

# Human Services



UNIVERSITY of HAWAII\*  
**MAUI**  
COMMUNITY COLLEGE

## 1. Program or Unit Description

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The Human Services (HSER) program prepares graduates to work with people of all ages in social service occupations. We aim to provide a collaborative, experiential, learner-centered and workforce-informed learning environment that welcomes students from all backgrounds. The curriculum is organized around core courses focused on the attitudes, skills, and knowledge needed for careers in Human Services, Social Work, and Public Health. The program is structured to allow students to progress seamlessly from a Certificate of Competence (CO) in Case

Management, to a Certificate of Achievement (CA) in Human Services, to the Associate in Science (AS) degree.

The AS degree provides a broad set of generalist skills needed for entry-level positions in a variety of health and human services agencies. Students may enter the program directly from high school, but more commonly enter as former clients of these agencies. Many of our learners have worked to overcome challenges in their own lives, received support from local programs, and now have a passion to help others in turn. Common position titles include:

- Case Manager
- Client Support Specialist
- Community Health Worker
- Family Support Worker
- Health Care Worker
- Housing Navigator
- Intake Coordinator
- Outreach Case Worker
- Patient Navigator
- Program Assistant
- Social Services Assistant
- Substance Abuse Counselor

Specialization electives are required for the AS and CA, and for COs in Aging, Community Health, Family Violence, Substance Abuse Counseling, and Youth Development Practitioner. These more specialized certificates allow majors to select areas of focus within the field, and incumbent workers to expand their skill sets and prepare to advance in their careers. Our recently added Social Work elective, SW 200, also provides students with an opportunity to start on the path to a Bachelor of Social Work (BSW) at UH Mānoa through the Distance Education (DE) option. The Bachelor of Psychology is another common pathway for our majors – one they often pursue after exploring our Introduction to Counseling and Interviewing course.

## 2. Analysis of the Program/Unit

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**Demand:** As indicated in Table 1 (below) and the Annual Review of Program Data (ARPD) in Appendix 1, overall demand for the HSER program stayed healthy in 2019-20, with new and replacement positions in Maui County estimated at 182. ARPD analytics indicate that projected growth for occupations in this field ranges from 2-67%, with most considered to have a “bright outlook.” Given the level of interpersonal interaction involved, these positions are also at low risk for automation.

**Table 1: Highlights**

Human Services	2016-17	2017-18	2018-19	2019-20
New and Replacement Positions (est.)	191	195	187	182
Majors	86	79	72	59
Unduplicated Degrees and Certificates	28	59	13	12
Demand Health	Cautionary	Healthy	Healthy	Healthy
Efficiency Health	Cautionary	Cautionary	Cautionary	Healthy
Effectiveness Health	Cautionary	Healthy	Cautionary	Cautionary

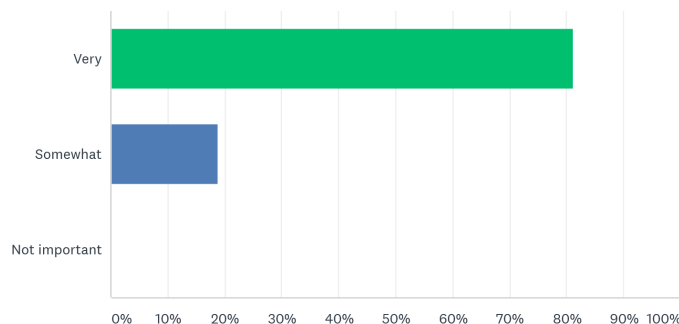
To further evaluate local demand for specific skill sets, specialization certificates, and degrees, we conducted an online survey of Maui County agencies and organizations that employ our graduates in October of 2020. Thirty unique health and human services employers out of 43 responded, for a response rate of 70%. Overall, 81% of employers consider the HSER program to be “very valuable” in their efforts to recruit employees, and 78% consider it very valuable in allowing current employees to build or expand their skill sets.

Over 60% of local employers consider our AS degree to be desirable in their hiring or promotion decisions, with an additional 10% requiring this credential. Overall demand for our specialization certificates ranges between 50-70%, with the Case Management and Community Health Worker certificates considered most desirable. While the current analysis aimed to capture overall demand from a broad range of agencies, demand for specific certificates is likely higher within specific practice settings

Almost all of our survey respondents considered the HSER program to be a valuable starting point for non-traditional and under-prepared students in our community, as well as those planning to pursue Bachelor’s and Master’s degrees. Over 80% considered it very important to keep the program here in Maui (as opposed to only available online).

How important is it to your organization to have a Human Services program housed here at UH Maui College (as opposed to online courses available through other campuses/colleges)?

Answered: 32 Skipped: 0



*“Many of our current (and past) employees have received their education from UHMC. It is VITAL and we are so grateful!”*

*– Women Helping Women*

*“Many of our staff have taken classes which has increased their value to the agency.”*

*– Family Life Center*

*"UHMC's Human Services program helps to build and assist communities by taking a hands-on approach with their students working in collaboration with many community-based organizations. This collaboration aids with the preparation of students entering the Human Services field."*

*– Maui AIDS Foundation*

*"This is a wonderful program and gives the students opportunities to grow and learn (about) their communities as well as the services and providers in Maui County."*

*– Child and Family Service*

*"Really believe that homegrown talent is essential in the area of human services. There are cultural and place-based experiences and knowledge that would be amiss if it were taught elsewhere."*

*– Hale Makua*

*"The CHW's are the backbone of healthcare. The future generation of CHW's must be academically trained and given the opportunity to experience hands on care. A strong, academic curriculum, that enables students to learn across the entire spectrum of healthcare, is necessary for the future. They must know how to handle any situation with professionalism, knowledge and care. At UH Maui College, Human Services program, these skills are being taught, encouraged and practiced."*

*– Pacific Cancer Foundation*

Examining the educational pathways that begin with our program, survey results indicated strong employer demand for the BSW, with 30% requiring the degree, and 60% considering it desirable. A Bachelor's in Psychology is similarly desirable. We have strengthened our partnership with the University Center to assist students in pursuing these options, and we have seen increased student demand for the BSW since we started offering the SW 200 introductory course. The ARPD in Appendix 1 shows a quadrupling of our transfers to UH 4-year degree programs from 2019 to 2020, and additional data from UH Mānoa indicate that 31-64% of the first two BSW DE cohorts were transfers from UHMC.

*"I see we are going to need more Bachelor level programs provided through the DE program or on island."*

*– Big Brothers Big Sisters*

*"We have a great need for local MSWs to support our services on the clinical Interdisciplinary team."* – Hospice Maui

**Efficiency:** While our total numbers of HSER majors and student semester hours continued on a downward trend from 2017-2020, this brought our student/faculty ratio down into the healthy range (under 35:1) in 2019-2020. We have responded to fluctuations in enrollment by decreasing our course offerings by approximately one third in each of the last two years, enabling us to bring our fill rate up to 81% and our number of low-enrolled courses down to two. In fact, our own data show only one low-enrolled course during this period (see Table 2 below) – a writing-intensive

fieldwork course with a maximum enrollment of 10 students, which dropped to 80% enrollment early in the semester.

**Table 2: Human Services Courses**

Courses	Enrollment	
	Fall 2019	Spring 2020
<b>Human Services Core</b>		
HSER 110 Introduction to Human Services	28	
HSER 140 Intro to Counseling & Interviewing	17 (Zoom)	16
HSER 194/294 Seminar & Fieldwork I & II (WI)	10	8 (Zoom)
HSER 248 Case Management		14 (Zoom)
<b>Certificate Specialization/Electives</b>		
HSER 130 Intro Youth Practitioner	16 (Zoom)	
HSER 145 Working with Older Adults		17 (Zoom)
HSER 256 Dynamics of Family Violence	11 (Zoom)	
SW 200 Field of Social Work		21
<b>Taught out to other majors</b>		
FAMR 230 Human Development	59 (2 sections)	69 (2 sections)
SOC 100 Survey of General Sociology	67 (2 sections)	30

Maintaining our FTE at two while decreasing our course offerings has allowed our program faculty to support our department as instructors and discipline coordinators for Sociology and Human Development & Family Studies (formerly FAMR). Enrollment for these courses is also listed in Table 2 (above).

**Effectiveness:** Unfortunately, student persistence, course withdrawals and successful course completions reversed their positive trends during this recent period, likely due in part to the increased stress in our students' lives from the impact of Covid-19. However, the number of degrees and certificates awarded stayed relatively steady, indicating that students who were close to finishing were able to pull through.

**Perkins Indicators:** Student persistence and degree/certificate completions have been challenges for our program historically, and completions were our only unmet Perkins goal again this year. The vast majority of our majors are returning adults whose financial challenges and work and family responsibilities often require part-time participation in college. Over the past three years, approximately 75% of our majors have attended part time. While supporting our students in progressing at their own pace helps the program address equity gaps for these non-traditional and often under-prepared students, it also results in delayed completions. It is worth noting that degree/certificate completions peaked sharply in 2017-18, when we were able to offer our students additional support through a Department of Labor grant.

#### **Significant Program Actions**

**Course Scheduling:** We continued our efforts to maximize fill rates by cutting back on elective courses in 2019-2020 and 2020-2021, reducing offerings to only those required for specialization certificates and the BSW pathway. We also implemented our plan to consistently offer courses for each specialization certificate every-other year, with Aging, Family Violence, and Youth Practitioner courses offered in 2019-2020, and Community Health Worker and Substance Abuse Counseling certificates planned for 2020-2021. Finally, we continued our efforts to make these specialization certificates more available to distance learners, implementing our plan to offer a Zoom video conferencing option for all HSER elective courses. While student survey results have consistently shown that our learners strongly prefer in-person, face-to-face courses, the Covid-19 pandemic also resulted in a mid-semester move to Zoom video conferencing for all courses in spring 2020.

**Curriculum:** Per our action plan from last year, we worked with our Human Services and Substance Abuse Counseling Program Coordinating Council (HSER/SUBS PCC) to align course titles, descriptions, and student learning outcomes (SLOs) for common courses. We completed this alignment work in February, and our updates were approved by our Program Advisory Committee and submitted to the UHMC Curriculum Committee in the spring. Due to Covid-19, final approvals were delayed until in the fall. We also began the process of updating our Program Learning Outcome (PLO) language and mapping our PLOs to courses and assignments. These updates were approved by our Advisory Committee in the spring, and they will be submitted with other general curriculum updates in the fall of 2020. The PLOs listed below are those that were in place during the 2019-2020 academic year.

We were also notified of UH Mānoa's deletion of the PHIL 110 requirement for the BSW program during this period. We consulted with our Advisory Committee on the value of continuing to include this course as an option to fulfill the Quantitative Reasoning requirement, as well as the value of keeping the SOC 100 course in our program map as it is not required for the BSW. Advisory Committee feedback indicated that both courses provide valuable preparation for our graduates, therefore no changes have been made to our program map. Based on student feedback however, we have updated our Human Services program advising sheet to clarify the courses that count as specialization electives, including CHW 135 and SW 200.

**Outreach:** Thanks to external funding, we were able to update and print our program rack cards in January 2020, and briefly enjoy distributing them prior to the pandemic. We also continued to update and produce our in-house promotional flyers for individual courses. In addition to sharing at community meetings and events, we were able to participate in campus outreach and New Student Welcome events in the fall. While many outreach events were cancelled in the spring, we have worked to keep both our HSER and CHW websites up to date, and we regularly receive inquiries from potential students through these sites. We were also able to offer the planned

internship supervisor orientation for our Seminar & Fieldwork I & II students in fall 2019, but were not able to secure additional resources to host the planned employer/student “meet and greet” events. Instead we implemented more advance communication and prep work with students to encourage them to begin their site searches early.

### **3. Program Student Learning Outcomes or Unit/Service Outcomes**

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#### **Program Learning Outcomes (PLO):**

- 1) Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients, and professionals in the community.*
- 2) Demonstrate the attitudes, skills, and knowledge of best-practice strategies across a variety of populations in diverse human service settings.*
- 3) Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.*
- 4) Develop self-awareness of personal values, interpersonal styles, strengths, and challenges that influence the development of professionalism.*

#### **PLO Assessed:**

We assessed PLO #2 in spring of 2020, utilizing final supervisor evaluations done for our Seminar & Fieldwork I & II students. As this is our capstone course, we expect students to demonstrate exit-level competency for this PLO. Eight students completed internships in spring. Their site supervisors evaluated them at the end of the semester, rating them on several dimensions, including “Cultural sensitivity - related well to clients and colleagues from diverse backgrounds. Respectful of others’ points of view.”

Our program coordinator reviewed the supervisor evaluations, finding that all students were rated at a “C” or above, with ratings ranging from seven to a perfect 10 on this item. While this assessment showed that all students exiting the program were rated by employers as satisfactory to excellent on this indicator, cultural sensitivity is only one of three key best-practice strategies we would like to assess for this PLO. We found that the supervisor evaluation form in use was not an adequate tool to assess the other areas, including the strengths perspective and the person-in-environment approach. As a result of this review, we have revised the supervisor evaluation form to specifically address these additional areas.

### **4. Action Plan**

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Our University of Hawai‘i Maui College mission is to inspire students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, life-long learning, sustainable living, Native Hawaiian



culture, and global understanding. While much of our community engagement for the HSER program has moved online during the pandemic, we will continue to connect with employers through Zoom meetings and guest speaker panels. Our local employers have also found innovative solutions to allow most student internship experiences to continue despite the circumstances. We are extremely grateful for this flexibility, and will continue to provide students with additional support as they adapt to working and learning in a time of “mediated communication” alongside their instructors, employers, and clients. Our students are also gaining a new understanding of global disparities related to the digital divide, while dealing with their own connectivity barriers. We will keep working to make the Zoom classroom experience as accessible, participatory, engaging, and student-centered as possible, while recognizing and honoring the life experiences of our Native Hawaiian and other returning adult students, including our oldest Zoom student, who turned 79 this year.

Looking at employer needs in this “new normal” and beyond, we have noted the additional challenges agencies face with outreach, virtual services, and managing Covid-19 precautions. On a positive note however, responses to the open-ended question: “What new needs or opportunities do you see in Maui’s future?” also included new opportunities for graduates who have experience with telework and community assessment.

*“We are finding new, creative ways to engage seniors and family caregivers. The pandemic has afforded us new opportunities to recreate our programs.”*

*-Maui County Office on Aging*

Based on our survey results, communication, collaboration, active listening, cultural sensitivity, interpersonal skills, rapport-building, client/family-centered care, interviewing, and knowledge of local resources will remain some of the highest-demand skills in this field (Appendix 2). Employers also noted that these skills are best learned in a local setting. While these skills are also best learned in person, we have prior experience teaching Molokaʻi and Lanaʻi students via Zoom, and now have an opportunity to share that experience with Maui students.

We also see opportunities to continue strengthening our focus on professional skills in our internship courses, including written communication, ethics, working with supervision, and receiving constructive feedback. We will continue strengthening the self-care components of our curriculum based on the strong demand noted in the employer survey. Because 83% of employers also indicated that they consider Motivational Interviewing (MI) skills to be very valuable in the workforce, we will retain our MI elective course, though it is not required for a specialization certificate, and plan to offer it in the 2021-2022 academic year – potentially in partnership with other campuses.

Finally, there is potential for more active collaboration with agencies involved in providing services to older adults. Several survey respondents emphasized staffing and service needs related to the

growing senior population. Agencies including Maui Adult Day Care, Na Hoaloha, Kaunoa, and Hale Makua also indicated interest in enhancing our course content related to Gerontology, assisting us in recruiting students and ensuring they have required work experience, and exploring the potential for Community Health Workers to assist in caring for kupuna.

*“Already seeing an increase in need for healthcare workers and senior services workers as the aging population continues to increase and live longer than previous generations.”*

– Kaunoa Senior Services

### **Areas for Improvement**

**Degree/certificate completion:** Given the population we serve, we will continue supporting our students in progressing toward degree/certificate completion at their own pace. While our plan to provide more one-to-one student advising meetings was delayed due to the pandemic, our program coordinator is now able to advise most of our students effectively via Zoom to help them streamline their paths to graduation. Our scheduling of electives is now more consistent, and we will provide majors with regularly updated schedules of courses planned for current and upcoming years to assist them in planning. We will also increase our communications and prep work with internship students well in advance of each semester, to address the added challenge of arranging appropriate internship activities with Covid-19 restrictions in place. Finally, we plan to offer a Prior Learning Assessment (PLA) option for our internship course in spring 2021, to streamline the path to graduation for essential workers who have been especially strained during the pandemic.

## **5. Resource Implications**

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**Maintenance of effort:** We have been able to maintain our staffing with two nine-month positions, which has helped the stability of our program, as well as allowing us to support several sections of Sociology and Human Development. We have also benefitted from the regular professional development opportunities offered through our campus, including summer professional development opportunities related to Open Educational Resources and teaching via Zoom. Access to Zoom Pro licenses will continue to be essential throughout the Covid-19 pandemic and beyond, as we are committed to making our program available to students on Molokaʻi and Lanaʻi.

**Cost reduction and streamlining:** In fall 2020, we will begin exploring options for combining our Substance Abuse Counseling courses with Leeward Community College. Overall, our employers indicated a low demand for these skills, yet they remain important for a small subset of agencies. Survey results also indicated a low demand for group counseling skills, which are part of our Substance Abuse Counseling II CO. While we had previously planned to offer our Group Counseling course in 2020-2021, it has historically had low enrollment, and could potentially be

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offered in partnership with Leeward to ensure we are able to meet student and agency needs efficiently.

**x I am NOT requesting additional resources for my program/unit.**

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**Appendix 1: ARPD**

**2020 Annual Report of Program Data (ARPD)**

University of Hawaii Community Colleges

College: **University of Hawai'i Maui College**

Program: **Human Services**

Status: Report Complete

**Program Quantitative Indicators**

**Overall Program Health: Healthy**

#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20	Demand Health
1.	New & Replacement Positions (State)	1306	1270	1250	Healthy
2.*	New & Replacement Positions (County Prorated)	195	187	182	
3.	Number of Majors	79	72	59	
3a.	Number of Majors Native Hawaiian	36	40	27	
3b.	Fall Full-Time	22%	32%	30%	
3c.	Fall Part-Time	78%	68%	70%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	6%	
3e.	Spring Full-Time	29%	21%	26%	
3f.	Spring Part-Time	71%	79%	74%	
3g.	Spring Part-Time who are Full-Time in System	0%	3%	7%	
4.	SSH Program Majors in Program Classes	660	438	348	
5.	SSH Non-Majors in Program Classes	384	156	138	
6.	SSH in All Program Classes	1,044	594	486	
7.	FTE Enrollment in Program Classes	35	20	16	
8.	Total Number of Classes Taught	23	15	10	
NOTE: New & Replacement jobs updated ( <a href="#">View Methodology</a> ).					

#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20	Efficiency Health
9.	Average Class Size	15	13	16	<b>Healthy</b>
10.*	Fill Rate	70.2%	60%	81%	
11.	FTE BOR Appointed Faculty	2	2	2	
12.*	Majors to FTE BOR Appointed Faculty	39	36	29	
13.	Majors to Analytic FTE Faculty	39	36	29	
13a.	Analytic FTE Faculty	3	2	1	
14.	Overall Program Expenditures	\$120,278	\$109,671	\$123,684	
14a.	General Funded Budget Allocation	\$120,278	\$109,671	\$123,684	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	0	0	0	
15.	Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes	6	3	2	

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#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	87%	90%	77%	<b>Cautionary</b>
18.	Withdrawals (Grade = W)	21	6	11	
19.*	Persistence Fall to Spring	68%	70%	64%	
19a.	Persistence Fall to Fall	47%	45%	50%	
20.*	Unduplicated Degrees/Certificates Awarded	59	13	12	
20a.	Degrees Awarded	9	8	8	
20b.	Certificates of Achievement Awarded	5	8	5	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	62	12	16	
21.	External Licensing Exams Passed <sup>1</sup>				
22.	Transfers to UH 4-yr	5	3	12	
22a.	Transfers with credential from program	3	1	6	
22b.	Transfers without credential from program	2	2	6	

<sup>1</sup> Campus to include in program analysis if applicable.

#	Distance Indicators	2017 - 18	2018 - 19	2019 - 20
23.	Number of Distance Education Classes Taught	2	2	3
24.	Enrollments Distance Education Classes	33	21	32
25.	Fill Rate	83%	32%	64%
26.	Successful Completion (Equivalent C or Higher)	94%	100%	88%
27.	Withdrawals (Grade = W)	1	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	100%	0%

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Technical Skills Attainment	94.75	96.43	Met
30.	2P1 Completion	61	25	Not Met
31.	3P1 Student Retention or Transfer	86	100	Met
32.	4P1 Student Placement	66.75	77.42	Met
33.	5P1 Nontraditional Participation	N/A	N/A	N/A
34.	5P2 Nontraditional Completion	N/A	N/A	N/A

#	Performance Indicators	2017 - 18	2018 - 19	2019 - 20
35.	Number of Degrees and Certificates	14	16	13
36.	Number of Degrees and Certificates Native Hawaiian	8	10	4
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients <sup>1</sup>	12	13	11
39.	Number of Transfers to UH 4-yr	5	3	12

\* Used in Rubric to determine Health Indicator

Date Last Modified: 2020-10-13 01:45:25

## Appendix 2: Employer survey results

From your perspective, how valuable are the following services that our program can/does provide?

	▼	VERY	▼	SOMEWHAT	▼	NOT VALUABLE	▼	1
▼	Providing opportunities for your employees to build or expand their skills	78.13%	25	18.75%	6	3.13%	1	
▼	Providing opportunities for your organization to connect with students and recruit future employees	81.25%	26	18.75%	6	0.00%	0	
▼	Supporting student internships	71.88%	23	28.13%	9	0.00%	0	
▼	Providing opportunities and support for non-traditional or under-prepared students from our community	81.25%	26	18.75%	6	0.00%	0	
▼	Providing a starting point for those planning to pursue Bachelor's or Master's degrees	81.25%	26	15.63%	5	3.13%	1	

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Which of the following credentials do you look for in your employees?

	REQUIRED	DESIRABLE	NOT CONSIDERED IN HIRING OR PROMOTION
▼ Associate in Science in Human Services (60 credits)	10.00% 3	63.33% 19	26.67% 8
▼ Certificate of Achievement (30 credits)	3.70% 1	48.15% 13	48.15% 13
▼ Community Health Worker - Certificate of Competence (15 credits)	6.90% 2	62.07% 18	31.03% 9
▼ Aging - Certificate of Competence (9 credits)	3.70% 1	51.85% 14	44.44% 12
▼ Case Management - Certificate of Competence (9 credits)	3.33% 1	66.67% 20	30.00% 9
▼ Dynamics of Family Violence - Certificate of Competence (9 credits)	3.45% 1	58.62% 17	37.93% 11
▼ Substance Abuse Counseling (I & II) Certificate of Competence (9 credits each)	7.14% 2	50.00% 14	42.86% 12
▼ Youth Practitioner - Certificate of Competence (9 credits)	3.57% 1	50.00% 14	46.43% 13
▼ Bachelor's of Social Work (through UH Manoa)	30.00% 9	60.00% 18	10.00% 3
▼ Bachelor's in Psychology or other Social Science	31.03% 9	51.72% 15	17.24% 5
▼ Higher level degree related to these areas	20.00% 6	56.67% 17	23.33% 7

When it comes to your workforce (especially those working at the Certificate or Associate's degree level), how important are the following attitudes, skills, and/or knowledge?

	VERY	SOMEWHAT	NOT IMPORTANT	
Interviewing, client intake	90.32% 28	9.68% 3	0.00% 0	
Active listening, information-gathering	96.77% 30	3.23% 1	0.00% 0	
Informal individual counseling	61.29% 19	35.48% 11	3.23% 1	
Group counseling	35.48% 11	41.94% 13	22.58% 7	
Motivational Interviewing	83.33% 25	16.67% 5	0.00% 0	
Case management, care coordination	77.42% 24	22.58% 7	0.00% 0	
Knowledge of local Maui resources for client referrals, care coordination, or collaboration	93.55% 29	6.45% 2	0.00% 0	
Interpersonal skills, rapport-building	93.55% 29	6.45% 2	0.00% 0	
Cultural sensitivity or humility	96.77% 30	3.23% 1	0.00% 0	
Client or family-centered approaches	90.32% 28	9.68% 3	0.00% 0	
Strengths perspective, building client/community capacity	87.10% 27	12.90% 4	0.00% 0	
Person-in-environment perspective, systems approaches	80.65% 25	16.13% 5	3.23% 1	
Communication, collaboration	100.00% 31	0.00% 0	0.00% 0	
Written communication, documentation	96.77% 30	3.23% 1	0.00% 0	



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▼ Working with supervision, receiving constructive feedback	100.00% 31	0.00% 0	0.00% 0
▼ Ethics, privacy, client rights, safety	100.00% 31	0.00% 0	0.00% 0
▼ Self-care, healthy boundaries	96.67% 29	3.33% 1	0.00% 0
▼ Outreach, client recruitment	72.41% 21	13.79% 4	13.79% 4
▼ Health promotion, education/facilitation	73.33% 22	16.67% 5	10.00% 3
▼ Advocating for clients or communities	83.87% 26	6.45% 2	9.68% 3
▼ Human development	70.97% 22	25.81% 8	3.23% 1
▼ Mental health, crisis intervention	61.29% 19	25.81% 8	12.90% 4
▼ Dynamics of family violence	51.61% 16	38.71% 12	9.68% 3
▼ Substance use disorders	36.67% 11	50.00% 15	13.33% 4
▼ Working with specific age groups	54.84% 17	41.94% 13	3.23% 1