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

**University of Hawaii Maui College**

**Annual Program Review**

**September 2013 – August 2014**

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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 2013 through August 2014. There are three major program areas within the Office of Continuing Education and Training – EdVenture, Maui Language Institute, 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 develop new strategies to address the needs of our community. Talents on the team are diverse and complement each other. Our team goal is to have all team members have a sense of accomplishment, a sense of belonging, and a sense of contribution.

The EdVenture team was excited to share the long awaited online registration software system that was Initiated 9 years ago. Destiny Solutions was chosen as the University of Hawai‘i system-wide online registration software vendor. With the desire to have a system that meets all the unique needs for each campus, we continue to fully transition and accept changes in the abilities of this software. Significant results have not yet been seen nor have our registration numbers Increased as our customers and staff adapt to our new online registration system.

Hopefully 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.

The OCET team supported another successful year for the Ka Ipu Kukui Fellows Program graduating 11 new Fellows. This year completes the seventh year of the program with a total of 85 graduates. In August of 2014, 12 new Fellows make up year eight of the Ka Ipu Kukui Fellows. This Program also received $25,000.00 in grant funds from the County of Maui to further expand the program to Molokai and Lanai.

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.

Strategies and performance measures for the coming year are consistent with the other six community college campuses, which is also in alignment to Maui College and the system's strategic plan.

**Maui Language Institute**

It has been twelve years since the inception of the Maui Language Institute, in its current manifestation. This years 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, 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, including developments to support our international student population; 6) and, an overview of MLI’s goals for the future.

This report will illustrate that MLI Is fiscally sound and 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 increased due to the expected job increase in the State Construction Industry and many individuals retiring from the various trades which will require new/replacement jobs that need to be filled through apprenticeship. But, enrollments have decreased from approximately 880 in 2007 to about 373 in 2014. This decrease 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 2013 semester. These courses were held because the ratio of journey persons to apprentices have decreased and the need for apprentices to apply certain skills in the field that the journeypersons would have completed in the past are now being requested of the apprentices. The funds earmarked for lectureship costs will help to continue to employ our current staff of instructors and hire new qualified instructors to teach the needed additional classes.

Increased number of classroom and shop spaces required to support the demand in apprenticeship and journey worker training have over taxed shop/classroom spaces. In 2013 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. Also apprenticeship funds are being used to assist with concrete tables/benches and other projects that are beneficial to the campus. 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, the end of the Constructive Initiative funds and increase in salaries 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 2015 apprenticeship classes. The UH Maui College Apprenticeship Program is awaiting the trades to complete their fall 2014 class rosters in order to calculate the lecturer salaries for the spring semester. After the spring 2015 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 2015 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.

**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 dedicated and committed to the mission of the college. 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.

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

**Program Review:**

**OCET - EdVenture (2013-2014)**

**Compiled by Lori Teragawachi Ed.D., Director, Office of Continuing Education & Training**

**EdVenture Program Review Approach**

This Program Review will cover September 2013 – August 2014.

OCET continues to adopt the business model of strategically assessing our internal programs and services with the facilitation of a strategic planning retreats on an annual basis. For the last eight years, the strategic planning retreats have involved the entire team of OCET/EdVenture.

**OCET/EdVenture Mission**

The Office of Continuing Education & 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

**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, juris diction, 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.

**Office of Continuing Education and Training System-wide Performance Measures:**

With the implementation of a system-wide online registration system, all college campuses within the system is now encouraged to standardize processes, procedures, and performance measures. The Maui OCET Team will strive to continue providing

1. Superior Performance for those we serve,

2. work to create Intensely Loyal Customers,

3. develop and nurture a Winning Culture for our team,

4. and look for ways to create a Distinct Contribution for our community.

The following performance measures were compiled and agreed upon at a system-wide strategic planning retreat for the Directors of the Office of Continuing Education and Training divisions.

**Performance Measures:**

1. Total FTE OCET Staff
2. Total Student Enrollment Fiscal Year – Duplicated and Unduplicated (note: this does not include contract classes)
3. Total Number of Classes Offered during Fiscal Year
4. Total Number of Actual Instructional Hours for Fiscal Year (This does not include canceled classes)
5. Average Enrollment Per Class (Total enrollment divided by total number of classes)
6. Average Tuition Amount Collected Per Registration
7. Total Number of Online Class Registrations
8. Total Amount Collected for Online Classes
9. Total Revenue Collected
10. Total Production Expenses (Includes Instructor Pay)
11. Total Promotions Expenses (Includes Catalog Production & Distribution, etc.)
12. Total of all Expenses
13. Net Income
14. Class Cancellation Rate
15. Student Repeat Rate
16. Customer Satisfaction Scores via Surveys
17. Instructor Satisfaction Scores via Survey
18. Total Customized/Contract Classes
19. Total Amount Collected from Customized/Contract Classes
20. Average Revenue Generated Per Contract Class
21. Total Number of Students Participating and Completing In Industry Recognized Training and Recertification Classes
22. Number of Non-Revenue Events in Support of the College and Community
23. Total Number of People Served for Special Community Service Events

For Campuses with International Programs:

1. Number of International Students Served in Credit & Non-Credit Programs
2. Number of International Students Transferred to Credit Programs from Non-Credit
3. Total Revenue For International Programs Which Also Includes Short Term Programs
4. Total Number of International Visitors Hosted

Note: These measures were determined and finalized at the DOCET retreat in September 2014. Each campus is committed to reporting on these measures In the next program review for 2014-2015.

**A look at our Quantitative Indicators**

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**Note: Most successful continuing ed programs generate no more than 10% net profit at the end of the year. Another guide would be to use $125,000 per FTE X 6 = $750,000. This indicates that for each FTE employee, we must generate $125,000 in revenue.**

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**Determining Our Strategy for the Coming Year**

The OCET team agreed to look some best practices from LERN. The Learning Resource Network (LERN) is the world's largest association In continuing education and lifelong learning. They offer information and expertise to providers of continuing education. The team reviewed the best practices and determine items we were currently doing, things we were working on, and items we must focus on. The following are color coded for ease In review.

**Best Practices from LERN**

**Green = Currently Doing Purple = Working on it Red = Must Focus On**

1. **30% Rule – no product area should carry more than 30% of the total income.**
2. **Production cost at 50% or less of income the course generates. (Resolution is on its way – reallocation of operational overhead will be distributed.)**
3. **Minimum of 4 open enrollment terms per year – more terms = more visibility. (This will be modified – 3 terms, but additional promotional initiatives.)**
4. **Know your customers – 20% of your customers generate 80% of your business – know your demographics.** (**Currently known for Technology/computer classes.** **Need to do for personal enrichment classes.)Who are your repeat customers and what is your program repeat rate? Males versus Females? Age category 1944-1964 Boomers, 1965-1979 Generation X, 1980 – 2000 Generation Y, area of residence, average class size, and average class tuition – Determine what it is and what you want it to be!**
5. **Promote 2-4 times to past participants.**
6. **Know your benchmarks: Repeat Rates of 30-50%, Cancellation Rates < 15%, New Courses at 20%, Conversion Rates of 4 leads to generate 1 contract.**
7. **Promote instructors – their skills and knowledge will generate customer interest. Have instructors help to promote their classes.**
8. **Staff Productivity – Total income divided by total full time staff should be at least $125,000. Successful programs are reporting $150,000-$250,000.**
9. **Don’t tell customers what they need, find out what they want, when they want it, and how it should be delivered.**
10. **Centralize operations and pull as many routine tasks from revenue generators.**
11. **Accountability – Job descriptions are transitioned from “tasks” to “outcomes, performance goals”.**
12. **Have an “information specialist” as a primary contact for customers.(Lucille and Stephanie have been designated as the “information specialist”.) Enhancing customer service will increase return rates!**
13. **Must collect demographics, email, and the promotional method that generated the registration.**
14. **Seamless online registration.**
15. **Twice a year, randomly survey 200-400 people or 10% of clients. Have them rate the quality of programs and service on a scale of 1-5.**
16. **Create 20% new courses each cycle. This could include revamping the course description and** **title if the course had been canceled previously.**
17. **Spend 10-20% on promotion of which 75% on direct mail, 10-15% on e-marketing, 5-10% on advertising, and 5% following up on request and referrals.**
18. **Think “generational marketing”.**
19. **Offer online courses – 50% of learning will be online. Generation Y expects an online option. Think Hybrid!**
20. **Don’t give money back – give credit or transfer to another class.**
21. **Be self sufficient. Don’t depend on funding from the state or grants.**
22. **Price for profit. Come up with a number that keeps production cost at 50% or less, compare to competition, and compare to what people spent in the past.**
23. **Think go/no-go. Run classes if they cover production cost.**
24. **Write course descriptions with AIDA – Attention, Interest, Desire, Action.**
25. **Contract out versus adding staff.**
26. **Have one new initiative a year. Have 1,000-10,000 names to promote this initiative to. The initiative last for 3 years and by year 3 it will generate 5-20% of total income.**
27. **Determine our unique selling proposition – what makes us unique.**
28. **Reduce staff meetings – no more than 5% of time – take time to communicate with people you need to talk to.**
29. **With regards to the competition – do not compete directly. Be different. Find the gaps. Be the best at what we do.**
30. **Have individual training plans to improve yourself.**
31. **Have a one year plan. This includes programs, finances, sales, marketing, and operational goals.**
32. **Communicate – let the campus community know what we offer and the value we bring. (The campus does not fully recognize our capabilities.)**
33. **Have 3 portals – 1. Direct Mail 2. Electronic Mail 3. The X-Factor – whatever way your demographic likes to receive.**
34. **Cut the dogs. These are the underperformers – courses, clients, instructors, promotional methods, etc.**
35. **Support your decisions by data.**
36. **Follow timelines. Promotional initiatives cannot be late getting out- it will defeat the purpose.**
37. **Transition to solutions – talk in terms of solutions – clients need more than training and education – they need to know we can provide a service.**
38. **Think “globally” – online learning expands the territory**
39. **Sunset rule. Respond to customers by sunset or within 24 hours at the most.**
40. **You need a one year plan, but you also need to know where you want to be in 3-5 years.**

**LERN then goes further to provide a scale for scoring your organization. Currently the Maui OCET Team is "Holding our Own"**

Scoring

0-8 Going out of Business

9-16 In Jeopardy of experiencing a decrease in registration

**17-24 Holding your own**

25-32 In a position to grow

33-40 A Model Program

**STRATEGIC THINKING for the YEAR**

* Develop one major initiative this year – consider partnership with Relativity, etc.
* Think “online” and “hybrid” – blended and value added! i.e. Computer User Groups, Hawaiiana/Cultural Online courses, Blended Rosetta Stone Language offerings, etc.
* Be clear on areas we dominate in, or areas we are considered leaders. Define the gaps or future needs we could address – promote solutions, and find ways to get input from our customers. (Get feedback on whether business professionals want CEU’s. Determine if it would be beneficial to be an IACET Authorized Provider.)
* Look for ways to get engaged within our community.
* Use data to make decisions.
* 20% of courses should be new.
* Everyone should have a personal development plan. Transition from job descriptions that are task related to outcome and performance driven.
* Testimonials and instructor videos on our website.

When looking at the specific alignment to the Community College System Goals and Strategies, the OCET Directors and their Teams have agreed to the following for the 2014-2015 year. Some strategies will be ongoing.

|  |  |
| --- | --- |
| **Alignment** | **Strategy** |
| **GOAL A:** Native Hawaiian Educational Attainment  **Strategic Outcome:** Positions UH as one of the world’s foremost indigenous serving universities by supporting access and success of Native Hawaiians  **Performance Measure:**  Increase Native Hawaiian enrollment by 3% per year (5,847 students by 2015) particularly in regions that are underserved | 1. Recruit and outreach efforts to stakeholders serving Native Hawaiians and other underserved communities. – This is specifically done with our College for Kids STEM programs that are promoted to Native Hawaiian youth during interim sessions throughout the year. The long term impact would be to have these Native Hawaiian students enroll into Maui College after being exposed to college life as a youth. 2. Whenever an individual is exposed to a continuing education environment, hopes are that they will be encouraged and enticed to come back to school for a certificate or degree. Our role is to be as welcoming and encouraging as possible. |

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| **GOAL B:** Function as a seamless state system.  **Strategic Outcome**: Globally Competitive Workforce  **Performance Measure:**  Increase by 3% per year the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the US average. ($39,000) | 1. Utilize data to determine shortages of workers that have average wage of $39,000 or above and develop certificate programs to address this shortage. (Example of this would be our WasteWater/Water Treatment Certification Program and the Clinical Medical Assistant Blended certificate program for Lanai.) |
| 1. Identify CEU categories for professional organizations and align courses to meet those needs. |
| 1. Partner with community based organizations and government agencies to recruit GED recipients and working adults between ages 25-49. (Organizations we have partnered with are MEO, WDD, MEDB, Maui County Economic Development Division, WIB etc.) |
| 1. Continue to engage advisory groups to review and assess the viability of proposed courses, and nurture innovative entrepreneurial design thinking. |
| 1. Continue to nurture DOL partnerships for participant referrals and job placement. (Example – works closely with the One Stop WDD office in Wailuku.) |
| 1. Work to promote the value of continuing education by developing a marketing strategy to educate all stakeholders. |

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| --- | --- |
| **GOAL B:** Function as a seamless state system.  **Strategic Outcome**: Globally Competitive Workforce  **Performance Measure:**  Increase International Student enrollment by 3% per year. | 1. Continue to track financial impact of international students’ credit and non-credit. |
| 1. Utilize alumni and develop strategies to recruit international students. |
| **GOAL C:** Promote workforce and economic development  **Strategic Outcome:** Contribute to the state’s economy and provide a solid return on its investment in higher education through research and training.  **Performance Measure:**  Increase by 3% per year the level of extramural fund support expended (E&E) | 1. Identify grant sources    1. Partner with other authors    2. Work with grant writers and grant managers    3. Promote OCET consortium grants (example - SESP, C3T, etc.)    4. Look for capacity building opportunities |
| 1. Increase tuition revenues    1. Share best practices and programs (LERN Best Practices were shared with other OCETs at the strategic planning retreat.)    2. Cost/revenue share (When programs are expanded statewide, MOU are developed to share profits.)    3. Improve operations and efficiencies |
| 1. Explore commercial enterprise opportunities    1. License curriculum/train the trainer    2. Business incubator    3. Facilities rental |

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| --- | --- |
| **GOAL D:** Develop our human resources: Recruitment/Retention/Renewal  **Strategic Outcome**: Hawaii’s Educational Capital/Resources and Stewardship. Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.  **Performance Measure:**  Recruit, renew, and retain a qualified, effective, and diverse faculty, staff and leadership. | 1. Provide opportunities for practicum for students and/or utilize interns for on the job experiences. |
| 1. Participate in job fairs to seek instructors, staff, and leadership as potential employees. (An additional benefit would be the identification of potential OCET students.) |
| 1. Continue funding for system wide training for all OCET staff. |
| 1. Enroll/participate in national organizational conferences, webinars, and meetings. |
| 1. Encourage and approve utilization of staff development funds and activities. |
| 1. Revitalize staff by designing a development forum three times a year. |
| 1. Encourage entrepreneurial projects to develop skills that foster creativity and innovation. |
| 1. Determine champions at each campus within the UHCC system who can lead the OCET Team. |
| 1. Nominate employees for various system awards and committees. |
| **GOAL E:** Develop sustainable infrastructure for students.  **Strategic Outcome**: Resources and Stewardship – Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University’s resources for a sustainable future.  **Performance Measure:**  Increase non-state revenue streams by 3-17% per year. | 1. Identify grant officers to research and suggest appropriate sources from national and regional sources. |
| 1. Encourage grant writers to communicate and network amongst campuses. |
| 1. Increase efforts to identify opportunities for customized and contract training. |
| 1. Partner with community based organizations and government agencies for funding sources. |

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| --- | --- |
| **GOAL E:** Develop sustainable infrastructure for students.  **Strategic Outcome:** Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University’s resources for a sustainable future.  **Performance Measure:**  Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning resources acquisition, and resource allocation. | 1. Address outdated and misaligned procedures, and create consistent practices amongst campuses. |

**Technology Trends**

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.

LERN estimates that in the year 2020 80% of continuing education learning will be online, including a significant of that being hybrid or blended courses.

**Economy**

The economy continues to impact education and the mindset of doing more with less affects allowing individuals to take time for professional development. Less time is available for continuing education with second jobs and longer hours, and exhaustion of the workforce is a nationwide problem. Students are turning to online or blended learning alternatives to traditional classroom presentations as a way to learn on their own time, and at a less expensive rate.

**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”, so our SLIM offerings are positioned to grow.

**Competition**

Our strategy will continue to be to partner with service providers in our community, versus compete with them.

**Customer**

The majority of students that take our classes are female ages 31-55. We need to continually assess “who our customers are” in each of our course offerings, and look to meet their needs and desires.

**EMSI Occupation Employment Data:**

The fastest growing Industries for Maui County from 2011 to 2021 and their earnings per worker are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Industry | 2011 Jobs | 2021 Jobs | Change in Job number | Earnings per worker in 2014 |
| Hotels and Motels | 10584 | 12477 | 1894 | $51,036 |
| Full Service Restaurants | 5698 | 7316 | 1619 | $30,355 |
| Other support activities for Air Transportation | 114 | 600 | 486 | $47,763 |
| Lessors of Non-residential Buildings | 770 | 1246 | 477 | $56,396 |
| Electrical Contractors and other Wiring Installation Contractors | 372 | 826 | 454 | $61,196 |

The Fastest Growing Occupations

|  |  |  |  |
| --- | --- | --- | --- |
| Occupation | 2011 Jobs | 2021 Jobs | Change in Jobs |
| Maids and Housekeeping | 3550 | 4425 | 876 |
| Real Estate Sales Agents | 3020 | 3871 | 851 |
| Janitors and Cleaners | 2060 | 2794 | 734 |
| Waiters and Waitresses | 2684 | 3351 | 667 |
| Landscape and Ground Keeping | 2066 | 2656 | 589 |
| Retail Sales | 3353 | 3808 | 455 |
| Cooks, Restaurant | 1383 | 1822 | 439 |

Highest Paying Occupations

|  |  |  |  |
| --- | --- | --- | --- |
| Occupation | 2011 Jobs | 2021 Jobs | Change in Jobs |
| Anesthesiologist | 17 | 19 | 2 |
| Surgeons | 29 | 32 | 3 |
| Sales Engineer | 3 | 4 | 1 |
| Internist, General | 28 | 30 | 2 |
| Family and General Practitioners | 125 | 132 | 7 |
| Health and Safety Engineers | 4 | 6 | 2 |

**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. Job functions are continually being enhanced to meet the demands of our community and programs. Currently many EdVenture employees have their payroll supported by other functions within the OCET organization. This will properly address the operational overhead expense that EdVenture has carried over the years. These expenses will now be shared with MLI, Facilities, and Apprenticeship. We are also looking to acquire an allocation from Federal grants of which EdVenture was not able to obtain In the past, even after completing requested tasks. For the past two years MLI's director position has not been backfilled to allow time to revamp the Maui Language Institute's program and implement strategies to ensure more stability in the program and staff. This will benefit EdVenture in the long run as more functions and tasks are transitioned to EdVenture employees, with portions of their payroll being covered by MLI's account and additional monies are saved for future international program promotions.

**Memberships and Partnerships**

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, ASTD (American Society of Training and Development), Maui County Youth Council, Sister City Board, the MEO Business Development Center Board, the Ka Ipu Kukui Fellows Steering Committee, and the local Workforce Investment Board.

The Office of Continuing Education & Training is similar to 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 (2013-2014)**

**Compiled by Lori Teragawachi Ed.D., Director, Office of Continuing Education & Training**

**Maui Language Institute Executive Summary**

It has been twelve years since the inception of the Maui Language Institute, in its current manifestation. This report covers: 1) an overview of MLI including its mission and relationship to UH MC’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 last year; 6) and, an overview of MLI’s goals for the coming year.

**I. OVERVIEW OF MLI**

**A. Mission of UH MC**

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.

**B. Mission of MLI**

To lead a community of English Language Learners in a multi-cultural environment by providing experiential learning that is engaging and effective, encouraging achievement of life goals through excellence, dedication and professionalism with aloha.

**C. MLI’s Relationship to UH MC’s Student Success**

MLI developed the hybrid program that continues 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 the credit program and other campuses.

MLI’s Student Services Specialist provides transitional services and support services for students. A handbook was developed for new students and the orientation program has continued to expand to 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 UH MC Counseling Office. MLI’s excursions, social events, potluck parties and certificate ceremonies are proactive approaches to keeping students engaged and committed to their learning goals.

MLI classes are small (approx. 8-16 students), therefore 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.

MLI students hail from all over the world (over 30 countries in the past 7 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), and addresses a variety of abilities. MLI classes are offered in the Laulima Building at UH Maui College, a facility that provides modern technologies and materials.

**D. MLI’s Sustainability**

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 works in tandem with the Registrar’s Office in developing reports based on available data and tracking student progress and has introduced a blog and Facebook to stay in touch with current and former students.

**E. MLI Meeting the Community and Addressing Workforce Needs**

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. This also provides an opportunity for students to volunteer and learn more about our community and its needs.

MLI has also worked with the Nursing, Dental, Culinary, Engineering, and HOST faculty to provide experiential learning opportunities for visiting short term programs that have required learning experiences within their field. These opportunities have exposed students to various workplace settings here in Maui County.

**F. MLI Creates a Culture 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 seventy. The learning environment welcomes and encourages students from these broad spectrums, and hosts excursions and social events to encourage intermingling and embracing cultural differences.

**F. MLI Recruits and Retains A Diverse Faculty and Staff**

MLI's vision is to support the staff with ongoing staff development and in-house development workshops. Faculty and staff are also encouraged to take advantage of the professional development funds offered by UH MC. In the past year, staff and faculty have traveled to state, national and international professional development sessions.

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.

**G. MLI Assessment & Continuous Improvement**

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 to 7-week sessions.

MLI conducts student evaluations at the end of every 7-week session, and makes revisions to the curriculum and instruction in accordance to student feedback. Faculty and staff also assess the program, and set student learner outcomes for each level in an effort to improve student learning.

The Maui Language Institute team Is strong, cohesive, and has a solid foundational curriculum. This past year the majority of the instructional staff is new, and the curriculum has been redesigned to not only align to the three levels within each area of study, but also has a stronger alignment to the requirements for the credit classes.

This year we are researching the practice of utilizing standardized text for various levels within the Reading courses.

**H. 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 are prepared 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 our community.

**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, embraced, and celebrated.

**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 remains fiscally viable and 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 7-week sessions. 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.

Academic Calendar

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Dates | Days | Time |
| Spring I | Jan. 12 - Feb. 27 | M - TH | 9:00 - 1:30 |
| Spring 2 | Mar. 2 - April 17 | M - TH | 9:00 - 1:30 |
| Summer 1 | May 4 - June 19 | M - TH | 9:00 - 1:30 |
| Summer 2 | June 22 - Aug. 7 | M - TH | 9:00 - 1:30 |
| Fall 1 | Sept. 7 - Oct. 23 | M - TH | 9:00 - 1:30 |
| Fall 2 | Oct. 26 - Dec. 11 | M - TH | 9:00 - 1:30 |

Tuition

|  |  |  |
| --- | --- | --- |
| Full Time | Per Week | Per Course |
| $1,695 | $290 | $325 |

**B. Short-Term Programs (STPs) 2013**

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 are the short term programs for 2014:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STP | Country | Start | End | Number of Students | Revenue |
| Ulsan College | Korea | 7/28 | 8/15 | 14 | $6,817 |
| Tongwon University | Korea | 8/4 | 8/22 | 15 | $8,017 |
| Chuo University | Japan | 8/24 | 9/5 | 29 | $9,985 |
| Kure National College of Technology | Japan | 9/7 | 9/15 | 26 | $6,351 |
| Fukuyama City Hall | Japan | 9/29 | 10/1 | 9 | $782 |

**C. SAM Programs (Semester Abroad on Maui)**

MLI's SAM program offers 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 Program 2014

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SAM Program | Country | Dates | # of Students | Revenue |
| Osaka Gakuin | Japan | 8/20-9/20 | 8 | $9,280 |
| Osaka Gakuin | Japan | 8/20-12/18 | 6 | $22,440 |
| University of Toyama | Japan | 10/27-12/18 | 1 | $1,870 |

**D. Fiscal Contribution of MLI to UH MC 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 with 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 UH MC 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 UH MC Credit Program (Fall 2001-Fall 2013)

|  |  |  |
| --- | --- | --- |
| # of former MLI students who transferred to UH MC | # of UH MC credits taken by former MLI Students | Total UH MC gross tuition revenue generated by former MLI Students |
| 163 Students | 7,152 Credits | $2,101,202.00 |

Since Spring 2014 an additional 6 students have transferred from MLI to the credit programs. (Currently have not received the data to include in this chart.)

**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, and delivery of the program have been revised and refined. The program's current format is 7-week sessions, 6 per year. This is not reflected in the chart below. In Summer of 2014 the session was extended as a trial. The trail was not as successful as expected, therefore Summer II for 2015 will be a 7-week session.

The following chart depicts MLI’s student registration for 2014

|  |  |
| --- | --- |
| Session | 2014 |
| Spring I | 37 |
| Spring II | 24 |
| Summer I | 16 |
| Fall I | 34 |
| Fall II | 30 |

**B. Curriculum**

**1. Intensive English Program Curriculum**

Curriculum consist of 6 separate classes Monday through Thursday from 9:00 AM to 1:30 PM. The curriculum represents a balance between skill-based classes that address the four major skill areas of speaking, listening, reading, and writing, along with grammar, and content. The content-based classes are designed to allow 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/Hawaiian Cultural

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, dental/nursing, 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**  **Maui Organizations & Institutions**

Akina Bus Service Community Pride at Kanaha Beach Park

Tihati Productions Digital Bus

Asian Star Restaurant Helenani O Maui – Events (Homestay)

Bentos & Banquets Haleakala National Park

Dragon Dragon Restaurant Iao Intermediate School

Got Chef Maui Ka ‘Imi Na’auao O Hawai’i Nei

Hawai’i Nature Center Kamehameha Schools - Maui

Mahalo Tours and Trans Lae’ulu O Kai

Maui Beach Hotel Maui High School

Maui Ocean Center Maui Waena Intermediate School

Maui Tropical Plantation Roselani Senior Center

Pacific Whale Foundation Polynesian Adventure Tours

Roberts Hawai’i Puu Kukui Elementary School

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 approximately 5-10 “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)
  + Design Penguin (Japan)
  + 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. MLI’s Evaluation form includes:

Numerical instructor evaluations includes 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 additional 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:

1. Certificate of Completion

2. Certificate of Attendance (Allowing a student to stay an additional 2 weeks after their last day of instruction.)

**VI. AN OVERVIEW OF MLI’S ACCOMPLISHMENTS IN 2013-2014**

**A. Status of the Goals that were Established**

**Goal I: Facilitate a strategic planning retreat with all staff and instructors involved to revisit the mission, vision, values, goals, and strategic direction for MLI for the coming year. Themes would include the areas of quality, growth, and alignment.**

This goal was accomplished early in the year which led to the revised curriculum with a stronger alignment to credit entry requirements, utilization and involvement of the English staff providing them full time hours which created more stability, and less time spent on recruitment and hiring. At the retreat time was also spent revising the mission, vision, and values of MLI.

**Goal II: Create a curriculum that is of high quality and unique to our geographic location in the world. Curriculum course objectives, student learning outcomes, course outlines, and resources for each subject area would then be shared with all instructors and ongoing enhancements could be made and shared.**

A binder has been compiled with course outlines, objectives, and outcomes, which also includes various resources for each subject area. This year the team is also working on a set of recommended text books to be used in the Reading classes. Substitute binders are updated and located in the MLI office for emergency use.

**Goal III: Finalize the International Academic Exchange Agreement with University of Toyama and other international educational institutions**

Two Toyama University representatives visited in Fall, 2013 to discuss a future agreement that would be institution-wide, and not limited to the Faculty of Education. This was followed by an expense paid trip for the Director of the Office of Continuing Education and Training to the University of Toyama in February 2014, paid for by a grant received from the government of Japan. The academic exchange agreement was finally signed by all parties in early summer 2014. The purpose for formalizing this exchange program is to provide a greater opportunity for UH MC faculty to teach abroad, and for UH MC 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 and they have expressed an interest in developing stronger ties with UH MC. Both universities are willing to work towards the goal. To date, we have 2 Maui College students at University of Toyama and 1 student is here from the University of Toyama as an advanced student in MLI getting ready to transition to the credit program in January 2015.

**Goal IV: Continue to globalize the campus through the exploration of establishing an Office of International Services (OIS)**

This would eventually 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 would result in an increase of international students, exchanges, and related activities. Many of the functions are currently under the MLI umbrella. This would be in alignment to the UH strategic plan that calls for concerted efforts on each campus’s part to grow into global leaders.

MLI works closely with admissions and will begin to receive contact information for all international students. Students will then be contacted for their itinerary and arrival date to ensure their transition to Maui Is welcoming and safe. Students will also be Included in MLI's orientation process for International students.

MLI Director was also involved with the selection committee for study abroad students and international grant recipients during the 2014 academic year.

**Goal V: Continue to look for ways to develop the MLI's staff to ensure that best practices are utilized and the MLI program is of high quality and continuously improving.**

The short term program coordinator was sent to the NAFTA conference in 2014 to acquire best practices In the field of international education. Many concurrent sessions were attended and information was shared with the entire MLI staff.

International Program coordinators from the neighbor islands were invited to a strategic retreat here on Maui to network and share best practices amongst each other. The DOCET and MLI staff regularly attend the various system-wide International Education Committee meetings via polycom or in person.

**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 acquire a full time staff whereby funds are dedicated to supporting MLI’s faculty and staff, many of whom currently work part-time without benefits. MLI will continue to contribute to the globalization of the campus, as well as to its financial wellbeing.

**Overarching Goals for MLI:**

* Retain the students and instructors - increasing the number of students transitioning to the credit programs.
* Recruit and grow the enrollments to MLI's SAM and Short Term Programs.
* Develop quality programs that are second to none!
* Expand MLI's mission to become a Global Language Institute that incorporate cultures and languages of the world.

Maui College is fortunate to have the MLI faculty and staff who are so dedicated and committed to serving the English language learner and they so justly deserve to be recognized for their unremitting and tireless dedication.

**Program Review:**

**Apprenticeship Program - (2013-2014)**

**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 construction 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 from 428 in 2013 to 373 in 2014. This was due to earlier recruitment in 2012-13 for most of the trades expecting a construction boom in the State for 2014, which did occur on Oahu and Lanai but not on Maui. Although Lanai is part of Maui County and the construction work force on Lanai is approximately 400, many construction companies are using their workers from Oahu. Many of the new apprentices in 2013 have dropped from the program due to lack of work on Maui. Although the number of apprentices attending classes in 2014 indicates 373, 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 unions are offering Up-grading, Health and Safety courses for their members, which consist of their apprentices and journey persons. Because it is mandated by the State Legislature that each worker is required to become certified in certain Health and Safety courses and with OSHA enforcing the rules, many of these unions are working with the contractors and their members in order to be in compliance.

Besides the fact that construction work on Maui is still slow, 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. Presently, apprenticeship recruitments and enrollments are increasing 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 and the Masons JATC on Oahu, 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, Glaziers, 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 in 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 classrooms in Building 2217, 2218, 2221, 2234, 2239, 2249, and 2251 are scheduled as needed. Generally, these classrooms are scheduled during the evenings or on Saturdays, as apprentices are usually satisfying their on-the-job training (OJT) during weekdays. Prior 2013, Maui High School and Baldwin High School assisted UHMC Apprenticeship Program by having their carpentry shop available to the carpentry apprenticeship classes. This is no longer available due to changes in their program and the termination of the Construction Academy.

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 2011, approximately 1,200 have attended up-grading classes at UH Maui College. During 2012, about 1,000 have taken up-grading classes at UH Maui College. This past year, 2013, 904 attended up=grading classes. Although the number of classes/individuals taking classes at UH Maui College has decreased slightly, this could be much higher 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, 12.2 apprentices per class (769 apprentices in 63 classes) in 2009 and in 2010 the average class size was 9.4 (434 apprentices in 47 classes). In 2011 the average class size was 9.5 (297 apprentices in 31 classes) and this decrease of classes from 2010 are due to lack of work, low recruitment, and apprentices completing their school hours and no longer required to attend classes. Presently, in 2013-14 the average class size is 10 (373 apprentices in 37 classes)

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 construction trades presently increased and the UH Maui College carpentry apprenticeship class is ongoing and provides the Lanai residents with an opportunity to work in the construction industry. 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 journeyperson. Besides participating in team activities, individuals with good computer skills are better prepared to become the journeypersons 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 Chart for Program SLO’s**

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

**Part V. Assessment Results Chart for Course SLO’s**

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

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

**Part VI. Student Satisfaction Survey Results**

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

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

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

**Part VIII. Analysis of Program**

**Alignment with Mission**

The mission of Maui College states*,* 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.

The focus of UH Maui College’s Apprenticeship Program is entirely consistent with the focus of the College’s mission. The Program inspires students to apply skills and knowledge in pursuit of career goals. 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) in the past. Currently, Maui High School Carpentry Shop/Classroom is no longer available to the Carpentry apprenticeship program. 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. This current semester Fall 2014 the UHMC Auto Body shop and classroom was not available due to the renovation not being completed by the contractor as scheduled and four apprenticeship classes had to be rescheduled or cancelled. To this regard, the ability for the College to fully provide its existing physical resources in support of apprenticeship instruction is limited.

**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 in the past 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 Implication**

The enrollment growths of apprentices attending classes were 270 in 2001 to 880 in 2007, 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. In 2012 the enrollment had declined to 297. This occurred because of the lack of work in the construction industry, apprentices completing their classes and low recruitment. The low enrollments have impacted the Apprenticeship Program’s 2011 budget due to campus wide budget cuts and the loss of the Constructive Initiative funds. It is projected that the construction industry will grow in the future, and work will become available. Presently, there is an increase of 373 apprentices in 2014 due to recruitment and projected growth in the construction industry. 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.

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.