Completion Report Form for
Perkins Title I, Program Improvement, and Leadership Strategies and Projects

One report should be completed for each strategy or project.

A. Campus: UH Maui College

B. Strategy Title: The Retention, Completion, and Career Placement

   Plan Proposal No.: Program Year 2013-2014

C. Proposer Name: Juliana Patao, Kulamanu Ishihara, Francine Ching and Donna Haytko-Paoa

   E-mail: j.patao@hawaii.edu, vorhies@hawaii.edu, francine@hawaii.edu, dhp@hawaii.edu

D. Project Description (from approved proposal, abbreviated)

The Retention, Completion, and Career Placement Plan proposal is a cross campus (instructional, student support, and outreach center) collaboration and effort to meet the benchmarks of the Perkins core indicators. A review of the data highlights that the University of Hawai‘i Maui College (UHMC) has not met the 2P1 indicator. This indicator tracks a student’s attainment of a Credential, Certificate, or Degree.

The first of the three strategies focuses on Persistence for the six CTE degrees on Maui: Accounting (ACC), Administration of Justice (AJ), Agriculture (AG), Business Technology (BTEC), Fashion Technology (FT), Hospitality and Tourism (HOST).

E. Activities Planned/Completed (Add/Delete lines as necessary)

<table>
<thead>
<tr>
<th>Activities Planned (from proposal)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire Workforce Development Specialist (WFD), Peer Advisor, identify students for each cohort</td>
<td>Yes. Position filled as of December 2013</td>
</tr>
<tr>
<td>Develop a resource list of services for CTE students on and off campus. Meet and interview students.</td>
<td>Yes. Students were provided with a folder for their particular program filled with important information, flyers, maps, Certificate Applications, etc. These folders were created to help aid students in understanding campus services, important dates and other learning tools.</td>
</tr>
<tr>
<td>WFD - Train and teach students with on-campus groups about CSO and prepare a plan to meet employers</td>
<td>Yes. The WFD worked with students who visited the CareerLink Office and educated them on CSO resources and assisted students with job searches, resume and cover letter help and performed mock interviews.</td>
</tr>
<tr>
<td><strong>CTE Peer Advisor</strong> - Meet with cohorts individually every other week to review academic progress and identify other possible areas of assistance. Coordinate study groups and workshops for students.</td>
<td>Yes. However, based on the limited amount of student participants in the Fall 2013 cohort, meetings were based upon student availability. Aside from physical one-on-one meetings, students made contact and were contacted via email and through phone calls. Students were referred to workshops being offered at The Learning Center.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>WFD</strong> - calendar dates for workshops and career assessments to communicate and share of services with Program Coordinators, and plan for Career Fair event.</td>
<td>Yes. Three Career Fair events were held on campus; in the Fall semester, two Career Fairs were held, on October 1, 2013 and November 22, 2013. The Spring semester the Career and Transfer fair was held on April 9, 2014.</td>
</tr>
<tr>
<td><strong>Create a report shadowing overall CTE data regarding retention and persistence of cohorts. Collaborate with other Strategies 2 &amp; 3 to review and share information.</strong></td>
<td>Yes. A report was created to track CTE students, monitoring their grades and registration. From these reports multiple phone calls and emails were sent out to contact students who did not register.</td>
</tr>
<tr>
<td><strong>WFD and Peer Advisor</strong> - contacted students and Program Coordinators and Counselors to check on cohort process and assess if withdraw from classes needed or identify if further study groups or resources could be utilized to help students continue to persist in classes.</td>
<td>Yes. Met with Program Coordinators and Counselors to consult on the two cohort's progress. Students who withdrew were identified and contacted via email and phone call. The lack of responses were overwhelming, therefore the ability to recommend resources to assist with persistence was limited.</td>
</tr>
<tr>
<td><strong>Assess progress of Cohorts 1 &amp; 2. Suggest changes and identify actual reasons why students may not persist.</strong></td>
<td>Yes. Reasons for students not to persist were identified and discussed. (See section G for details)</td>
</tr>
<tr>
<td><strong>Plan to address student needs and classes, identify community partners that may help students transition with their academic progress.</strong></td>
<td>Yes. To better address students’ needs community partners were established and students were encouraged to enroll in an internship to help guide and educate these students outside the classroom.</td>
</tr>
<tr>
<td><strong>WFD to solicit opportunities with employment partners to obtain specific technical skills of industry partners for Cohort 1 or 2 students an opportunity to enter the workforce as needed pending on possible reasons why a student might not persist.</strong></td>
<td>Yes. Working with employment partners to educate students on specific technical skills needed. We are also in the process of creating a Mentorship program that will connect CTE students directly to industry professionals. Reasons for why students do not persist have been identified and efforts have been taken to try and correct specific factors. (See section G for details)</td>
</tr>
</tbody>
</table>

**Second Strategy:**
| Hire & train CTE College Major Analyst | Complete  
| Casual Hire  
| June 2013-June 2014 |
| Hire Student Assistants to assist with data tracking and STAR Academic Pathway Promotion to targeted CTE Major students | Complete  
| Student Assistants hired July 2013  
| STAR promotion at Welcome Back events and at NSO August 2013 - January 2014 |
| Partner with counselors to process certificates / degree applications | Complete  
| Assisting with graduation applications for certificates and Automatic Conferral of Certificates Oct. 2013 & Feb. – May 2014 |
| Partner with campus NSO activities for identify and implement into CTE majors | Complete  
| New Student Orientation  
| July – Aug. 2013  
| Oct. – June 2014 |
| Partner with CTE Colleague (First Strategy) to address student cohort needs | Complete  
| Meetings held  
| Dec. 2013  
| June 2014 |
| Partner with CTE Program Coordinators to identify behavioral flags of “majors'” | Complete  
| Student Educational Goals Report and Meetings held  
| Sept. 2013– May 2014 |

**Third Strategy:**

<table>
<thead>
<tr>
<th>Activities Planned (from proposal)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire &amp; train Molokai CTE Transition Coordinator</td>
<td>Yes. Position filled as of July 2013.</td>
</tr>
<tr>
<td>Develop early alert warning system for CTE students who are at risk of being placed on academic probation.</td>
<td>Yes. CTE coordinator created an excel spreadsheet document to track and monitor CTE students at risk of being placed on academic probation. The excel spreadsheet document is a temporary alternative, as we await the implementation of Starfish data tracking system on Molokai.</td>
</tr>
<tr>
<td>Implement early alert warning system for CTE students who are at risk of being placed on academic probation.</td>
<td>Yes. CTE coordinator created and implemented an excel spreadsheet document to track and monitor CTE students at risk of being placed on academic probation. The excel spreadsheet form is a temporary alternative, as we await the implementation of Starfish data tracking system on Molokai.</td>
</tr>
<tr>
<td>Hire &amp; train student mentor and introduce them in Agriculture courses with an overview of services they provide.</td>
<td>Yes. Student Farm mentor is Agriculture major who has attended classes at the farm since Spring 2012. She is familiar with the classes offered at the farm and</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Task Description</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work individually with Molokai students who have declared majors that cannot be completed on island.</td>
<td>Yes.</td>
<td>During the program year, 16 CTE Molokai students were identified as declaring a major that cannot be completed on-island. CTE Coordinator made contact with each of these students and created a step-by-step plan to transfer students to the outer campuses or to switch to a major that can be completed on Molokai.</td>
</tr>
<tr>
<td>Present Malama Aina program options to Agriculture majors and track students who express interest in this major (Student Mentor)</td>
<td>Yes.</td>
<td>The first Malama Aina majors on Molokai are approaching graduation in the 2014-2015 academic years. Additional Molokai students have shown interest in the ATS degree. CTE Coordinator developed an ATS degree called Malama Kai for a Molokai student. The Malama Kai degree is pending approval.</td>
</tr>
<tr>
<td>Market and recruit for short term certificate programs in CTE disciplines prior to the start of each semester.</td>
<td>Yes.</td>
<td>CTE Coordinator developed brochures and fliers specifically targeting short term certificate programs in CTE disciplines. The brochures and fliers were posted on local community bulletin boards, circulated via e-mail, posted on social media, faxed to on-island businesses, distributed at outreach events and displayed on the front desk of the Molokai admissions office. (Section I for exhibits)</td>
</tr>
<tr>
<td>Create a report showing overall CTE retention and persistence.</td>
<td>Yes.</td>
<td>CTE coordinator developed a spreadsheet report showing the overall CTE retention and persistence for Fall 2013 to Spring 2014. (Section F for details).</td>
</tr>
<tr>
<td>Develop baseline data that separates CTE retention and persistence by major/program.</td>
<td>Yes.</td>
<td>CTE Coordinator developed a spreadsheet report showing the CTE retention and persistence by major/program. (Section F for details).</td>
</tr>
<tr>
<td>Collaborate with Molokai Counselor to ensure credentialing of eligible CTE students.</td>
<td>Yes.</td>
<td>CTE Coordinator and Molokai Counselor worked together and identified 32 CTE students who earned certificates and degrees that where not yet awarded. These students were notified and guided on how to receive their accomplished credentials.</td>
</tr>
<tr>
<td>Attend outreach events and continue marketing efforts aimed at increasing participation in CTE programs on Molokai.</td>
<td>Yes.</td>
<td>CTE Coordinator help to conduct summer outreach events, participated in Molokai High School Future Fest, Molokai Earth Day, CTAHR Winter Garden Tour, and conducted a calling campaign in efforts to increase CTE program participation. (Section G for details)</td>
</tr>
</tbody>
</table>
Assist Farm Coordinator with marketing and outreach efforts aimed at increasing enrollment at UHMC, Molokai Farm (Student Mentor).

Yes. Student Farm Mentor presented at the Molokai High School Future Fest, developed an interactive display showcasing the Agriculture program at Earth Day, and conducted cooking demonstrations at the CTAHR Winter Garden Tour. (Section G for details)

Providing academic and personal mentoring support to all CTE students.

Yes. CTE Coordinator provided on a daily basis academic and personal mentoring support to all CTE students. The CTE Coordinator is located in the Learning Resource Center during evening hours, which is when most students are on campus.

Provide tutoring support and laboratory assistance for all Agriculture courses at the Molokai Farm. (Student Mentor)

Yes. Student Farm Mentor worked on and assisted students with a taro field project, a garden specifically designated for the plant disease class, landscape design for classroom area, and planting as well as nursing Mums to fundraise in support of the Molokai Agriculture program.

Meet with Institutional Support to discuss progress, data and alignment of activities with other on campus initiatives.

Yes. Met with Institutional Support on a monthly basis to discuss progress, data findings, and planned activities related to CTE programs and other on campus initiatives.

If some activities in the plan were not completed, the campus should provide a brief explanation of why (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, etc.)

F. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes

First Strategy:

<table>
<thead>
<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the first project year-Spring 2014, 29% of the targeted CTE students that did not persist. Our goal was:</td>
<td>• By the end of the project year (Spring 2014), 15% of the targeted CTE students that did not persist were identified, emailed and called.</td>
</tr>
<tr>
<td>• Clearly identified and provided with an intervention and/or referred to other campus or community services.</td>
<td>• At the end of the project year we reduced the non-persistence from 29% to 15%, reducing our rate by 14%, exceeding our goal or 5%.</td>
</tr>
<tr>
<td>• Reduce the non-persistence by 5%, to accomplish a non-persistence rate of 24%.</td>
<td>• 85% of students in Cohorts 1 and 2 did persist on from Fall 2013 to Spring 2014.</td>
</tr>
</tbody>
</table>
By the end of the first project year-Spring 2014, twenty-five students from Cohort 1 and twenty-five from Cohort 2, will participate in the referral services by June 2014.

By the end of the first project year-Spring 2014, five students from each (Cohort 1 and Cohort 2, or 20%) will re-enroll for a class in Fall 2014.

By the end of the project year, we had 10 students enrolled in Cohort 1, 7 of which were non-traditional students and 10 students enrolled in Cohort 2, 5 of which were non-traditional students.

By the end of the project year, we had 142 students or 67% re-enroll for a class in Fall 2014.

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment</th>
<th>Persistence</th>
<th>Cohort Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FA13 SP14</td>
<td>FA13 SP14</td>
<td>FA13 SP14</td>
</tr>
<tr>
<td>ACC</td>
<td>106 96</td>
<td>57 66</td>
<td>31 32</td>
</tr>
<tr>
<td>AG</td>
<td>80 71</td>
<td>37 58</td>
<td>20 33</td>
</tr>
<tr>
<td>AJ</td>
<td>81 67</td>
<td>45 54</td>
<td>40 32</td>
</tr>
<tr>
<td>BTEC</td>
<td>156 152</td>
<td>97 119</td>
<td>47 55</td>
</tr>
<tr>
<td>FT</td>
<td>46 39</td>
<td>28 32</td>
<td>10 11</td>
</tr>
<tr>
<td>HOST</td>
<td>96 95</td>
<td>40 78</td>
<td>21 35</td>
</tr>
</tbody>
</table>

**Persistence**

Second Strategy:

**Performance Indicators, Effectiveness Measures, Expected Outcomes** (from proposal)

An increase of 3% in graduation rates (applied for certificate or degree) for the targeted CTE programs in the academic year of 2013 -2014.

In the Fall 2013 semester, we utilized the Automatic Conferral of Certificates feature in STAR to increase the number of Certificates issued in CTE programs. In the past, it has been recognized that many students eligible for Certificates were not completing the application process, contributing to the low Certificate graduation rates. In Academic Year 2012-2013, 578 Certificates were issued. By utilizing the Automatic Conferral of Certificates feature, we were able to increase that amount by 23% in the Fall 2013 semester, surpassing the
We are currently working with STAR developer, Gary Rodwell, to determine the students who are eligible to receive Certificates for the Spring 2014 semester.

### UH Maui College Certificates Issued

<table>
<thead>
<tr>
<th>Semester(s)</th>
<th>Amount Issued</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012 &amp; Spring 2013</td>
<td>578</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>711</td>
<td>23% Increase</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### CTE Certificates Breakdown

<table>
<thead>
<tr>
<th>CTE Certificate</th>
<th>Amount Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body &amp; Repair</td>
<td>2</td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Business Technology</td>
<td>7</td>
</tr>
<tr>
<td>Human Services</td>
<td>10</td>
</tr>
<tr>
<td>Electronics &amp; Computer Engineering Technology</td>
<td>12</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>17</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>18</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>25</td>
</tr>
<tr>
<td>Sustainable Construction Technology</td>
<td>45</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>51</td>
</tr>
<tr>
<td>Nursing</td>
<td>57</td>
</tr>
<tr>
<td>Business Careers</td>
<td>165</td>
</tr>
<tr>
<td>Culinary</td>
<td>298</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>711</strong></td>
</tr>
</tbody>
</table>

**Third Strategy:**

23% Increase

- Academic Year 2012-2013
<table>
<thead>
<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE student retention rate will be equal to or greater than the overall student retention rate in Fall 2011 (from 69% to 74%) by the end of program year one (Spring 2014).</td>
<td>By the end of the program year (Spring 2014), the CTE retention rate was 63% and the UHMC, Molokai overall student retention was just below at 62%. The expected outcome was not met in percentages; however, CTE students did outperform the overall Molokai student body. The lower retention rates in the current academic year may be due to 46% of development math students not achieving a passing grade. To address this issue, UHMC, Molokai has increased the availability of math tutor assistance and extended hours for math labs in the Learning Resource Center with the CTE Coordinator.</td>
</tr>
<tr>
<td>CTE student persistence rate will be equal to or greater than the overall student persistence rate in Fall 2011 (from 71% to 74%) by the end of program year one (Spring 2014).</td>
<td>By the end of the program year (Spring 2014); the CTE persistence rate was 73% and the UHMC, Molokai overall student persistence rate was just below at 72%. Although the expected outcome of 74% was not met, we were very close. Nevertheless, the CTE students are persisting at a greater rate than the overall UHMC, Molokai student body.</td>
</tr>
</tbody>
</table>

*If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.*)

G. Impact (qualitative and quantitative)

  e.g. A ___ % increase (from # to #) in students that passed x.
  __A ___% increase in students used a particular service (from x to y).
  A decrease in the number of complaints re: …. (from x/sem to y/sem)

Project Effectiveness Measures/Outcomes:

**First Strategy:**

This past project year, two cohorts were developed to focus on why students do not persist and identify specific factors as to why. New Cohort 1 was designed to identify students that declared one of the CTE programs as their major upon admittance to UHMC with a 2.5 GPA or lower. Continuing and Transfer Cohort 2 identified students that completed at least thirty college credits in their CTE program with a 2.5 GPA and below.

Based on last year’s strategy, the Workforce Development Specialist was hired at the end of the fall semester (December 2013), the first six months of this strategy was led by the CTE Peer Advisor. Given the CTE Peer Advisor attends school full-time, she was limited to 20 hours per
week to devote to the Retention Cohort. Due to time constraints, The CTE Peer Advisor was unable to fulfill all the requirements for the planned activities.

One struggle the CTE Peer Advisor encountered was the lack of student response from the numerous phone calls and emails sent. After four to five valid attempts to make contact, per student, only five students seriously showed interest. This lack of student involvement has educated us in altering our tactics while needing to provide more incentive based options, while increasing awareness of the Retention Cohort program to improve student participation.

Unfortunately, measurable data to identify specific reasons as to why students fail to persist remains a challenge. The problem remains, when students decide to “stop out,” a large percentage of them become unreachable. However, through campus collaboration we identified specific barriers students faced when trying to register for classes:

- Students have not been informed about the UHMC Academic Probation Policy.
- Students attempted to register for classes, experienced an Academic Hold, preventing registration.
- Students lacked understanding of financial holds and consequences of student loan terms.
- Break in communication between students, counselors and support services regarding education and information about the Academic Probation Policy.

**Second Strategy:**

**Student Education Goals**

In the Fall 2013 semester, UH Maui College piloted a program focusing on students' educational goals. Students were required to answer questions about their educational goals prior to registering for classes. With this information, we are able to follow up with CTE students and help them keep on track and graduate in a timelier manner. Below includes charts that reflect the data collected from the targeted programs.

This data has been presented to administration, program coordinators, faculty, and staff and is being used for further follow up with students. Programs can use this data to clarify majors as well as for recruitment purposes. We are currently holding discussions with Electronics & Computer Engineering Technology faculty and Admissions & Records staff regarding program admissions requirements. (See Second Strategy: Appendix A & B)

**New Student Orientation**

In an effort to connect with CTE students early, New Student Orientation (NSO) provides students with the opportunity to learn more about the campus and the various academic programs and support services we offer. At Fall 2013 NSO, students attended various workshops including a tutorial on STAR.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSO Attendees</td>
<td>373</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>359 (96.2%)</td>
</tr>
<tr>
<td>CTE Majors</td>
<td>154 (41.3%)</td>
</tr>
<tr>
<td>Nontraditional</td>
<td>14 (9%)</td>
</tr>
</tbody>
</table>

CTE Majors
Third Strategy:
In addition to the “Activities Planned/Completed” (see section E, for a detailed list), the Molokai CTE Transition Coordinator also did the following:

- Tracked CTE students in cohorts like the Human Services-Youth Development Practitioner and Business Careers one class certificates.
- Conducted a calling campaign targeted to increase student persistence.
- Developed UHMC, Molokai campus newsletters for each semester.
- Conducted community outreach sessions during the months of June and July to advocate for CTE programs.
- Presented with the Student Farm Mentor at the 2014 Molokai High School Future Fest Event in February. Presentation topic focused on Agriculture certificates and degrees offered through UHMC, Molokai.
- Attended the University of Hawaii, Molokai Education Center-Molokai Farm and University of Hawaii, Applied Research and Demonstration Farm (CTAHR), 2014 Winter Garden and Field Tour in April at the Molokai Farm. Molokai CTE Transition Coordinator created a photo slideshow highlighting the event and the unique work the Molokai agriculture students are doing. The slideshow was shared via e-mail to Molokai and Maui Announcements.
- Created an interactive booth display at the 2014 Earth Day in efforts to advocate
for the Agriculture certificates and degrees offered at UHMC, Molokai campus.

- Served as a Staff Advisor for the Molokai Student Activities Council (MSAC) in Spring 2014.

Student Farm Mentor performed various outreach activities to promote the Agriculture program.

- Molokai High School Future Fest presenting the Agriculture careers offered on Molokai as well as highlighting the Molokai Farm.

- 2014 Winter Garden and Field Tour, Student Farm Mentor shared recipe ideas and conducted hand-on demonstration on preparing food dishes utilizing produce grown at the Molokai farm.

H. Expenditure Report  (Suggestion: use original spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.

<table>
<thead>
<tr>
<th></th>
<th>Amount Budgeted</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personnel</td>
<td>$184,843</td>
<td>$152,159</td>
</tr>
<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Other Current Expenses</td>
<td>$1,000</td>
<td>$816</td>
</tr>
<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$185,843</td>
<td>$152,975</td>
</tr>
</tbody>
</table>

The salary savings of $32,684 was a result of hiring difficulties. All three strategies encountered difficulties while hiring for staff positions. The Workforce Development Specialist position was not filled until December 1, 2013, when the budget was originally created to begin employment in July 2013. In addition, the Molokai CTE Transition Coordinator was a casual hire until mid-November, therefore not utilizing the entire budget that was created for a full-time, salary funded employee.
**Second Strategy: Appendix A**

### Immediate Educational Goal

**ACCOUNTING-98**
- Take courses, but not toward a degree: 2
- Not sure (I am not sure any of the above statements apply to me): 5
- Earn a certificate: 7
- Take courses to transfer to another college: 7
- Earn a bachelor's degree (UH Maui College): 11
- Earn an associate degree: 66

**ADMINISTRATION OF JUSTICE-59**
- Earn a bachelor's degree: 1
- Not sure (I am not sure any of the above statements apply to me): 1
- Take courses, but not toward a degree: 4
- Take courses to transfer to another college: 7
- Earn a bachelor's degree (UH Maui College): 8
- Earn a certificate: 37

### Career Interest

**ACCOUNTING-98**
- Engineering: 1
- Government and Public Administration: 1
- Health Science (medicine, dentistry, pharmacy, nursing, physical therapy, etc.): 1
- Human Services (social worker, community outreach, clergy, etc.): 1
- Law (lawyer, judge, legal assistant, etc.): 1
- Education and Training: 2

**ADMINISTRATION OF JUSTICE-59**
- Education and Training: 1
- Hospitality and Tourism: 1
- Business and Administration: 2
- Health Science (medicine, dentistry, pharmacy, nursing, physical therapy, etc.): 2
- Human Services (social worker, community outreach, clergy, etc.): 2
**IMMEDIATE EDUCATIONAL GOAL**

*(ELECTRONIC & COMPUTER ENGINEERING TECH-89)*

- Take courses to transfer to another college-4
- Earn a certificate-6
- Not sure (I am not sure any of the above statements apply to me)-11
- Earn a bachelor's degree (UH Maui College)-32
- Earn an associate degree-36

**CAREER INTEREST**

*(ELECTRONIC & COMPUTER ENGINEERING TECH-89)*

- Architecture and Construction-1
- Education and Training-1
- Scientific Research-1
- Arts, A/V Technology and Communication-2
- Business and Administration-3
- Other-7
- Undecided-7
- Information Technology-18
- Engineering-49

**IMMEDIATE EDUCATIONAL GOAL**

*(CULINARY-152)*

- Take courses to transfer to another college-3
- Not sure (I am not sure any of the above statements apply to me)-10
- Earn a bachelor's degree (UH Maui College)-14
- Earn a certificate-20
- Earn an associate degree-105

**CAREER INTEREST**

*(CULINARY-152)*

- Engineering-1
- Retail/Wholesale Sales and Services-1
- Agriculture and Natural Resources-2
- Education and Training-2
- Health Science (medicine, dentistry, pharmacy, nursing, physical therapy, etc.)-3
- Business and Administration-3
- Arts, A/V Technology and Communication-7
- Human Services (social worker, community outreach, clergy, etc.)-7
- Undecided-10
- Hospitality and Tourism-39
- Other-78
Career & Technical Education Brochures

**AGRICULTURE**

Third Strategy: Appendix A:

**HUMAN SERVICES**

Career & Technical Education Degree

Career and technical education prepares you for rewarding careers and helps you to make career transitions in today’s world.

E hō`oma`u honua `ōi’ai na laka hale. A world of knowledge here at home

**BUSINESS CAREERS**

Career & Technical Education Degree

Career and technical education prepares you for rewarding careers and helps you to make career transitions in today’s world.

E hō`oma`u honua `ōi’ai na laka hale. A world of knowledge here at home

**NURSE AIDE TRAINING**

Career & Technical Education Degree

Nurse Aide Training provides basic level of knowledge and skills needed to care for patients.

Contact University of Hawaii Maui College, Mlokahi counselor at 835-4999 x24 for academic advising.

**EARLY CHILDHOOD**

Career & Technical Education Degree

Career and technical education prepares you for rewarding careers and helps you to make career transitions in today’s world.

E hō`oma`u honua `ōi’ai na laka hale. A world of knowledge here at home

**BUSINESS CAREER PROGRAMS**

Career & Technical Education Degree

Career and technical education prepares you for rewarding careers and helps you to make career transitions in today’s world.

E hō`oma`u honua `ōi’ai na laka hale. A world of knowledge here at home

**Agriculture & Natural Resources program offers training in the fields of agriculture, Viticulture, and hydrobiology and vegetation maintenance on 26 acres of land.**

Certificate of Competency in (CIC) 20 credits (12 credits and 8 credits)

Certificate of Achievement in (A) 5 credits

Certificate of Completion in (CIP) 20 credits (12 credits and 8 credits)

Certificate of Achievement in (A) 5 credits

**BUSINESS CAREER PROGRAMS OFFER SIGNIFICANT OPPORTUNITIES IN TODAY’S WORKPLACE.**

**HUMAN SERVICES CAREER PROGRAMS OFFER SIGNIFICANT OPPORTUNITIES IN TODAY’S WORKPLACE.**

**NURSE AIDE TRAINING PROGRAMS OFFER SIGNIFICANT OPPORTUNITIES IN TODAY’S WORKPLACE.**

**EARLY CHILDHOOD CAREER PROGRAMS OFFER SIGNIFICANT OPPORTUNITIES IN TODAY’S WORKPLACE.**

**GIVE YOUR CHILD THE BEST START IN LIFE!**

Contact University of Hawaii Maui College, Mlokahi counselor at 835-4999 x24 for academic advising.
Third Strategy Appendix B:

Career & Technical Education Fliers

Agriculture 92 U

Propagation Techniques

1 credit course
$119.00 Total

A world of knowledge here at home

Business 125
Starting a Small Business

One Class, One Semester, will earn you a Certificate in Entrepreneurship

BUSN 161

Customer Service

TUESDAYS ONLY
From 6:00 PM - 9:00 PM
Instructor: R. Holm Room 105

GIS Designing our Future

Register for Fall 2014!

Marketing 120
Principles of Marketing

One Class, One Semester, will earn you a Certificate in Marketing!

Introduction to Supervision

MGT 118

"A good boss is a great leader"

Spring 2014

GIS 150
Introduction to GIS/GPS

Tuesdays 6:00 PM - 9:00 PM

What is GIS?

A world of knowledge here at home

Small Engine Repair

AMT 80

Saturdays ONLY
8:00am—11:00am
Ten Weeks: 09/06/14—11/08/14
Location: UHMC Molokai
Instructor: K. Tamayo

Register for Fall 2014!

UH Maui College, Molokai @ 553-4490

UH Maui College, Molokai @ 553-4490