that Fall 2012 on this chart shows numbers as of 10/12/12 (cycle is not finished)**

	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Maui	881	948	991
Wailuku	746	687	621
<u>Kahului</u>	367	428	370
<u>Pukalani/Makawao</u>	499	569	487
<u>Lahaina</u>	443	500	455
Kula	294	280	279
Haiku	306	306	220
<u>Paia</u>	185	214	180
<u>Puunene</u>	100	52	55
<u>Hana</u>	6	10	6
Molokai/Lanai	6	6	13
Non-Maui	71	82	54
Total Enrollments	5914	6093	5743

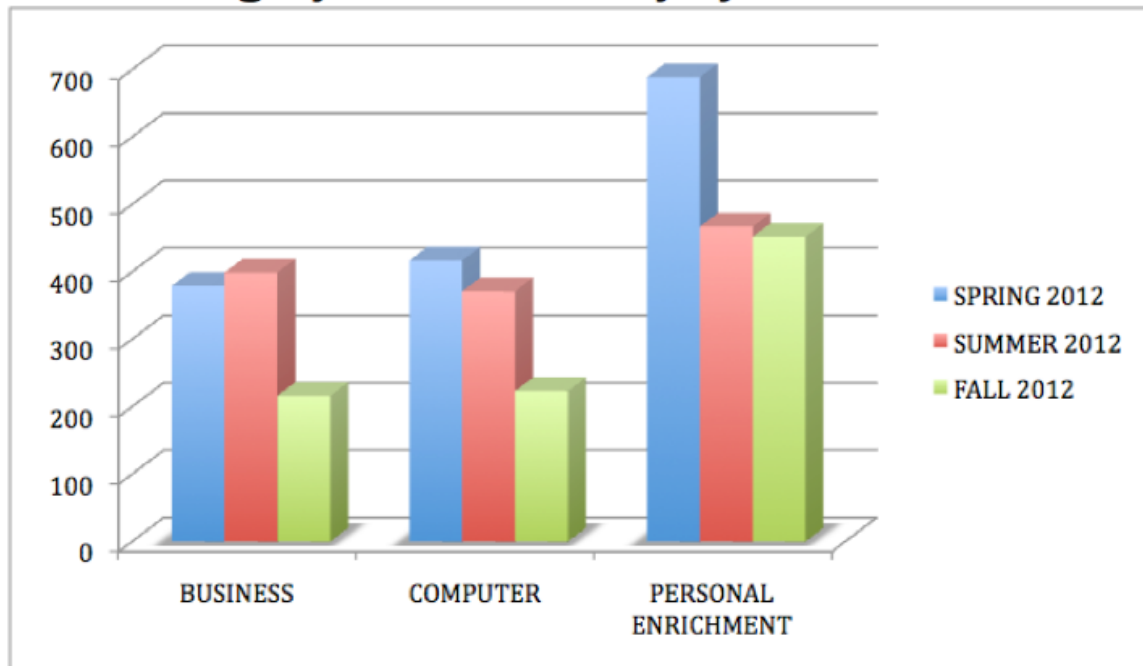
Data Observations:

The majority of our customers live in the South Maui, Wailuku, and Pukalani/Makawao areas.

Category Enrollments by Cycle for 2011



Category Enrollments by Cycle for 2012

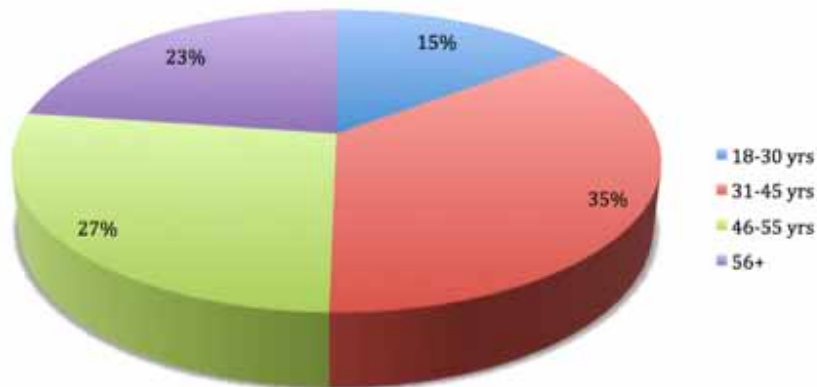


****Note that Fall 2012 is incomplete. Numbers indicate enrollments as of 10/12/12.**

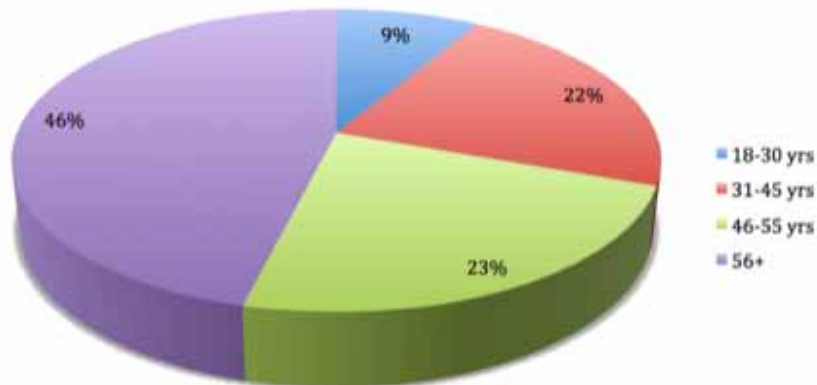
Attendance is high for Business classes during the summer cycle, the Spring cycle is the time for Computer classes, and a higher attendance for Personal Enrichment is during the Fall cycle. These conclusion are from the past 2 years of data and not enough time to be of significance. Observations will continue for another year.

Age Range of Participants for 2012

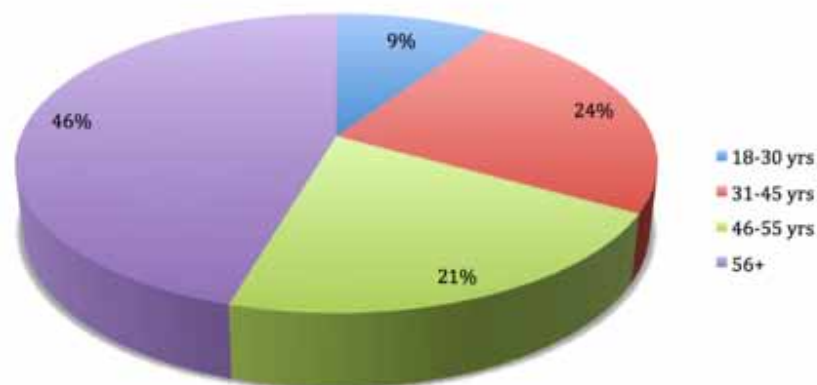
Business



Computer



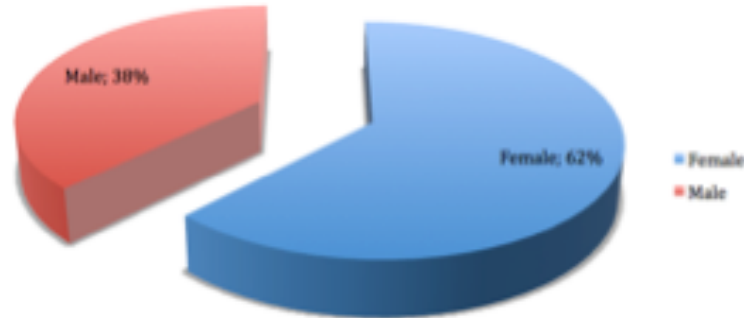
Personal Enrichment



Monitoring Observations:

The majority of customers taking business classes are between the ages of 31 - 55. 46% of the customers taking computer classes are 56+ years of age, and 23% are between the ages of 46-55. 46% of the customers taking personal enrichment classes are 56+ years of age, and 21% are between the ages of 46-55.

Gender Comparison of Participants 2012



62% of our customers are female and 38% are male.

Data Observations:

These observations may help us to market more effectively to the baby boomers who believe in lifelong learning, along with promoting more business classes during the summer, more computer classes in the spring, and more personal enrichment classes during the fall cycle.

The data also indicates that we must not assume that our Lahaina residents won't drive to Kahului to take a class. We must also note that residents from Lahaina include the whole west side of Maui (from Olowalu to Kapalua).

There has been a request to have more cultural classes held in Lahaina, so that will come in the near future.

Since the Fall cycle of 2012 is not yet completed, annual numbers will be calculated for the 2011/2012 year and the 2010/2011 year - which includes the Fall, Spring, and Summer cycles.

Total enrollment for the 2011/2012 year was 4262 compared to 4144 the previous year 2010/2011 - a slight increase of 118.

If you were to divide the total number of students served with the number of classes offered, you will get an approximate number of students per class. Over the last two years, the average was 6.7. This number has dropped by a fraction and it may reflect the fact that before a class is cancelled due to low enrollment, every option is evaluated. This includes re-negotiating the trainer pay. This average number may also be affected by the increase in customers taking an online course, and still a part of the calculation of customers enrolled in our open enrollment classes. Strategies are currently being discussed to increase enrollment similar to the Fred Pryor workshops.

In the coming year we will look to utilize additional formulas to further our understanding of the people we serve and the services we provide:

Average Fee per Course = Total Open Enrollment Income / Total Registrations

Catalog Participation Ratio = Total Catalog Sent / Total Registrations

Response Rate = Total Registrations / Total Catalogs Sent

Registration Needed = Total Income Goal / Average Course Fee

This data collected can also be compared to other colleges with similar demographics, along with alignment to various initiatives that are implemented.

Resources – Personnel Updates

Each Team member within OCET considers their position as having revenue-generation potential. The OCET team is required to continually think of ways to minimize expenses and grow revenue in order to maintain a self-sustaining program. The team continues to tweak job functions within the organization and will continue to do so in 2013 to ensure that OCET has the “right” structure and everyone’s role is one of a “revenue generator”. We have also worked hard to identify people’s talents to ensure that we have the right people in the right seats. Vacant positions have not been filled and team members are tasked with multiple job functions. We look forward to our new online registration system which will impact various job functions.

An Update to the 2012-2013 Strategies and Action Items

Strategy 1: Expand Offerings

- Look into becoming an Authorized CEU provider (IACET) - Ongoing
- Package CEU offerings for various professional groups - In Process
- Host an International Women’s Entrepreneurial Conference - Future Plans
- Look into offering workshops for cruise ship visitors and employees - Not Doing
- Explore afternoon offerings for visitors that check out of hotels and await their evening flights - Researched and Not Doing
- Partner with PEOs to handle their training needs for their clients - In Process
- Host/partner to provide workshops from other institutions such as the Center for Creative Leadership (Greensboro) - Completed
- Create a Career Education Stop for high school students in preparation for their next step - Ongoing
- Look for ways to leverage from conferences already planned for Hawaii - In Process
- Keep open to weeklong workshop offerings like the Writer’s Conference, BootCamp for Goddesses, etc. - Ongoing
- Motorcycle Safety Courses - address the waitlist of 200+ - Ongoing
- Research Contractor Training Certification - Future
- Research workshops for the non-profit organizations - Ongoing



Photo: Motorcycle Range Blessing at UH Maui College, January 2012

Strategy 2: Workforce Development Focus

- Get great at selling solutions and determining ROI, promote facilitation of strategic planning sessions and team building events - Ongoing
- Develop and implement workforce readiness programs (utilize SESP funds to pilot)- In Process
- Meet regularly with One Stop to address and anticipate workforce development needs - Ongoing
- Develop special mailings and promotional sessions for businesses with 15 or more employees – they will be the foundation to the input for business offerings - Ongoing
- Develop wastewater certificate program - In Process
- Research the need for a Process Technology Certification Program - Future
- Utilize HARRIET program funds for hotel employee development - Ongoing

Additional Items:

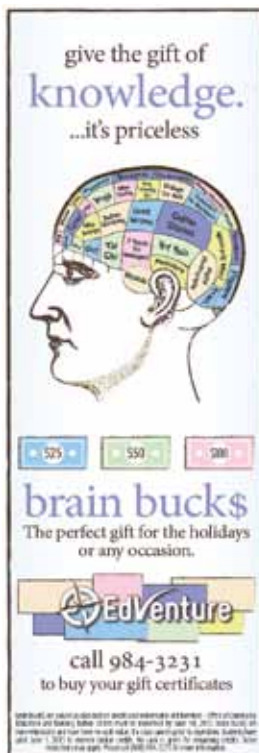
The UHMC OCET Computer and Technology Program will continue our successful partnership with PCATT and continue working on the following projects.

Expansion of our Apple Authorized Training Center into a mobile lab in order to offer Apple advanced technology training and certifications statewide. In 2012 we received \$29,940.00 in grant funds for hardware, training and software and in 2013 we will receive \$17,105.83 for equipment and AATC related training.

Apple iOS Classroom, IOS/iPad Classroom of the future project to explore adoption of iOS mobile platform for delivering education course curriculum. \$4,710.00

The UHMC OCET Computer and Technology Program also coordinates the ONC Health Information Technology online training program for Maui based students.

Strategy 3: Utilize Social Media/Marketing/Promotions, Develop the EdVenture Brand and Target Market to Specific Demographics



- Develop commercials for MC TV - In Process
- Look into Computer User Groups - In Process
- Expand marketing and promotions to the mainland and internationally or other educational institutions on the mainland - In Progress
- Research the ability to sell ads in our catalog - In Progress
- Create customer loyalty initiatives - In Progress
- Promote workshops in travel publications or airline magazines - In Progress
- Develop QR code for EdVenture and publicize - Completed
- Group classes for marketing - Completed and Ongoing
- Create events like a Holiday Fair and create an EdVenture holiday gift card/certificate - Scheduled
- Take the Decision Maker's Overview on the road - In Process



Strategy 4: Unleash Talent of the Team Members

- Marc created an award for upselling, increase efficiency, reduce expenses, and generate revenue. - In Progress
- Marc and Peggy attended Social media bootcamps with Peter Liu - Completed
- Lucille to explore grant writing - Completed
- Research other OCETs nationally to leverage best practices - On Going
- Each team member will be involved with facilitating or team-teaching a session - In Progress
- Each team member will be trained on all audio & electronic equipment in the classrooms - In Progress
- Marc and Stephanie will be on OCET's Implementation team for the online registration system - In Progress
- Perfect distance education technology and methodology to effectively facilitate 7 Habits for Managers via distance to the mainland - In Process
- Continue to facilitate training sessions for instructors – sessions could include marketing techniques or presentation techniques. Program developers will regularly audit classes for quality assurance. Scheduled and On Going
- Acquire a full time Graphics/Promotions team member - Completed!

Memberships and Partnerships

Over the past year, the OCET team has continued membership and attendance to professional association meetings, i.e. Chamber of Commerce functions, Maui Hotel Association, SHRM (Society of Human Resource Managers), 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.

OCET 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.





PROGRAM REVIEW: MAUI LANGUAGE INSTITUTE - MLI (2011-2012)

Compiled by Dr. Alice Hamilton Luther

I. OVERVIEW OF MLI

A. Mission of UHMC

UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

B. Mission of MLI

The mission of MLI is:

- To provide ESL instruction to students for academic, professional, and personal purposes.
- To provide profitable custom-designed Short-Term, SAM, and Rainbow Studies programs.
- To ensure a high quality of education in the fields of language teaching acquisition and culture.

C. MLI's Relationship to UHMC's Strategic Plan

MLI has been engaged in activities that support UHMC's Strategic Plan Action Strategies as follows:

1. Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Provide students with access to a seamless UH system with full articulation to all campuses

MLI developed the hybrid program to provide a seamless transition for students moving from the non-credit to credit program. This is the first step on their journey to articulate to other campuses.

Develop and support service learning and community service opportunities

MLI has implemented a community service aspect to the Intensive English Program whereby students participate in one community volunteer program per semester. Service learning and community service are a regular part of the short-term programs.

Provide instructional methods, technologies, materials, facilities and academic support services that accommodate students of varied learning styles, backgrounds interests and abilities

MLI students hail from all over the world (over 30 countries in the past 5 years) and the instructional methods address the wide array of learning styles, backgrounds, and interests. MLI offers three levels of each skills based course (beginner, intermediate and advanced), address a variety of abilities. MLI classes are also offered in the Laulima Building, a facility providing modern technologies and materials.

Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status.

MLI has developed an extensive student database that is used for the purposes of networking to recruit students as well as serving as a record of the alumni. MLI also works in tandem with the Registrar's Office in developing reports based on available data and tracking student progress. MLI also introduced a blog and Facebook to stay in touch with current and former students.

Provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning-centered environment

MLI's Student Services Specialist provides transitional services and support services for students. An updated handbook was developed for new students and the orientation program has continued to expand and cover a broader range of topics each year. Tutoring is offered in the form of private lessons, and faculty and staff offer academic counseling and refer students requiring personal counseling to the UHMC Counseling Office. MLI's excursions, social events, potluck parties and certificate ceremonies are all fall under preventative counseling and retention efforts.

Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties

MLI classes are small (approx. 8-15 students), so instructors are able to become very familiar with the students, providing maximum opportunity to detect a student who is experiencing difficulties, and to provide academic intervention. Depending on the nature of the difficulty, students are either advised in-house, and/or are referred to counseling services.

2. Objective 2: Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Create a learning environment where diversity is valued and embraced

MLI students come from over 30 different countries, vary in ability from pre-beginner to advanced levels, and range in age from 11 years old to seventies. The learning environment welcomes and encourages students from these broad spectrums, and hosts excursions and social events to encourage intermingling and embracing cultural differences.

Encourage excellence in faculty and staff by offering opportunities for professional growth & renewal

MLI staff is encouraged to attend statewide conferences such as the annual HITESOL conference in Honolulu. MLI also offers faculty in-house training; in addition, new faculty are mentored in the MLI classroom setting. Faculty and staff are also encouraged to take advantage of the professional development funds offered by UHMC and several faculty travel to state, national and international professional development sessions.

Continue to recruit and retain a diverse faculty and staff

MLI's diverse faculty and staff are all university educated and have overseas experience, either as instructors or as students participating in study abroad programs. The training and support provided for new faculty, as well as ongoing professional development opportunities assist in the retention of faculty and staff.

3. Objective 3: Develop and implement a comprehensive evaluation system for the regular review of all educational and student services programs.

Evaluate curriculum to improve student learning

MLI has ongoing curriculum reviews, and during the past few years has undergone an extensive curriculum revision, which included the restructuring of the MLI program from 6-week to 8-week sessions. Regular faculty meetings are scheduled for an ongoing review of the curriculum.

Implement educational program review/assessment and learner outcomes to evaluate and improve student learning.

MLI conducts student evaluations every 8-week session, and makes revisions to the curriculum and instruction in accordance with student feedback. Faculty and staff also assess the program, and set student learner outcomes for each level in an effort to improve student learning.

D. Core Values – MLI is committed to:

Aloha – MLI’s curriculum includes Hawaiian Studies, chant and hula, encompassing a respect for history, traditions and culture of Hawaii and its indigenous people.

Collaboration and respect – MLI shares human and physical resources with other OCET programs in an atmosphere of open communication, integrity and mutual respect.

Academic freedom and intellectual rigor – MLI instructors meet regularly to review the curriculum and ensure that students are challenged, embrace intellectual challenges, and prepare for the future.

Institutional integrity and service – Volunteerism and Service to the Community have been integrated into the MLI program as a means of enhancing the spirit of service to the Institute’s activities.

Active learning and discovery – MLI’s curriculum is student-centered and maximizes student engagement through a variety of classroom activities and excursions designed to appeal to various learning styles.

Diversity, fairness and equity – All populations at MLI are represented equitably, and diversity is valued and embraced.

Leveraged technology – MLI courses include instruction in computer-assisted writing, film studies, and professional presentations, utilizing technology to enhance instruction and learning.

Hawaiian Islands Advantage – MLI marketing and recruitment efforts capitalize on Maui County’s unique cultural and geographic attributes.

Accountability and fiscal integrity – MLI must remain fiscally viable but does not sacrifice the academic integrity of the program.

II. OVERVIEW OF MLI'S PROGRAMS

A. Intensive English Program

MLI's Intensive English Program offers English as a Second Language (ESL) classes in 8-week sessions, beginning annually in late August and concluding in early July. MLI's Intensive English Program is designed to assist language learners with their academic, professional, and personal language goals. The program is an open enrollment program and accommodates both F1 student visa students as well as non-F1 student visa students. Students enrolled in the program study anywhere from 2 weeks to 1½ years, depending on their respective language abilities, progress, and goals.

2011-2012 MLI Academic Calendar & Fee Schedule

SESSION	DATES	DAYS	TIME	TUITION
FALL I	Aug 15 – Oct 7	M – <u>Th</u>	9:00 – 1:30	\$1,795
FALL II	Oct 17 – Dec 9	M – <u>Th</u>	9:00 – 1:30	\$1,795
SPRING I	Jan 3 – Feb 24	M – <u>Th</u>	9:00 – 1:30	\$1,795
SPRING II	Mar 6 – Apr 28	M – <u>Th</u>	9:00 – 1:30	\$1,795
SUMMER	May 10 – Jun 30	M – <u>Th</u>	9:00 – 1:30	\$1,795

B. Short-Term Programs (STPs) 2006-2012

MLI's Short-Term Programs involve custom-designed programs for visiting groups. The programs range in duration from a few days to several weeks, are designed for all ages of participants (from children to adults), and can accommodate up to 60 participants. STPs involve both ESL programs and non-ESL programs. The STP curriculum consists of classroom instruction, workshops, related excursions, as well as community service projects. Listed below is a sampling of STPs offered through MLI:

- English as a Second Language
- Second Language Teacher Training
- Hawaiian & Cultural Studies
- Business English
- Elderhostel



History of MLI's Short Term Programs

2006 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Mei Ho Inst. of Tech.	Taiwan	6-Jul	15-Jul	18	\$3,500
2	Miyakojima	Okinawa	27-Jul	4-Aug	17	\$8,300
3	Shoei High School	Japan	27-Jul	6-Aug	39	\$30,100
4	Fukuyama	Japan	31-Jul	4-Aug	20	\$8,300
2006 TOTALS					94 Students	\$50,200

2007 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Shoei High School	Japan	39288	5-Aug	40	\$30,500
2	Miyakojima	Okinawa	39289	2-Aug	13	\$7,300
3	Toyama Junior High	Japan	39313	24-Aug	29	\$8,600
4	Psychotherapy	Canada	39442	28-Dec	6	\$1,200
2007 TOTALS					88 Students	\$47,600

2008 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Fujimigaoka HS	Japan	19-Mar	28-Mar	11	\$11,300
2	Fukuyama	Japan	22-Jul	28-Jul	11	\$7,100
3	Shoei High School	Japan	24-Jul	3-Aug	41	\$27,700
4	Miyakojima	Okinawa	28-Jul	1-Aug	7	\$6,400
5	Toyama Junior High	Japan	18-Aug	22-Aug	30	\$9,300
6	Ehime	Japan	15-Sep	16-Sep	6	\$500
2008 TOTALS					106 Students	\$62,300

2009 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Yew Chung Inter S	China	21-Feb	1-Mar	23	\$8,050
2	Shoei High School	Japan	23-Jul	2-Aug	15	\$7,800
2009 TOTALS					38 Students	\$15,850

2010 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Hyechon University	Korea	19-Jan	21-Jan	23	\$1,400
2	Yew Chung	China	27-Feb	8-Mar	46	\$27,895
3	Global Campus	Japan	6-Mar	20-Mar	10	\$1,642
2009 TOTALS					79 Students	\$30,937

2011 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Yew Chung Inter Sch	China	5-Mar	15-Mar	34	\$17,000
2011 TOTALS					34 Students	\$17,000

2012 Short-Term Programs						
#	<i>STP Group</i>	<i>Country</i>	<i>Start</i>	<i>End</i>	<i># of Students</i>	<i>Net Revenue</i>
1	Hakuoh University	Japan	13-Feb	21-Feb	44	22,359.93
2	Yew Chung Inter Sch	China	24-Mar	30-Mar	13	5,881.80
3	Koriyama	Japan	2-Aug	7-Aug	8	2,385.31
4	Miyakojima	Japan	9-Aug	15-Aug	18	6,887.52
2012 TOTALS					83 Students	65,754.56

C. SAM Programs (Semester Abroad on Maui)

MLI's SAM Programs offer international student groups from an educational institution an opportunity to study abroad on Maui in the Maui Language Institute English as a Second Language program. Students are generally integrated into the regular Intensive English Program where they have an opportunity to study with international students from many countries. Additionally, students have an opportunity to explore and learn about Maui through additional workshops and activities arranged specifically for the SAM participants. SAM programs can range in duration from 2 to 16 weeks. Scheduling is dependent on the visiting university's availability. The groups' home institutions determine credit equivalency for the students.

The fundamental differences between the SAM program and the regular Intensive English program are as follows:

- SAM students tend to come from their universities in groups (as few as 2-3 from the same university)
- SAM students' schedules do not necessarily align with the regular UHMC academic schedule
- SAM students receive credit at their home universities for the English courses taken at MLI
- SAM students are integrated with the Intensive English students unless a university requests a "closed" format. In a closed program, the students are not integrated with the Intensive English program students.

SAM Programs					
2008-2012					
Sam Program	Country	Start	End	# of Students	NET REVENUE
Osaka Gakuin University	Japan	25-Feb-08	7-Mar-08	6	\$6,200
Hakuoh University*	Japan	6-Dec-08	21-Dec-08	36	\$31,200
Hakuoh University*	Japan	12-Feb-10	23-Feb-10	52	\$17,049
Osaka Gakuin University	Japan	4-Aug-10	10-Aug-10	1	\$1,000
Osaka Gakuin University	Japan	14-Aug-10	9-Dec-11	2	\$3,290
Hakuoh University*	Japan	14-Feb-11	24-Feb-11	27	\$8,990
Osaka Gakuin University	Japan	15-Aug-11	9-Sep-11	6	\$6,000
Osaka Gakuin University	Japan	15-Aug-11	9-Dec-11	18	\$62,820
Toyama University	Japan	15-Aug-11	9-Sep-11	2	\$2,000
Toyama University	Japan	5-Mar-12	30-Mar-12	4	3,850
Toyama University	Japan	3-Sep-12	27-Sep-12	3	3,300
Totals					
*CLOSED SAM PROGRAMS				150	\$145,699

The SAM program is the newest of MLI’s initiatives to draw students to MLI, and in Fall II, of 2011, MLI drew the first large “feeder” group from Osaka Gakuin University; a second large group came in Fall II, 2012. These students are housed at the Kulanaa`o Student Residence.

D. Fiscal Contribution of MLI to UHMC Credit Program

MLI contributes to the mission and vision of the University of Hawaii Maui College by being an entrepreneurial arm of the college that offers non-credit educational opportunities to a diverse community of lifelong learners, including but not limited to, local and international students.

We support the practice of “sustaining and sharing finite resources for the benefit of all” by working hard to provide the resources needed to sustain MLI’s high performance standards. We are a self-supporting program and we are expected to earn sufficient income to cover the main expenses for our program.

Through a high level of academic standards and rigor, students are prepared to succeed in the credit program. Thus, when MLI students advance to the credit program, they generate considerable revenue for the college as a whole.

Prior to 2001, students advancing to the credit program from MLI had little success. Over the years, MLI was instrumental in raising the COMPASS test writing score, adding the COMPASS reading test, raising the TOEFL requirement for the college, and creating the hybrid program. MLI students advance to credit as “hybrids” – 50% MLI and 50% credit. As hybrid credit students, they are required to take one reading and one writing course. The hybrid program constitutes an additional semester of “English only” courses, further preparing the students for success once they become full-time UHMC credit students. The following chart indicates the amount of gross tuition revenue generated by MLI students who were retained in the credit program. The following is a snapshot of the past decade.

MLI’s Contribution to UHMC Credit Program (Fall 2001-Fall 2012)

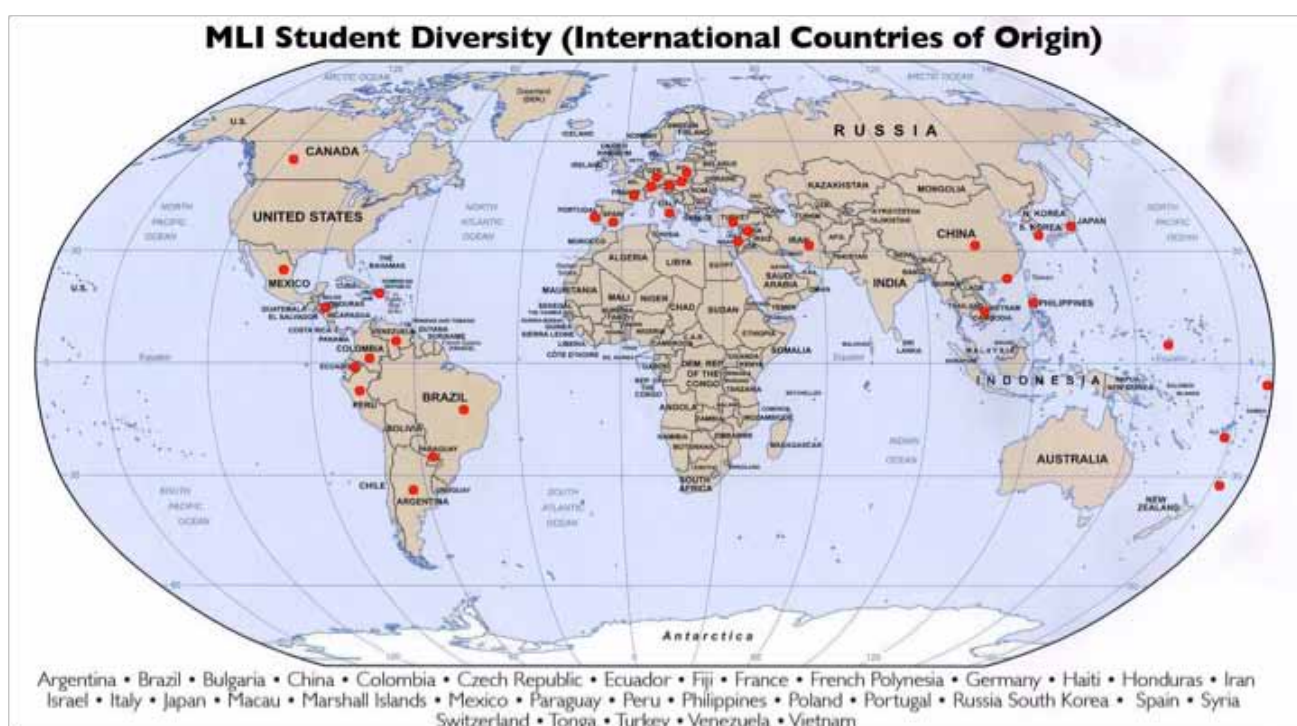
# of former MLI students who transferred to UHMC	# of UHMC credits taken by former MLI students	Total UHMC gross tuition revenue generated by former MLI students
159 students	7,131 credits	\$2,092,802

III. OVERVIEW OF MLI'S STUDENTS & CURRICULUM

A. Students

1. Intensive English Program Students

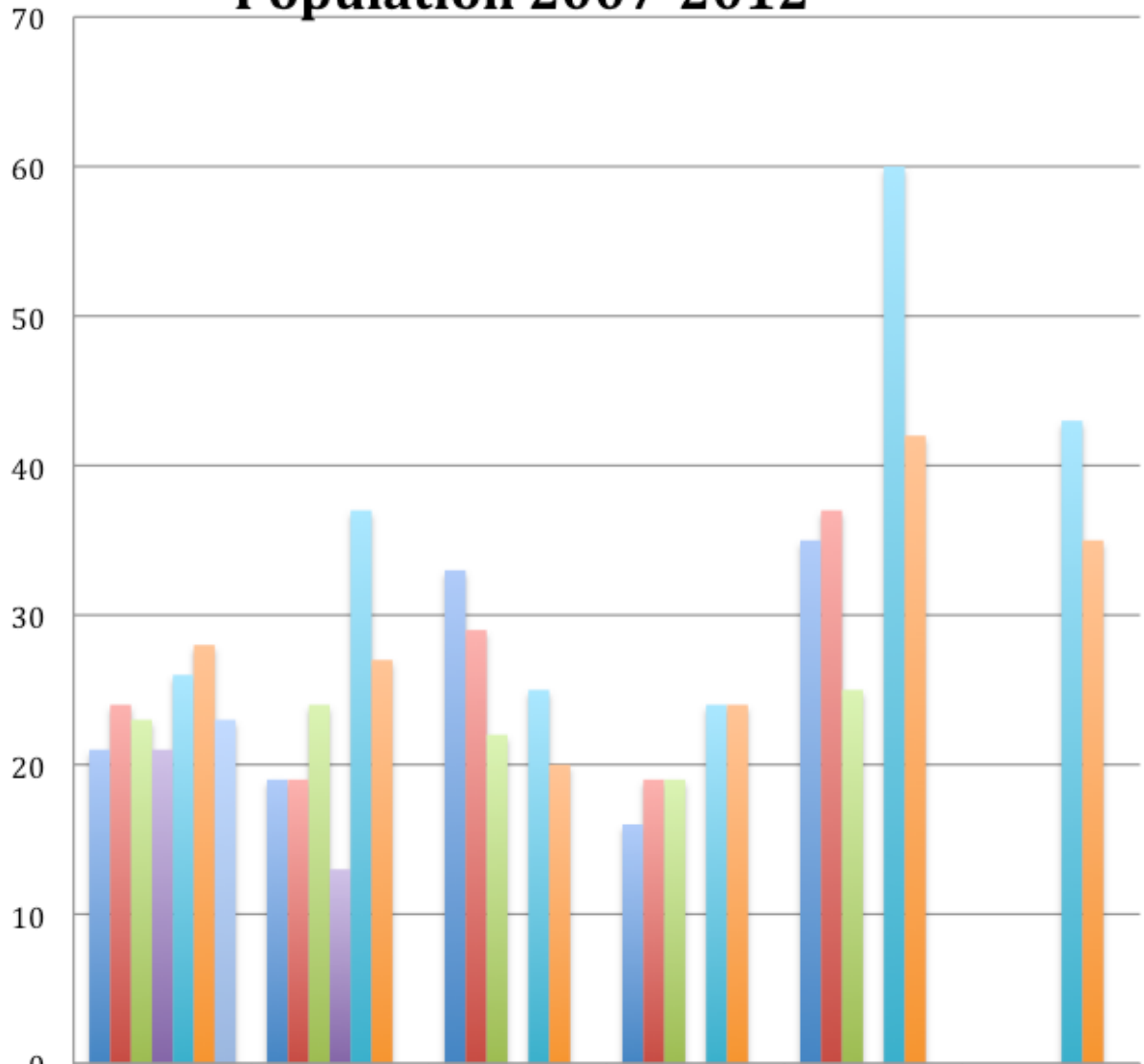
The MLI student population in the Intensive English Program consists of students from overseas as well as on Maui. The ages of MLI students range from 16 to students in their 70s. MLI students come from numerous countries in Asia, Europe, South America, Central America, North America, as well as the Pacific. MLI students' abilities also vary from raw beginners to highly advanced learners of ESL.



The “sessions” at MLI have evolved throughout the years, as delivery of the program was revised and refined. Eventually the program settled into our current format of five 8-week sessions per year that are closely aligned with the credit program schedule: Fall I, Fall II, Spring I, Spring II and Summer I. July and August have been devoted to short term programs.

The following chart depicts MLI’s consistent student registration over the past 6 years, and also indicates the spike in growth in Fall 2011, partially due to the SAM program participants from Osaka Gakuin University. Fewer students from Osaka Gakuin University participated in the SAM program. The general student population remained stable.

MLI Intensive English Student Population 2007-2012



	2007	2008	2009	2010	2011	2012
Spring I	21	19	33	16	35	
Spring II	24	19	29	19	37	
Summer I	23	24	22	19	25	
Summer II	21	13				
Fall I	26	37	25	24	60	43
Fall II	28	27	20	24	42	35
Fall III	23					

B. Curriculum

1. Intensive English Program Curriculum

MLI's IEP curriculum consists of 6 separate classes during Monday through Thursday, from 9 am to 1:30 pm.

The curriculum represents a balance between skill-based classes (addressing the four major skills areas of speaking, listening, reading and writing, as well as grammar) and content-based classes. The content-based classes are designed to allow the MLI students to use their language in meaningful and purposeful ways through learning content areas of interest. The content-based classes are also designed to assist the students in enhancing their academic preparation skills. The balance between the skill-based and content-based classes allow for MLI to take a holistic approach to language learning for the students, giving them the greatest opportunity for success in their language learning goals. All classes have a specific language focus, but are integrated skills classes, meaning that they incorporate multiple language skills into each lesson plan.

The following are a list of the courses at MLI:

Skill-Based Classes

- Writing
- Reading & Vocabulary
- Grammar
- Speaking & Listening

Content-Based Classes

- American Cultural Literacy
- Film Studies
- Performing Arts

2. Short-Term Programs Curriculum

The MLI STP curriculum is custom-designed for the particular group based on their language learning needs and/or specific content area focus. Generally, the curriculum consists of a combination of ESL classes, content-specific workshops, and related excursions and activities. The overall intent of the curriculum is to allow the visiting group to maximize their educational experience on Maui and to be able to holistically learn about our unique Maui culture and environment. Additionally, the short-term program is designed to deliver the highest quality of instruction in the areas of focus, whether ESL, language teacher training, leadership training, or hospitality and tourism management training. The concept of the curriculum is to incorporate "the living classroom" in order for students to be able to immediately apply what they have learned in the traditional classroom setting.

IV. OVERVIEW OF MLI'S CONNECTIONS WITH OUTSIDE COMPANIES, ORGANIZATIONS, INTERNATIONAL AGENCIES & EDUCATIONAL INSTITUTIONS

Through both the intensive English Program (including SAM), and the short-term programs, MLI has established many connections both locally and internationally. Maui companies, organizations, and institutions are instrumental in assisting us in designing and implementing top quality STP's. The following constitute the local companies that are affiliated with MLI:

Maui Companies

Akina Bus Service
Tihati Productions
Asian Star Restaurant
Bentos & Banquets
Dragon Dragon Restaurant
Got Chef Maui
Hawai'i Nature Center
Mahalo Tours and Trans
Maui Beach Hotel
Maui Ocean Center
Maui Tropical Plantation
Pacific Whale Foundation
Roberts Hawai'i

Maui Organizations & Institutions

Community Pride at Kanaha Beach Park
Digital Bus
Helenani O Maui – Events (Homestay)
Haleakala National Park
Iao Intermediate School
Ka 'Imi Na'auao O Hawai'i Nei
Kamehameha Schools - Maui
Lae'ulu O Kai
Maui High School
Maui Waena Intermediate School
Roselani Senior Center
Polynesian Adventure Tours

The following is a list of recruitment agencies (a.k.a. representatives) that MLI has been associated with over the years. The list is continuously evolving as agencies come and go depending on the ebb and flow of the economy. However, MLI generally has 10 “working agents” – those who have actually sent students to the program.

International Agencies

Aloha.net (Japan)
ALC Global (Japan)
All Seasons FSI Ventures (Canada)
Arc Three International (Japan)
Asahi Travel International (Japan)
Asia-Europe Company (Vietnam)
Eastman World (Japan)
Global Academia (Japan)
Global Oversees Education (Japan)
Hapdong Overseas Educational Institute (Korea)
Hawai'i Exchange Center (Japan)
ICEC Agency (United States)
Idea Reasen (Switzerland)
IOR Global Services (U.S.)
International Student Exchange Agency (Brazil)
International Student Society (Japan)
Korean-American Educational Commission (Korea)
Japan Continental Corporation (Japan)
Joohan Overseas Education (Korea)
JST Tokyo (Japan)

Last Resort Corporation (Japan)
Lead Total Planning (Japan)
Center for Study Abroad - MIYACO (Japan)
Office Seike (Japan)
Ryugaku Education Forum (Japan)
RyugakuSite.com, Inc. (Japan)
Staff Service Educational International (Japan)
Sudo Global Associates (Japan)
Tan Dang Quang Oversees Study Corp (Vietnam)
UHAKPORT (Korea)
Ui Travel (Japan)
United Tours Co. (Japan)
WinTECH (Japan)
WISH Tokyo (Japan)
Yeti Service Pvt. Ltd. (Nepal)

The following is a list of International Educational Institutions that have sent student groups to MLI:

International Educational Institutions

Den En Chofu University (Japan)
Fujimigaoka High School (Japan)
Gunma College (Japan)
Hakuoh University (Japan)
Hokusei Gakuen University (Japan)
Koriyama University (Japan)
Kumoh Institute of Technology (Korea)
Mei Ho Institute of Technology (Taiwan)
Osaka Gakuin University (Japan)
Shanghai Normal University (China)
Shoei High School (Japan)
Toyama University (Japan)
Yew Chung International Schools (China)

V. AN OVERVIEW OF MLI'S ASSESSMENT, QUALITY STANDARDS, AND CONTINUED IMPROVEMENT STRATEGIES

A. Quality Standards

Each session, MLI uses courses evaluations to assess both the MLI curriculum and instructors. Students have the opportunity to provide feedback on their MLI experience.

MLI has used several styles of course evaluations throughout the years in an attempt to find one that can be used at all levels for the purpose of data analysis. ESL learners (especially at the beginning level), have difficulty interpreting even the most basic forms. For several years, MLI used a question-answer format for these students and a combination of numerical/question answer format for more advanced students. Recently, with the input of the faculty, I revised the course evaluation forms and method of administration. In Fall I, 2008, the students completed a separate evaluation for the instructor and the course. This was too time-consuming and repetitive, so I consolidated the two evaluations and developed a form that included questions on both the in-

structor and the course. I also administered all of the evaluations in one sitting, with each student receiving a packet, and filling out only the forms on the courses in which they were enrolled. This proved to be very efficient with students completing all evaluations in 20-30 minutes, rather than taking 5-10 minutes from each class.

MLI's new form is as follows:

Numerical instructor evaluations included ratings from 1 (strongly disagree) to 5 (absolutely agree) in the following areas:

- The course content was interesting and challenging
- The goals of the course outline were met
- The instructor used a variety of activities to make the course interesting and useful
- My instructor was organized and well prepared
- My instructor treated students fairly
- My instructor was available for questions and assistance

Place for comments at the end.

MLI instructors meet on a regular basis for curriculum development and to establish and discuss learner outcomes for each course. Upon completion of the MLI program, students receive one of the two following certificates:

Certificate of Completion
Certificate of Attendance

A certificate of attendance enables an F1 student to:

B. Professional Development

MLI faculty and staff have taken advantage of the following professional development opportunities:

HITESOL Conference
Second Language Learning and Teaching Workshop
NAFSA Management Training Program
Annual NAFSA Conference
ICEF Workshop
Writing Across the Curriculum – Hawai'i Writing Project
ACE Recruitment Fairs
IIE Recruitment Fairs
Yew Chung International Chinese Language Teacher Training
Laulima Training
Apple Institute
OCET's Photoshop Training
OCET's Dreamweaver Training
OCET's History and Culture of Hawai'i
OCET's History and Culture of Maui
OCET's 7 Habits of Effective People Training
TESOL Online Certification Course
TCC Worldwide Online Conference
On site mentoring

VI. AN OVERVIEW OF MLI'S ACCOMPLISHMENTS IN 2011-2012

D. MLI Accomplishments (2011-2012)

- **Marketing** – In conjunction with the media center and independent film editing contractor, developed a 4.5 minute marketing video for the MLI website. Also, developed a new brochure, and created an online marketing STUDY USA advertisement.

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

- **Financial Aid and Scholarships** - Coordinate with the Financial Aid Office to provide a scholarship awareness and application workshop for international credit students at UHMC. MLI consults with the Registrar's Office for an updated list of students, schedules a meeting and assists students in the process. Three MLI students received Scholarships (\$3000 each) in 2012.

- **Student Assistant of the Year** – MLI's Student Assistant received the UHMC Student Assistant of the Year Award in 2012. In addition to the honor, she received one semester of study, tuition free, at UHMC.

- **International Education Committee Activity** – One of my most significant International Education functions is my service to the system-wide International Education Committee. I am currently one of the longest standing members on the current committee. I have served on the committee since 2001, and for a number of years, was consecutively a member of the President's Steering Committee (IESC) from 2002-2006 (when it was disbanded). During 2011-2012, my involvement included:

- Chairing the International Education CC System Committee and hosting the annual retreat.
- Serving on the newly formed 10-campus System-wide International Committee.
- Freeman Scholarships: coordinating “papering” the campus with posters, evaluated scholarship applications, and arranging 2 visits Honda International Center representative to visit classes to promote the program.
- Arranging for the Executive Assistant to the Vice President for Community Colleges (and assistant) to visit classes at UHMC to promote international opportunities throughout the system.
- Compiling data for on IIE (International Institute of education) Open Doors Report. This involves gathering information from the faculty on campus who are involved in Study Abroad/Student Exchange programs with UHMC and/or other campuses in the system.

- Discussing policies and procedures relating to agreements with international agents.
- Gathering information and reported to IEC on all Study Abroad activity at UHMC.
- Gathering information and reported to IEC on all short-term programs at UHMC.
- Organizing and reporting on activities for International Education Week. This involves the preparation and coordination of performances, and international activities.
- Representative Agreement: Serving on a sub-committee consisting of 2 IEC members. Responsible for editing and reporting back to committee on revisions.
- Discussing and finalizing details pertaining to the system-wide Aichi University Agreement
- Serving on sub-committee (consisting of 3 IEC members) for reporting on the UH System Mission Statement and Strategic Directions for International Engagement.
- Faculty Handbook - Revised the new faculty handbook to include a section on university policies related to Sexual Harassment and Related Conduct.
- Student Handbook - Maintained a current Student handbook for international and main-land students that is updated annually and presented to the students as part of their orientation packet
- Instruction – Mentored faculty in Advanced Reading, Writing and Film Studies.
- Website Overhaul - This past year, the MLI website underwent two major overhauls – one to improve navigation and better structure it as a marketing tool. The second overhaul was to change the overall look and appeal of the site to target South American and European audiences. A new template was used and the site was completely redesigned. Maintenance on the site included:

Sample Schedule:

2012 Academic Calendar and Fee Schedule
 2012 Refund Schedule
 2012 Payment Schedule and Policy
 Directions to Apply as a non-F1 Student
 Directions to Apply as an F1 Student
 Estimated Student Living Costs
 MLI Informational Booklet
 Non-F1 Student Application Packet
 F1 Student Application Packet
 MLI Student Handbook
 New photos and new testimonials
 New testimonials indicate Agency and SAM program students
 Clarification of descriptions of classes, levels, seminars and excursions
 Simplification and clarification of Short Term Program sample schedule
 Rebuilt Rainbow Studies section

Curriculum Development

Standardized the Grammar course by moving to a new series of texts: Grammar Sense 1, 2, 3 and 4.

Held curriculum retreat in summer 2012 to assure that new and returning faculty were working as a team in the delivery of both the Rainbow Studies and Intensive English curriculums.

Developed American Cultural Literacy curriculum to include contemporary television programming and YouTube presentations.

Piloted and developed the curriculum for 4 new films for Film Studies course.

- **SAM Program** - I have been working closely with the International Affairs Office at Osaka Gakuin University (OGU) since 2006. In 2010, 3 students attended MLI (one for a month, and the other 2 for a semester). Upon returning to OGU, one of the semester-long students scored the highest, and showed the greatest amount of improvement on her TOIEC test. This convinced other Osaka Gakuin University students to attend MLI in 2011. The success of the 2011 program led to another large influx of students from Osaka Gakuin in the fall of 2012.

- **KULANAA`O** - Translated all Kulanaa`o information into Japanese for the Osaka Gakuin University (OGU) students. Worked in close conjunction OGU staff to ensure that the students understood their rights and responsibilities with regard to residing in the student residence.

- **INTERNATIONAL OFFICE** - Designed a proposal for the UHMC Office of International Services, a spider chart illustrating structure, a budget proposal spanning the first three years, and a narrative on the advantages of international education. Chaired the International Education Committee Task Force. This involved both group and individual meetings during the spring of 2012. In addition, to better understand the Shanghai Normal University exchange program, I participated in the faculty exchange program and taught Business Communication and Negotiation for the Tourism Department. Also, I attended the CCID National Conference in New Orleans.

- **Sister University Agreements**: Established a sister university exchange agreement with Takamatsu University, and we are currently working on a short term program for the spring of 2013. Are in exchange agreement negotiations with Toyama University, Fukuyama University.



VII. MLI's S.M.A.R.T. GOALS FOR 2012

Goal I: Retain Osaka Gakuin University as a feeder school for MLI's Fall I session in the future

SPECIFICALLY: There are currently two study abroad options for OGU students through their university: 4-week, and semester-long. The 4-week session is for students not quite ready for a full semester away from home. In order for MLI to accomplish this goal, we need to be successful on multiple levels including academics, and student services. The requirements include meeting OGU's expectations in terms of academics and housing. Regarding housing, MLI will continue to work closely with the Kulanaa`o management team. The benefits of accomplishing this goal are multi-fold and include but are not limited to retaining MLI's fiscal health, stabilizing the MLI program by being able to offer more secure teaching positions, and enjoying the added diversity of having so many new students in the program. The goal is MEASURABLE because the success of the program will be determined by whether or not the OGU students return next year. It is also ATTAINABLE because MLI has the resources and deliver the academic program within the allotted time frame. Also, attainability will depend on following expected protocol, such as visiting OGU no later than spring 2012 while they are recruiting for the fall. It's REALISTIC because it represents substantial progress for MLI, and the faculty and staff are enthusiastic and willing to work to achieve the goal. And it's TIMELY because OGU begins recruiting for their Study Abroad programs in the spring, so there is time to plan for a protocol trip, and to further deepen relationships with OGU's staff.

Goal II: Recruit a university that would serve as a feeder for one of MLI's Spring sessions.

SPECIFICALLY: The strongest prospect is Toyama University. In 2006, UHMC signed a cooperative agreement between Toyama University's Faculty of Education, and UHMC. They subsequently sent three short-term groups from their affiliate junior high school to UHMC. This year, they sent 3 students to MLI's 2012 Spring I program, and 3 students to the 2012 Fall I program. Two Toyama University representatives visited in September, 2012 to discuss a future agreement that would be institution-wide, and not limited to the Faculty of Education. Ideally, an agreement could be signed in the spring of 2013. The requirements would be to have an agreement that involves opportunities for the exchange of students and faculty. We also discussed having a provisional clause in the agreement, stating that students will pay tuition at the host university, and if they require additional language instruction, they will pay tuition at the host university's language institute. The purpose for formalizing the exchange program would be to provide greater opportunity for UHMC faculty to teach abroad, and for UHMC students to study abroad, further globalizing the campus. This program would also establish a spring session feeder school for the MLI program, further stabilizing the Institute. It's MEASURABLE because the agreement would lead to future SAM programs, and/or exchanges of faculty and students in the future. It's ATTAINABLE because we already have an established relationship with Toyama University and they have expressed an interest in developing stronger ties with UHMC. It's REALISTIC because it represents substantial growth for both MLI and UHMC; a spring feeder school for MLI would be ideal because it means that we would retain the same number of staff/faculty year round, further stabilizing the Institute. Also, both universities are willing to work towards the goal. And it's TIMELY; protocol would call for trip to Toyama University, which could be, occur in tandem with a trip to Osaka Gakuin University. It's realistic to aim for the first large group of SAM students in the spring of 2013.

Goal III: Recruit FI students for both MLI and the UHMC credit program through conferences and workshops

SPECIFICALLY: This would involve attending ICEF Latin American Workshop in September, 2013. MLI will renew agency agreements from 2011-2012, but there will be a natural attrition rate so an ICEF workshop would refresh our “working” list. South America has been a specific target for MLI during the past few years. Attending the NAFSA Conference in May, 2013 is important for professional development and networking with agents and other international contacts. The goal is MEASURABLE because MLI keeps records of all students who come to us through agents. It only takes one F1 Visa student to cover expenses incurred in participating in both an ICEF Workshop and a NAFSA conference. It is ATTAINABLE because I have attended both ICEF and NAFSA in the past and am very familiar with how to work efficiently and productively within these recruitment environments. It’s REALISTIC because in order to be a “player” in the international education higher education realm, UHMC has to make an ongoing commitment to developing and nurturing relationships in person. MLI is committed to raising the bar when it comes to international travel and recruitment efforts. And it’s TIMELY because it has been 3 years since I’ve had the opportunity to attend ICEF or NAFSA, and records have indicated that both are excellent sources for recruiting FI Visa students.

Goal IV: Recruit FI students and globalize campus through the establishment of the Office of International Services (OIS)

SPECIFICALLY: This would involve the development of an Office of International Services dedicated to implementing a structure that would become the umbrella for all international activity. The Office of International Services and Support at UHMC would be designed to address the transitional and educational needs of all international and mainland students and faculty. It involves the coordination of support services currently available to students on campus, as well as the gradual development of additional services and international initiatives, including Study Abroad and exchange opportunities. It is MEASURABLE because it would result in an increase of international students, exchanges, and related activities. It’s ATTAINABLE because in 2010-11 alone, tuition revenue generated by tuition revenue from former MLI students, non-MLI international students, and current mainland students exceeded \$500,000; a portion of this revenue could be dedicated to the OIS. It’s REALISTIC but the faculty and staff are in place to begin the process; many of the functions currently under the MLI umbrella could be shifted to the OIS, enabling MLI more revenue to solidify position, and grow the recruitment/marketing functions of the program. Finally, it’s TIMELY because UHMC is at a critical juncture since joining the senior commission. Also, the UH strategic plan calls for concerted efforts on each campus’s part to grow into global leaders.

VIII. MLI SUMMARY AND ULTIMATE GOAL

In summary, MLI continues to be fiscally healthy, and also continues to make a sizable contribution to the credit side in terms of tuition revenue generated by former MLI students. MLI’s ultimate goal is to have a truly reciprocal relationship with the credit side whereby funds are dedicated to supporting MLI’s faculty and staff, many of whom work part-time without benefits, yet contribute so deeply to the globalization of the campus, as well as to its financial well being. A smart building block for realizing the S.M.A.R.T goals outlined above is to start with the foundation – the MLI faculty and staff who so justly deserve to be recognized for their unremitting and tireless dedication.

APPRENTICESHIP

PROGRAM REVIEW 2011-2012

UH MAUI COLLEGE APPRENTICESHIP PROGRAM

Compiled by Mr. Marvin Tengan, Apprenticeship Program Coordinator

The mission of UH Maui College is UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

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

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

Part I. Executive Summary of Program Status

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

Presently the number of apprentices in the UH Maui College's Apprenticeship Program has decreased slightly due to the downturn in the State's economy that caused a slowdown in the State Construction Industry. Although the number of apprentices attending classes in 2011 indicates 420, the number of State registered apprentices here on Maui is much greater. Trades such as the Painters, Laborers, Tapers and Operating Engineers who have been doing home study and not sending their apprentices to UH Maui College because of their busy work schedule in the past years are now interested in classroom spaces to upgrade their members and hope to start apprenticeship classes in the near future. Presently many of the Up-grading, Health and Safety courses they are requiring their members to attend consist of their apprentices. Because it is mandated by the State Legislature that each trade is required to have a certain ratio of journeypersons to apprentices and various unions lack the number of journeypersons/apprenticeship ratio, certain trades are requiring their signatory contractors to continue to recruit workers as construction laborers in their specific area of work as they await the present apprentices to become journeypersons before entering new apprentices into apprenticeship agreements. Many of these unions are working with the contractors to assist with the low bid environment and lack of work in the State.

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

Apprenticeship learning outcomes are continually addressed and at the monthly Carpentry JATC meeting on Maui, the areas of Safety Awareness, Individual Character or Traits, Attitude Towards Work, Job Skills and Quality of Work, and Relations to Others were identified as the program's primary outcomes and as a result, Health and Safety courses continue to be a priority within the industry and UH Maui Apprenticeship Program continue to assist with facilities and equipment whenever possible.

Part II. Program Description

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

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

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

History

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

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

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

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

Governance and Goals

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

Establish standards for apprenticeship agreement in conformity with this chapter;

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

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

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

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

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

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

Issue such rules and regulations as may be necessary to carry out in intent and purpose of this chapter; Appoint personnel as are necessary in the execution of the functions required under this chapter; and Perform other duties as are necessary to carry out the intent and purpose of this chapter.

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

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

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

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

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

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

Learning Outcomes

In the previous Program Review, Student Learning Outcomes (SLO's) were addressed, and the conclusion we (the Community College's Coordinators), determined with regards to outcomes after one year of research and discussion, was that SLO's would be difficult to define because of the many external organizations having a vested interest within the spectrum of the program. The on-the-job training aspect is not controlled or managed by UH Maui College's Apprenticeship Program, and program completion occurs separately from the college schedule. On August 20, 2008, the CC's apprenticeship coordinators had a meeting at Honolulu Community College to discuss SLO's, and all agreed that Hawaii's apprenticeship programs are already functioning in a manner promoting the type of learning outcomes that many existing instructional programs seek. Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that the welfare of individuals is sought by Labor and Industry (sponsors) and Government (DLIR) as well as Education (Community Colleges). Improved learning outcomes benefit all interests and consequently, benefit the community served.

Faculty and Staff

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

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

Resources

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

Financial resources for instruction before July 1, 2006 were compensated by the College's general instructional funds, OCET special funds, RDP funds or compensated by the affiliate(s). Other financial support related concerns (travel, equipment, tools, materials, textbooks, office equipment and supplies) were either provided by the affiliates or by OCET (UH Maui College). After July 1, 2006, UH Maui College's Apprenticeship Program funding for instructional as well as equipment and supplies were funded through the Construction Initiative monies that was approved by the State Legislature. As of July 1, 2011, the Construction Initiative monies no longer exists and UH Maui College's Apprenticeship Program funding has gone through budget cuts.

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

Community Connections, Advisory Committees

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

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

The diverse geographical and logistical aspect of the needs of the workforce in Maui County is such that a carpentry apprenticeship class had been held on Lanai but the Maui Carpenter's JATC is held on Maui. During the past 2 ½ years, the construction boom in Maui County has slow down due to the economy but the demand for trained and skilled workers in the construction trades are still in demand. This is reflected in the enrollment in the number of upgrading classes held at UH Maui College. In 2003, 270 individuals had enrolled in classes. By the end of 2006, an enrollment of at least 537 individuals attended classes and 2007, 880 attended. In 2009, approximately 1,255 have attended up-grading classes at UH Maui College. During 2010, about 1,000 have taken up-grading classes at UH Maui College. Although the number of classes/individuals taking classes at UH Maui College has dropped slightly, this could be due to various reasons. Many of the Electrical up-grading classes are now held at the New Electrical Training Building and no longer at UH Maui College. Other trades also have held classes off campus due to classrooms were not available when they requested for specific dates. Specialty equipment/site conditions that the campus does not have, requires the trades to look elsewhere for their specialized training. The JATC from most of the trades continue to increase their health/safety training for all their members, apprentices as well as the journey workers.

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

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

Part III. Quantitative Trend Data

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 2009, 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 12.2 apprentices per class (769 apprentices in 63 classes) in 2009. In 2010 the average class size was 9.4 (434 apprentices in 47 classes) and this decrease of classes from 2009 are due to lack of work, low recruitment, and apprentices completing their school hours.

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

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

Students Demographics and Profile

In regard to student demographics in terms of program demand and efficiency, it can be said that apprentices residing throughout the entire County of Maui are involved in this program. Presently, there are individuals that resided on Molokai, Lanai and in Hana, that have entered into an apprenticeship program at UH Maui College. Many have relocated to Maui due to the job opportunities and construction boom on the island of Maui in the past years. Many are still attending classes although not working due to the lack of construction work on Maui because they want to be in compliance with their Apprenticeship Programs and be available to work when the industry starts up again. On the island of Lanai the demand for trained and skilled workers in the construc-

tion trades have decreased and there is no longer a need for UH Maui College apprenticeship classes. There are apprentices located on Molokai that are still attending carpentry classes on Maui and working on Molokai as a union carpenter apprentice.

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

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

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

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

Part IV. Assessment Results for Program SLO's

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

Part V. Assessment Results for Course SLO's

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

As stated in Learning Outcomes, Hawaii's apprenticeship programs are already functioning in a manner promoting the type of learning outcomes that many existing instructional programs seek. Apprenticeship programs inherently incorporate on-the-job workplace training with related classroom instruction. This exists through the initiative and development of training sponsors that are connected with industry and ensures that the welfare of individuals is sought by Labor and industry (sponsors) and Government (DLIR) as well as Education (Community Colleges).

Part VI. Student Satisfaction Survey Results

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

Part VII. Employer Satisfaction Survey Results (CTE programs)

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

Part VIII. Analysis of Program

Alignment with Mission

The mission of Maui College states, UH MC's learning centered kuleana provides accessible and affordable innovative programs that develop citizens meeting the needs and aspirations of a diverse island community.

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

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

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

Strengths and Weakness

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

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

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

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

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

Part IX. Action Plan

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

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

Ideally, a dedicated facility designed around the specific needs of the Program is desired. However, it is believed that certain existing facilities within Maui Campus could present as an alternate facility. 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 Implications

The enrollment growths of apprentices attending classes are 270 apprentices (in 2003) to 880 apprentices (in 2007), 769 apprentices (in 2009), which were the basis for expansion and increase in support needed for instructional and related needs of the Program. During this period the Constructive Initiative funding played an important role assisting the trades and UH Maui College Apprenticeship Program. Presently the enrollment has declined to 434 apprentices (in 2010). This occurred because of the lack of work in the construction industry, apprentices completing their classes and low recruitment. The low enrollments have assisted the Apprenticeship Program's 2011 budget due to present campus wide budget cuts and the loss of the Constructive Initiative funds. It is projected that the construction industry will continue to grow in the future, when work becomes available. Presumably, apprenticeship recruitments and enrollments will continue to expand in conjunction with this future projected growth and the retirement of the baby boomers in the industry. When this growth occurs, the increase in apprenticeship funding will also need to be increased.

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

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

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

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



PROGRAM REVIEW 2011-2012

THE SUSTAINABLE LIVING INSTITUTE OF MAUI (SLIM)

compiled by Jennifer Chirico PhD, MPH, Executive Director of SLIM

The Sustainable Living Institute of Maui (SLIM) has been working diligently to bring greater sustainability to the islands of Hawaii since its inception in 2005. As an institute of the University of Hawaii, and with the guidance of the SLIM Steering Committee, SLIM has already achieved many of its long-term goals and helped to change the landscape of sustainability training programs to the Maui Nui community and across the Hawaiian Islands.

Through our community partnerships with public and private sectors, as well as with other non-profit organizations, SLIM's impact has been far and wide. The following report covers SLIM's activities since 2010. It reviews SLIM's mission and goals and highlights many of its recent accomplishments. It provides an overview of the sustainability training programs that have been developed, the number of students trained, and the various projects that SLIM has completed over the last several years.

SLIM's foundation is strong, and we are excited to move into the future expanding our current programs and developing new sustainability programs while working with the Maui Nui community to bring greater sustainability to the Hawaiian Islands.

I. OVERVIEW OF SLIM

Vision

The Sustainable Living Institute of Maui strives to be a premier institution for fostering sustainable, innovative methods of community development and resource management. SLIM works to provide sustainability education to the community to make Hawaii a model for the development of sustainable island communities around the world.

Mission

The Sustainable Living Institute of Maui is committed to integrating the principles of sustainability into all levels of education to help people build skills that are compatible with the community's cultural, environmental, and economic aspirations.

Core Values

SLIM's core principles of sustainability harmonize its core values with the principles that are indigenous to Maui and Hawai'i.

Equity (Ho`ohanohano) - Honoring our island cultures and traditions & recognizing our interdependency.

Ecology (Malama`aina) - Safeguarding our land, water and fragile habitat through responsible ahupua`a stewardship.

Economy (Po`okela) - Excelling in the provision of services and products that achieve distinction in the marketplace, without jeopardizing the other two values.

Overarching SLIM Goals

Develop Maui as an exemplary and prosperous island

Share eco-effective methods with other communities throughout the world

Serve as a living laboratory and classroom for building and managing holistic communities

Develop and enable people through formal education and training to become the leaders who will plan and implement sustainable technologies

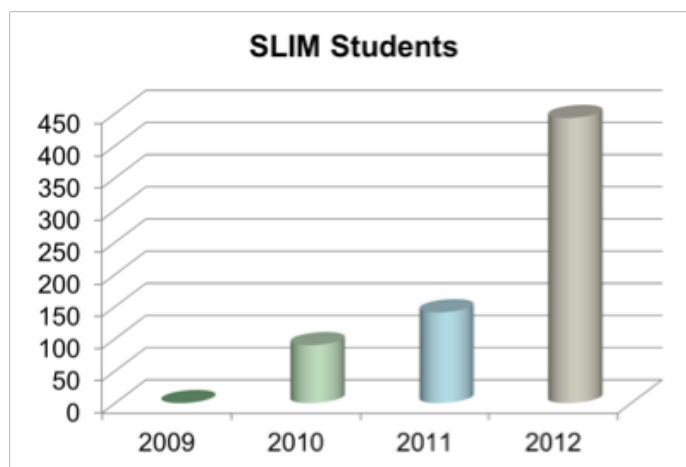
Contribute significantly to improving the quality and vitality of life for Maui and Hawai'i's communities

SLIM TRAINING PROGRAMS

Since early 2010, SLIM has developed and implemented almost 20 new sustainability training programs, many of which have been expanded to other community colleges within the UH system. Many of these programs were in partnership with OCET.

As a result of these programs, SLIM has trained over 400 students on Maui, Molokai, and Lanai between 2010 and 2012. Almost all of the programs are tied to nationally recognized certifications. Due to the lagging economy on Maui, many of the participants we trained were unemployed, displaced, disabled, experiencing low employment, or veterans.

Total SLIM Students 2009-2012	
Year	# Students
2009	0
2010	90
2011	141
2012	212
Total	443



The number of students enrolled in programs has grown over 50% each year.

The training programs that have been implemented since 2010 include renewable energy, energy efficiency, water efficiency, sustainable business, and agriculture

A. Renewable Energy

1. Entry-Level PV Design & Installation – Maui, Molokai, Lanai
2. Advanced PV
3. PV Technical Sales – Maui
4. Small Wind Energy Design and Installation
5. NABCEP (North American Board of Certified Energy Practitioners) testing center national certification exams in renewable energy

B. Energy Efficiency

1. Small Business and Residential Energy Management
2. Commercial Energy Management
3. Green Building Basics & LEED Green Associate Exam Prep
4. Intermediate Green Building & LEED Project Experience
5. RESNET® Home Energy Survey Professional – Maui, Molokai, Lanai
6. BOC® Building Operator Certification - – Maui
7. Solar Hot Water

C. Water Efficiency

1. WaterSense Inspector Training

D. Sustainable Business

1. Communicating Sustainability to Your Customers
2. Marketing Sustainability
3. Entrepreneurship for Sustainability

E. Sustainability Workshops

1. Sustainability 101
2. Sustainability presentations to the Maui community

F. Agriculture

1. Aquaponics Science: Commercial & Micro Systems
2. Home Gardening
3. Community Gardening

III. PROGRAMS AND PROJECTS

1. Maui Economic Opportunity (MEO)

In 2010, SLIM, in partnership with OCET, was awarded a subcontract grant from the Hawaii Department of Labor and Industrial Relations (DLIR) through Maui Economic Opportunity (MEO). This grant helped to start the first sustainability trainings in Maui County in renewable energy and energy efficiency. The programs included small business and residential photovoltaic (PV), green building, and small business and commercial energy management. SLIM continued to develop these programs in the following years, and ALL of the programs were expanded and replicated at the other community colleges within the UH system.

MEO/SLIM/OCET Program	# Students
Commercial Energy Management (CBEM)	15
Small Business and Residential Management (SBREM)	17
Commercial Photovoltaic (CPV)	16
Small Business and Residential Photovoltaic (SBRPV)	32
Green Building	10
Total	90



Photo: CPV Graduating Class with Mayor Tavares and Vice Chancellor John McKee

2. State Energy Sector Partnership (SESP)

The State Energy Sector Partnership (SESP) grant was awarded to the Hawaii Workforce Development in 2010. The UH Community Colleges were awarded subcontracts to carry out the goals of the grant. OCET and SLIM were awarded \$207,000 to train students for clean energy jobs. Between 2011 and 2012, SLIM and OCET implemented 12 training programs in renewable energy, energy efficiency, sustainable business, and sustainable agriculture. Through the SESP program, 184 students were trained at Maui College.

SESP Program

SESP Program	Year	# Students
Building Operator Certification	2011-2012	30
Home Energy Survey Professional	2011-2012	32
Intro to Green Building	2011-2012	44
Entry Level PV	2012	10
Small Wind Energy	2012	13
Sustainable Business	2012	9
NABCEP	2011-2012	18
Intermediate Green Building	2012	13
Aquaponics	2012	15
Total Students		184

Follow-up assessments are still being conducted on employment, but early results indicate that 20-50% of the students have obtained jobs in their corresponding training field. Other students who were experiencing low employment due to the lagging economy have been able to expand their businesses delivering energy efficiency expertise to their clients, as seen in the following case study of one student.

Case Study of SLIM/OCET Student funded by SESP

The student was a General Contractor who had “general building knowledge as a general contractor, but not specific green building knowledge.” He was enrolled in the Building Operations Certificate (BOC) course through SESP and also took trainings in LEED, Home Energy Survey Professional, and PV design and installation.

“We are sought out by clients as a company that understands their sustainability and energy efficiency needs....We have also applied what we have learned to our own office...with great success. In comparison to my neighbors we pay the lowest energy bill (less than 1/3 of average) and at the same time are providing a comfortable, more productive work space for our employees,” said the student.

His company has been featured in local magazines for its work in sustainability, had highest grossing year in last 3, and most recent building project has 37% savings on electricity and 50% for water for occupants.



Photo: Instructor John Bendon explains solar hot water heating to the Home Energy Survey Professional (HESP) students, a program funded by SESP

3. Rural Development Project (RDP)

SLIM partnered with the Hawaii Rural Development Project (RDP) in 2011 and 2012 to deliver renewable energy and energy efficiency training to the residents of Lanai and Molokai. SLIM trained 25 students on Molokai and Lanai in green building and energy management in 2011. In 2012, SLIM trained 30 students on each island in entry level photovoltaic design and installation. These were the first energy training programs to be offered on both islands.

RDP Program

RDP Program	Year	# Students
Molokai Green Building	2011	16
Lanai Green Building	2011	9
Molokai PV	2012	16
Lanai PV	2012	14
Total Students		55



Photo: Lanai students touring the Lanai Solar Farm

4. Maui Smart Grid Project (MSGP)

SLIM partnered with the Hawaii Natural Energy Institute to provide training and internships for students to conduct energy audits on homes in the Maui Smart Grid Project (MSGP). Fifteen students went through an intensive Home Energy Survey Professional (HESP) and smart grid training program to become RESNET certified. Once certified, under the supervision of John Bendon with Green Building LLC, students conducted free energy audits and delivered comprehensive reports to 36 homes in the Maui Meadows neighborhood for residents participating in the MSGP.



Photo: John Bendon (Instructor), Melanie Stephens (Coordinator), Austin Van Heusen (student), and Tania Pearson (student) conducting energy audits on Maui Smart Grid homes.

5. Manufacturing Enterprise Partnership (MEP)

In partnership with the High Development Technology Corporation, SLIM was awarded funding from MEP to conduct energy and waste assessments on manufacturing businesses on Maui. Students who participated in the BOC or HESP programs and students in the Sustainable Science Management Bachelor's program were eligible for the internship. They conducted energy audits on Hawaii Cement, HC&S, Kihei Ice, Tedeschi Winery, Maui Soda and Ice, Home Maid Bakery, and Ali'i Kula Lavender Farm. Under the guidance of Mark Ausbeck, students have identified hundreds of thousands of dollars in annual energy savings for these companies.

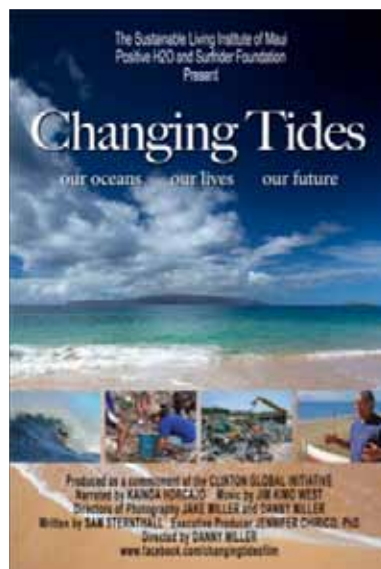
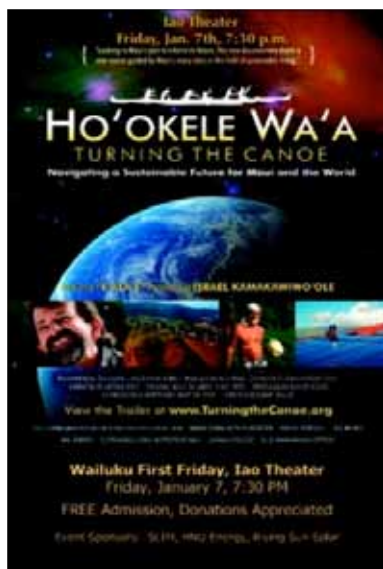
IV. SUSTAINABLE BUSINESS PROGRAM

SLIM and OCET were awarded funding by the Pacific Center for Advanced Technology Training (PCATT) to implement a Sustainable Business Program. SLIM coordinated keynote speakers in sustainability across the state of Hawaii to hold 7 events that were open to local business leaders. About 40-80 participants attended each event. Event speakers and topics included solar energy, wind energy, natural water systems, zero waste, local business investing, smart grid, and energy efficiency.

V. EDUCATIONAL FILMS

In addition to providing sustainability training programs, SLIM has also developed documentaries that provide education about various aspects of sustainability. In 2010, SLIM produced *Turning the Canoe: Navigating a Sustainable Future for Maui and the World* (www.turningthecanoe.org), a documentary that highlights the sustainability work that is currently happening in Hawaii and discusses the possibilities for the future. It was featured at the 2010 Maui Film Festival and won Best Audience Award.

SLIM executive director, Jennifer Chirico, made a commitment at the 2011 Clinton Global Initiative to produce a short documentary on marine debris. SLIM partnered with Positive H2O and Surfrider Foundation to produce the film: *Changing Tides: Our Oceans, Our Lives, Our Future* (www.facebook.com/changingtidesfilm). This documentary was featured at the Maui Film Festival in 2012 and the Waimea Film Festival in 2013.



While filming *Turning the Canoe* and *Changing Tides*, SLIM asked interviewees the question: "If you could give visiting tourists advice on how to lighten their ecological footprint, what would you say?" SLIM used these insightful responses to develop a Public Service Announcement called "Lighten Your Footprint".

This PSA was funded by the County of Maui to provide education to tourists visiting Hawaii on how they can take care of land and water while visiting. It is scheduled to be released in 2013 and will be featured on incoming airlines & community TV.

VI. UHMC COMMUNITY GARDEN

SLIM began seeking funding for a UHMC Community Garden in 2010. Ulupono Initiative awarded SLIM a grant to begin implementation. With additional support from Community Work Day (CWD) and the Maui County Department of Water Supply (DWS), SLIM broke ground on the UHMC community garden in 2012. This is the first community garden within the University of Hawaii system. The Garden provides plots for students, faculty, and community members who often do not have spaces for growing their own food where they live. The goals of the garden are to increase food security on Maui, create campus farm to table initiatives, empower community members, and integrate the garden into curriculum in other departments on campus.



Photo: Rebekah Kuby (CWD), Tui Anderson (DWS), Tracy Tarlow (SLIM), Cole Santos (DWS), Rae Chandler (CWD), Jennifer Chirico (SLIM), and Clyde Sakamoto (UHMC Chancellor) at the UHMC Community Garden Blessing, May 2012.

VII. INTERN AND SCHOLAR PROGRAMS

1. Rural Development Project (RDP)

SLIM identified a need to develop an internship program for students who completed courses that they could gain real world experience to enhance their skills. SLIM participated in a grant with the Rural Development Project (RDP) to start a Green Industries Internship Program 2010-2012. To promote on-the-job training in green industries, SLIM placed 25 interns in paid positions with Maui organizations including the electric utility and photovoltaic/solar businesses. Many of the students obtained employment with the businesses following their internship.

2. HTDC/MEP (High Technology Development Corporation/Manufacturing Extension Partnership)

The Manufacturing Extension Partnership (MEP), a part of the High Technology Development Corporation awarded SLIM grants in 2011 and 2012 for an energy internship program. Fourteen student interns conducted commercial energy audits at local manufacturing companies on Maui, including HC&S (Hawaiian Commercial & Sugar Company), Hawaiian Cement, Haliimaile Pineapple Company, Noni Maui, Maui Soda & Ice, Alii Kula Lavender Farm, Kihei Ice & Soda, Tedeschi Vineyards, and Home Maid Bakery.

3. Smart Grid

Fifteen student interns participated in the Maui Smart Grid energy auditing program. Under the supervision of John Bendon with Green Building LLC, students conducted free energy audits and delivered comprehensive reports to 36 homes in the Maui Meadows neighbor for residents participating in the MSGP.

4. Visiting Scholar

In addition to the internship programs, SLIM hosted a visiting scholar from Chesapeake College during 2011. During his tenure, he helped to start the Sustainable Business Pau Hana Series and designed programs in clean energy.

VIII. OVERVIEW OF SLIM S.M.A.R.T. GOALS 2011-2012

1. Goal 1: Develop and launch at least 5 SLIM workshops and train at least 100 students

SLIM launched over 15 new training programs and trained over 350 students between 2011 and 2012 (SEE SECTION II).

2. Goal: Develop SLIM Scholar and Intern Program

- Hire 3 interns through the RDP program and 1 for class credit to work for SLIM.
- Administer 15 interns at off-site companies through the RDP program.
- Host visiting scholar in 2011.

SLIM partnered with RDP on a Green Industries Internship Program and led 2 additional internship programs with MEP and MSGP. SLIM hired 4 students through the RDP program and mentored 21 students through the RDP program. SLIM led 14 student interns through the MEP program and 15 students through the MSGP. In total, SLIM provided internships for 54 students. SLIM also hosted a visiting scholar, Greg Farley, in 2011. (SEE SECTION VI).

3. Goal: Develop and Implement a Sustainable Business Program

SLIM developed a sustainable business pau hana series in conjunction with OCET to engage local businesses and bring experts from across Hawaii to Maui to present on up-to-date developments in sustainability. SLIM and OCET hosted 7 sustainable business events and coordinated keynote speakers in sustainability from across the state. At least 30-60 participants from the business community attended each event.

4. Goal: Increase SLIM Funding by 50% through donations and grants in 2011 and 2012

SLIM increased funding by over 50% each year.

5. Goal: Develop SLIM outreach in social media and increase SLIM press

SLIM designed and developed a new website with content management system and links to newsletter, facebook, and twitter. As of 2012, SLIM had over 1500 subscribers to its monthly newsletter and over 1000 “friends” on facebook and twitter. SLIM has been featured in over 50 articles in local, state, and national news over the last 2 years.

6. Goal: Present at 2 professional conferences per year to increase SLIM outreach, provide education to community, and increase professional development.

SLIM Executive Director, Jennifer Chirico, presented at 9 conferences between 2010 and 2012. She has also been featured on multiple radio and television shows discussing SLIM and its goals for the Maui community. Recent professional presentations include:

- “Malama i ke ‘aina: Paving the Way to a Sustainable Future” presented as keynote speaker at the American Association of University Women (AAUW), Wailea, Hawaii, May, 2012.
- “Training Your Employees for Sustainability,” presented at the Hawaii Build and Buy Green conference, April 2012.
- “The Smart Microgrid Paving the Future at UCSD,” Panel speaker at the Grid Com Forum West Conference, San Diego, March, 2012.
- “Sustainability in Hawaii: A Presentation to the President of French Polynesia His Excellency Oscar Manutahi Temaru,” presented to the President on Maui, January, 2012.
- “Achieving Sustainability on the Most Remote Islands in the World,” presented at the Hardi Conference, Wailea, Hawaii, October, 2011.
- “The Path to Energy Independence: Green Workforce Development on the Most Remote Islands in the World,” presented at the Association for the Advancement of Sustainability in Higher Education (AASHE), Pittsburgh, PA, October, 2011.
- “Achieving Sustainability on the Most Remote Islands in the World,” presented at the Hardi Conference, Wailea, Hawaii, October, 2011.
- “Energy Training Programs for a Green Workforce,” presented at Hawaii Green Workforce Development Conference and Expo, Honolulu, Hawaii, May, 2011.
- “Sustainable Solutions for West Maui,” presented at the Lahaina Civic Center, sponsored by West Maui Sustainability, Lahaina, Hawaii, February 16, 2011.

IX. KEY SPONSORS AND PARTNERS

We would like to extend a huge Mahalo to our key sponsors and partners for helping make SLIM's vision a reality at Maui College and in the Maui Nui community: Cole Foundation, Case Foundation, Office of Continuing Education and Training (OCET), EdVenture, County of Maui, Maui Economic Opportunity (MEO), State Energy Sector Partnership (SESP), U.S. Department of Labor (DOL), U.S. Department of Energy (DOE), Hawaii Natural Energy Institute (HNEI), Maui Smart Grid Project (MSGP), Rural Development Program (RDP), Manufacturing Extension Partnership (MEP), High Technology Development Corporation (HTDC), Maui Electric Company (MECO), Community Work Day, Ulupono Initiative, Maui County Department of Water Supply, Surfrider Foundation, Positive H2O, Pacific Center for Advanced Technology Training (PCATT), Green Building LLC, Pacific Biodiesel, Flatbread's Pizza, Mana Foods, Rising Sun, HNU Energy, First Wind, Sempra.