

Human Services Program



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program Description

The Human Services (HSER) program prepares students 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 to deliver effective helping strategies. Electives and specialized academic certificates are available for majors and those in the workforce seeking career change or advancement. Specializations include Aging, Community Health, Family Violence, Substance Abuse & Mental Health, and Youth Development.

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.*

Program Website Updated: October 28th, 2019

Program Page Updated in Catalog: May 16th, 2019

2. Analysis of the Program

Strengths and weaknesses

Demand for our program stayed strong in 2018-19, with new and replacement positions in Maui County estimated at 173. Our students completed 18 internships with local social service agencies and healthcare providers, and 31 different agencies and organizations contributed to the program as guest speakers. We are better serving our Native Hawaiian community; over half of our majors are Native Hawaiian, and Native Hawaiian degree and certificate completions have also been steadily increasing.

While our total number of HSER majors decreased slightly from previous years, student persistence rates, average class sizes, and fill rates have improved. Withdrawals are down 40%, and successful course completions have increased from 84% to 92%. Our fall to spring persistence was also slightly higher. Our fill rate – which had dropped to 58% as a result of additional course sections offered under a Department of Labor grant that ended in June 2018 – was closer to the previous healthy rate of 75%, and our average class size was back up to 16 students. Our overall student/faculty ratio of 36/1 technically remains higher than the maximum of 35/1, but we have had adequate staffing to provide support for our students.

Table 1: Highlights

Human Services	2016-17	2017-18	2018-19
Majors	86	79	72
Unduplicated Degrees and Certificates Awarded	28	59	13
Demand Health	Cautionary	Healthy	Healthy
Efficiency Health	Cautionary	Cautionary	Cautionary
Effectiveness Health	Cautionary	Healthy	Cautionary

Our program effectiveness dropped into the cautionary range in 2018-19 due to fewer degrees and certificates awarded. This was also an expected result of our intensive efforts to support student completions at the end of our Department of Labor grant performance period. Our degree and certificate completions doubled during 2017-18, resulting in many students exiting, and those who stayed in the program after earning certificates are continuing to work on their Associate's degrees.

Completions have also been an area for improvement in our Perkins indicators, and were the only Perkins state goal not met for our program this year. This has been a challenge for our program historically, as the vast majority of our majors are returning adults who are also in the workforce and have family responsibilities. For example, 81% of our majors were age 25 or older in fall 2018. Completions are often delayed because most of these students (68-82% in a given semester) are only able to attend classes part time, with an overall average of six to eight credits per semester.

Table 2: Human Services Courses

Courses	Students Completing	
Human Services Core	Fall 2018	Spring 2019
HSER 110 Introduction to Human Services	19 (FYE)	17 (Zoom)
HSER 140 Intro to Counseling & Interviewing	18	18
HSER 194/294 Seminar & Fieldwork I & II (WI)	12 (2 sections)	6
HSER 248 Case Management		11 (Zoom)
Certificate Specialization/Electives		
HSER 101 Community Health Worker Fundamentals	11 (Zoom)	
CHW 135 Health Promotion / Disease Prevention		10
HSER 145 Working With Older Adults	12	
HSER 268 Alcohol & Drug Education	15 (HITS)	
HSER 270 Substance Abuse Counseling		15 (Zoom)
HSER 290V Mental Health in Human Services	14	
HSER 290V (SW 200) Field of Social Work		21
Taught out to other majors		
FAMR 230 Human Development		64 (2 sections)
SOC 100 Survey of General Sociology		24

We expect both student completions and transfers to University of Hawai'i (UH) four-year degree programs to increase in 2019-20. This is based on full enrollment in our Seminar & Fieldwork capstone course in fall 2019, strong demand for the capstone in spring 2020, and strong interest in our new HSER 290V (SW 200) course. The SW 200 course marks the beginning of the pathway to a Bachelor of Social Work (BSW) at UH Mānoa, and this is now the strongest interest area for our students, with 22 students completing the course in spring 2018, 21 in spring 2019 (Table 2), and 22 students indicating they plan to register for spring 2020.

The initial budget estimates provided to our program this year (Table 3) provide a good starting point for further analysis. Our two nine-month faculty had full loads of 54 teaching equivalencies (TEs) in 2018-19, including three TEs of assigned time for program coordination, and with three lecturer TEs added for the SW 200 course. In addition to the six TEs taught out to ECED, our faculty had three TEs taught out to SOC that were not captured in the estimates provided.

We believe the 60 TEs shown for HSER may include cross-listed sections of the Seminar & Fieldwork I & II course that were double-counted. This double-count also seems to be reflected in the indicator data showing we had five low-enrolled courses (<10 students). Even looking at course completions (Table 2), our three Seminar & Fieldwork I & II courses were the only ones with under 10 students. These are writing-intensive capstone courses with a maximum enrollment of 10. Both the first and second level sections are taught together and cross-listed, but they may have been counted as separate low-enrolled courses.

Table 3: Human Services Budget

Budget Estimates	2018/19
TEs taught in HSER	60
TEs taught by non-HSER BoR instructors	0
TEs taught OUT to ECED	6
SSH taught from HSER courses	618
Estimated Tuition Total	\$87,309.75
Estimated Salary Total	\$114,189.55
SH taught to HSER majors	462
SH taught to Non-majors	156

Significant Program Actions

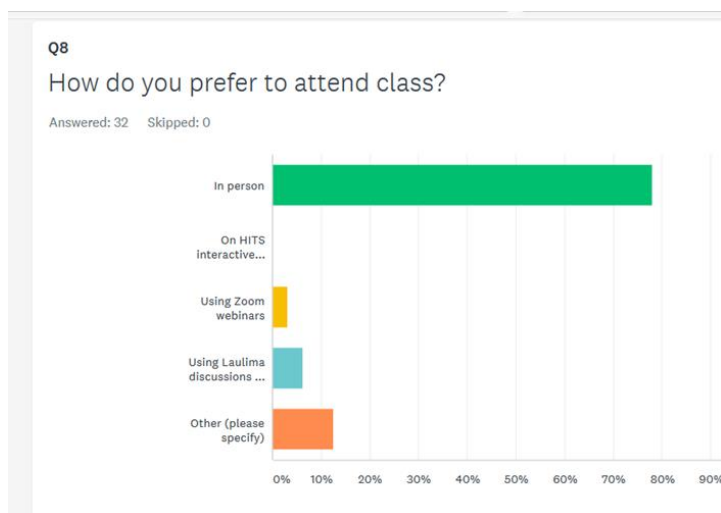
Staffing: Our program coordinator, Lee Stein, retired in May 2018. Our new coordinator, Selene LeGare, was hired in August 2018.

Course Scheduling: Starting in fall 2018, our program implemented a semi-annual student scheduling survey to gauge demand for elective courses in the upcoming semester, as well as student degree/ certificate plans and preferences for course days, times, and formats. Survey results have consistently shown that our current students strongly prefer in-person, face-to-face courses (see below), and that distance learners prefer Zoom video conferencing to HITS

interactive television. Both our survey results and individual student feedback have indicated an increased demand for morning courses offered while children are in school – although late afternoon and evening remain our most popular time slots.

In spring 2019 we began making adjustments based on survey responses. We eliminated our HITS offerings, offered a morning course, and increased our Zoom offerings for distance learning students. As we planned our schedule for 2019-20, we also moved to offering only our highest-demand electives (two per semester, down from four per semester in 2017-18), and changing one core course to an annual offering in order to maximize fill rates for our remaining courses. We also began sequencing specialization electives on an alternating academic year schedule to maximize fill rates and minimize impact on certificate completions.

Scheduling Survey Response: Preferred Format



Curriculum: HSER 290V Field of Social Work, which was added as a topics course and first delivered in spring 2018, has now been fully approved as SW 200. In addition to serving as an HSER elective, this course helps our student meet the knowledge base requirements for the UH Mānoa BSW program. To further assist students who plan to pursue a Bachelor's degree through UH Mānoa or UH West Oahu, we updated our Human Services program advising sheet to assist students in choosing general education/diversification courses that meet various transfer requirements. As the SOC 100 course is not required for the BSW, we also plan to revise our program map in 2019-20 to count SW 200 towards the Associate's degree, in place of SOC 100.

Outreach: Previous program reviews have noted a need to provide training for our local employers who serve as internship supervisors for Seminar & Fieldwork I & II students. We implemented this training in spring 2019, offering it as a lunchtime workshop and recorded Zoom webinar. The training was well-received, and participants evaluated it as helpful, a good use of their time, and offered at about the right point in the semester.

We also increased our outreach and recruitment of students in 2018-19, hosting tables at UHMC's Major Day, New Student Welcome, and Open House events, as well as participating in an outreach event at Maui High. We created promotional flyers for all core and elective courses offered this year. These have been shared with students and counseling staff and distributed at outreach events.

3. Program Student Learning Outcomes

Program Learning Outcome Assessed:

- 1) *Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.*

We assessed PLO 1 in spring of 2019, utilizing final supervisor evaluations completed for our Seminar & Fieldwork I & II students. As this is our capstone course, we expect students to demonstrate exit-level competency for this PLO. Six students completed internships in spring, and their site supervisors rated them on three criteria related to this learning outcome.

Criteria:

- *Participated as a member of the team. Communicated and collaborated with colleagues.*
- *Worked well with clients.*
- *Related well to clients and colleagues from diverse backgrounds. Respectful of others' point of view.*

Our program coordinator reviewed the supervisor evaluations, finding that all students were rated at a "B" or above, with four out of the six rated as a perfect 10 on all three criteria. For the most part, the supervisor ratings were consistent with the students' overall grades in the course, however, there was little variability in the ratings, even for a student who struggled in this area and completed the course with a minimally passing grade. As a result of this review, we have changed the assignment used to assess PLO 1. We will re-assess this same PLO in 2019-20, utilizing an assignment from the Case Management course.

4. Action Plan

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. The Human Services program will continue to support this mission through internship courses that engage students in hands-on work in the community, and participatory, student-centered teaching approaches that recognize and honor the life experiences of our Native Hawaiian and other returning adult students.

The majority of our curriculum work in 2018-19 focused on the ongoing effort of our Human Services and Substance Abuse Counseling Program Coordinating Council (HSER/SUBS PCC) to align course titles, descriptions, prerequisites, and student learning outcomes (SLOs) for UHMC

and Leeward, Hawai'i, Honolulu, and Kapi'olani Community Colleges. We also began the process of updating our PLO language and mapping our PLOs to courses and assignments. This work will continue in 2019-20, with our campus hosting and facilitating the HSER/SUBS PCC meeting in fall 2019. We plan to complete alignment of course titles and descriptions in the fall, and hope to complete alignment of prerequisites and SLOs in the spring. We will then share these updates with our Advisory Committee and gather employer feedback before submitting final curriculum and program map changes for curriculum committee approval.

In addition to completing our curriculum alignment efforts, we will continue our efforts to increase course fill rates by streamlining our elective offerings. We will also work to increase the number of program completions (Perkins Indicator) and degrees and certificates awarded (Program Effectiveness Indicator) by providing more hands-on advising, and by prompting students to apply for the certificates they earn on the path to their Associate's degree. We will also ensure that our Group Counseling course is offered in 2020-21. While this course has not been offered recently due to low enrollment, we now have students who need the course to complete two of our specialization certificates – Dynamics of Family Violence and Substance Abuse Counseling II.

Finally, we will work to further support our Seminar & Fieldwork I & II students working to complete degrees and certificates, and further support the local employers who provide internship sites. Student feedback has indicated that additional orientation and an employer/student "meet and greet" event prior to the start of the semester would help students be better prepared for their internships. We will plan to host these events in the upcoming year.

5. Resource Implications

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 the Social Science Department by teaching several sections of Sociology and Human Development courses. We have also benefitted from the regular professional development opportunities offered on our campus. We therefore request only the following resources to support curriculum alignment, student completions, and employer/student orientation events.

- 1) Training on the Kualii and STAR systems
- 2) Food and beverage costs for two events at 20-25 attendees each

2019 University of Hawai'i Maui College ARPD
Program: Human Services

Annual Report of Program Data (ARPD)
University of Hawai'i Community Colleges

College: **University of Hawai'i Maui College**
Program: **Human Services**
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Cautionary

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	1376	1267	1230	Healthy
*2.	New & Replacement Positions (County Prorated)	191	180	173	
3.	Number of Majors	86	79	72	
3a.	Number of Majors Native Hawaiian	29	36	40	
3b.	Fall Full-Time	18%	22%	32%	
3c.	Fall Part-Time	82%	78%	68%	
3d.	Fall Part-Time who are Full-Time in System	1%	0%	0%	
3e.	Spring Full-Time	19%	29%	21%	
3f.	Spring Part-Time	81%	71%	79%	
3g.	Spring Part-Time who are Full-Time in System	3%	0%	3%	
4.	SSH Program Majors in Program Classes	474	513	498	Cautionary
5.	SSH Non-Majors in Program Classes	405	354	207	
6.	SSH in All Program Classes	879	867	705	
7.	FTE Enrollment in Program Classes	29	29	24	
8.	Total Number of Classes Taught	17	23	15	
NOTE: New & Replacement jobs updated (View Methodology).					
Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	17	13	16	Cautionary
*10.	Fill Rate	75.1%	58.3%	71.2%	
11.	FTE BOR Appointed Faculty	2	2	2	
*12.	Majors to FTE BOR Appointed Faculty	43	39	36	
13.	Majors to Analytic FTE Faculty	43	39	36	
13a.	Analytic FTE Faculty	2	3	2	
14.	Overall Program Budget Allocation	\$136,482	\$152,326	\$0	
14a.	General Funded Budget Allocation	\$136,482	\$152,326	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$0	\$0	\$0	
15.	Cost per SSH	\$165	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	5	10	5	

2019 University of Hawai'i Maui College ARPD
Program: Human Services

Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	84%	84%	92%	Cautionary
18.	Withdrawals (Grade = W)	12	12	7	
*19.	Persistence Fall to Spring	68%	68%	70%	
19a.	Persistence Fall to Fall	37%	47%	45%	
*20.	Unduplicated Degrees/Certificates Awarded	28	59	13	
20a.	Degrees Awarded	10	9	8	
20b.	Certificates of Achievement Awarded	6	5	8	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	55	62	12	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	10	5	3	
22a.	Transfers with credential from program	5	3	1	
22b.	Transfers without credential from program	5	2	2	
Distance Indicators		2016 - 17	2017 - 18	2018 - 19	
23.	Number of Distance Education Classes Taught	1	2	2	
24.	Enrollments Distance Education Classes	1	11	7	
25.	Fill Rate	10%	28%	11%	
26.	Successful Completion (Equivalent C or Higher)	100%	100%	100%	
27.	Withdrawals (Grade = W)	0	0	0	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	100%	0%	100%	
Perkins Indicators		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	93	93.55	Met	
30.	2P1 Completion	55	22.58	Not Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	76.47	Met	
33.	5P1 Nontraditional Participation	N/A	N/A	N/A	
34.	5P2 Nontraditional Completion	N/A	N/A	N/A	
Performance Indicators		2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	16	14	16	
36.	Number of Degrees and Certificates Native Hawaiian	5	8	10	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	12	12	13	
39.	Number of Transfers to UH 4-yr	10	5	3	
* Used in Rubric to determine Health Indicator				Date Last Modified: 2019-10-15 11:43:06	