

Human Services



ANNUAL REPORT OF PROGRAM DATA **2021**



UNIVERSITY of HAWAII® MAUI COLLEGE

1. Program Description

The University of Hawai'i Maui College (UHMC) Human Services (HSER) program prepares graduates to work with people of all ages in social service occupations. Our curriculum is organized around core courses that teach the attitudes, skills, and knowledge needed for careers in Human Services, Social Work, Counseling, and Public Health. To provide flexibility and promote student success, the program is structured to allow learners 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. Specialization electives and additional COs in Aging, Community Health, Family Violence, Substance Abuse Counseling, and Youth Development provide opportunities for majors to explore different areas of focus within the field, and for incumbent workers to expand their skill sets and advance in their careers.

Through an agreement with the Department of Health (DOH) Alcohol and Drug Abuse Division, our AS degree, combined with the Substance Abuse Counseling (SAC) I & II certificates, fulfills the educational requirements and a portion of the fieldwork requirements for the Substance Abuse Counselor certification. Though formal articulation agreements have not been created, our general education requirements for the AS degree are aligned with relevant Bachelor's degree programs, and both our core courses and electives assist learners in exploring these pathways ([Table 1](#)). In the past two years, greater numbers of students have utilized our program as a jumping-off point for their Bachelor's degrees, enrolling in HSER courses while declaring their major as Liberal Arts. We estimate that these non-majors represent an additional 20% of students served by our program, and we discuss our response to this trend in the [Program Actions](#) section below.

Table 1: Common degree pathways

Bachelor's Degree Pathway	Campus	Exploration/Preparation
Social Work (SW)	UH Mānoa	SW 200 (specialization elective)
Social Science/Psychology	UH West O'ahu	HSER 140 (skill-based counseling course)

	UH Hilo	
Public Administration/ Community Health	UH West O‘ahu	HSER 101, CHW 135 (specialization electives)

Equity Considerations

Our HSER faculty strive to provide a collaborative, experiential, learner-centered and workforce-informed learning environment that welcomes students from all backgrounds. Students may enter the program directly from high school, but more commonly enter as returning adults. Many of our learners are former clients of our local human services agencies, and are working to overcome health, housing, substance use, and other challenges. Based on fall 2020 enrollment data, almost half (48%) of our students are eligible for Pell grants. While overall, the majority have mixed ethnic backgrounds, about half report some Native Hawaiian ancestry ([Figure 1](#)). The diversity of our student population, including our returning adult population, remained strong during the pandemic and the transition to online courses ([Figure 2](#)).

Figure 1: Majors by ethnicity

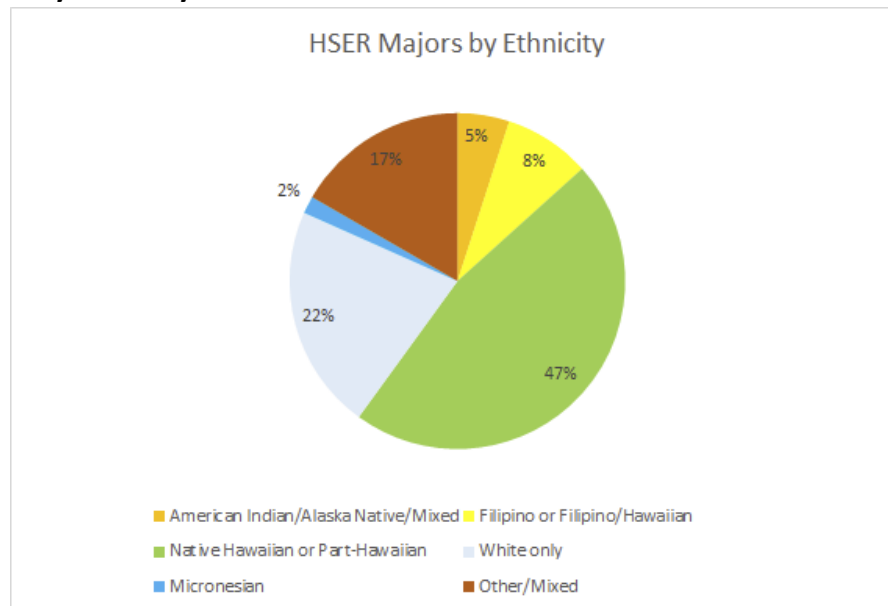
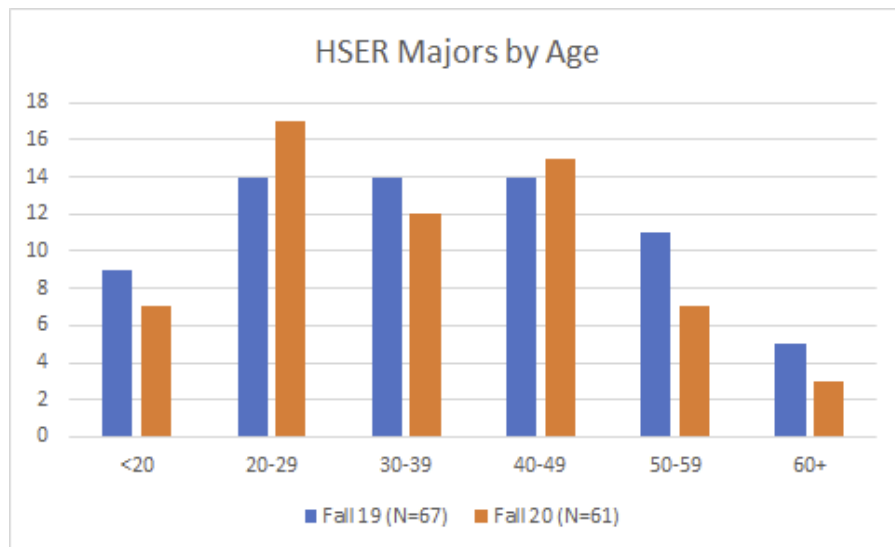


Figure 2: Returning adult participation



Our fall 2020 employer survey results, discussed in our [previous](#) program review, confirmed that local health and human service agencies consider UHMC's AS degree and relevant specialization certificates desirable in their hiring and promotion decisions. Recent graduates have taken on new roles within their organizations (e.g., Malama Family Recovery Center, Family Life Center, Hui No Ke Ola Pono, Lāna'i Community Health Center), been hired on after completing internships (e.g., with the Ho'ōikaika Partnership, Maui Family Support Services, Na Hoaloha, Malama Pregnancy Center, Maui Mediation Services), or moved into new positions (e.g., at Maui Memorial Medical Center, Hawai'i Medical Services Association). With employer support from Papa Ola Lōkahi, we were also able to graduate a cohort of Community Health Workers (CHW) and CHW supervisors from five different islands in spring 2021 -- assisting in protecting our most vulnerable communities during the Covid-19 pandemic.

2. Analysis of the Program/Unit

We are pleased to note that our program metrics are now in the “healthy” range -- both overall and in all key areas. Despite the challenges of the pandemic, and decreasing enrollment across programs and campuses, our efforts at streamlining program offerings and increasing support for students have resulted in steady improvement over the last three years. We expect to maintain this healthy status going forward.

Demand

As shown in [Table 2](#) and the Annual Review of Program Data (ARPD) in [Appendix A](#), our program demand remained healthy. New and replacement positions in Maui County are estimated at 181, and ARPD analytics indicate growing demand for most occupations in this field. Given the level of interpersonal interaction involved, these positions are also at low risk for automation.

Table 2: Highlights

Human Services	2018-19	2019-20	2020-21
New and Replacement Positions (est.)	248	140	181
Majors	72	59	58
Unduplicated Degrees and Certificates	13	12	20
Demand Health	Healthy	Healthy	Healthy
Efficiency Health	Cautionary	Healthy	Healthy
Effectiveness Health	Cautionary	Cautionary	Healthy

While our total number of majors and student semester hours (SSH) for majors in program courses had been on a downward trend from 2017-2020, both remained steady in 2020-2021. The ARPD shows a sharp increase in number of courses taught in 2020-2021 (17), indicating that all of the courses our faculty teach outside the HSER program are now being associated with the program (see [Table 3](#) below) and included in the non-major SSH calculations. This would explain the dramatic increase in overall SSH from 486 to 1,038. Given that our overall program expenditures have been based on full salaries, also capturing the full SSH improves the accuracy of estimated instructional costs per SSH.

Table 3: Courses Taught by Human Services Faculty

2021 UH Maui College ARPD
Program: Human Services

Courses	Enrollment	
Human Services Core	Fall 2020	Spring 2021
HSER 110 Introduction to Human Services	26	
HSER 140 Intro to Counseling & Interviewing	21	17
HSER 194/294 Seminar & Fieldwork I & II (WI)	11	8 (+10 PLA)
HSER 248 Case Management		17
Certificate Specialization/Electives		
HSER 101 CHW Fundamentals	24	
CHW 135		11
HSER 268	18	
HSER 270		12
SW 200 Field of Social Work		24
Taught out to other majors		
HDFS 230 Human Development (2 sections per semester)	54	49
SOC 100 Survey of General Sociology	24	25

Efficiency

Our student/faculty ratio remained healthy during this period, as our number of majors decreased by only one, and our position count was stable. Our fill rate in program courses continued on an upward trend, reaching 87% as we continued to restrict our program schedule and teach courses outside our discipline. To further improve efficiency during this period, we participated in cross-campus strategic planning discussions with other HSER and Substance Abuse Counseling (SUBS) programs. Through more active collaboration, we were able to refer students to other campuses, primarily Leeward Community College, for courses such as HSER 245 (Group Counseling) that have traditionally been low-enrolled here at UHMC.

Per the [ARPD](#), we still had two low-enrolled courses during this period. The ARPD has consistently treated our cross-listed sections of HSER 194 and 294 as separate courses, but in reality this was only one course that was low-enrolled in spring 2021 (see [Table 3](#) above). HSER 194/294 is a multi-level, writing-intensive fieldwork course with a maximum enrollment of 10 students, so it can easily drop below the benchmark if our learners are unable to find internship sites, or need to drop for personal reasons. There were more of these challenges this year due to the pandemic.

Effectiveness

Our number of degrees and certificates awarded increased to 20, and we finally moved into the healthy range for effectiveness during this period. The increase in completions also resulted in our program meeting all relevant Perkins goals. We attribute much of this improvement to the fact that a cohort of employer-sponsored CHWs completed their COs in spring 2021. We have noted the positive impact that employer and grant-supported tuition has on completions in our past reviews, and are continuing to explore funding opportunities for students, as listed in the [Action Plan](#) section below.

Significant Program Actions

The Covid-19 pandemic resulted in us remaining on Zoom during this period, enabling students to participate in all courses from all islands. Both of our faculty are experienced Zoom instructors and made significant efforts to assist students with the transition to online learning, providing one-on-one coaching and referrals to academic support resources, tech tutors, and equipment rentals as needed. Student evaluations from this period showed a high level of satisfaction despite an overall preference for face-to-face courses. In fall 2020, we were able to implement the plan to transition our internship courses to a hybrid Zoom/asynchronous online format to provide more flexibility for students struggling to balance their work, internship, and school schedules. Student evaluations showed that this change was also well-received.

As discussed above and in our [previous](#) review, we continued to offer our courses on a regular but restricted schedule, with the specialization electives required for COs taught every other academic

year, and other specialization electives placed on hold. In addition to securing approval for cross-campus curriculum alignments in fall 2020, we completed five-year reviews of our remaining HSER courses. After careful consideration, we chose to discontinue the following five specialization electives. These are not associated with any of our COs, have not been offered for several years, and can still be offered on a non-credit basis if there is demand for them in the future.

- HSER 111 Community Action
- HSER 345 Diversity in Aging
- HSER 350 Women & Addiction: Why Gender Matters
- HSER 360 Trauma Informed Care
- HSER 365 Motivational Interviewing (MI)

Due to employer demand for MI skills, which are introduced in the HSER 140 Individual Counseling course, we chose to retain our HSER 240 Introduction to Motivational Interviewing course. Our program coordinator has completed advanced training in preparation to teach this elective, and is looking forward to offering it in the near future. While HSER 240 is on hold for now, we will offer it as soon as enrollment begins to rebound.

Other high-demand skills, including communication, collaboration, active listening, cultural sensitivity, and knowledge of local resources are well-integrated in our core curriculum. The application of each of these skills has changed with the pandemic, and we have addressed those changes throughout our curriculum. For example, the communication module in our fieldwork course now addresses mediated communication, as much of our professional communication is now mediated through technology and students have had to adapt to this change. The HSER 140 course now includes a focus on adapting non-verbal communication for video counseling sessions. Finally, the community assessment module in our CHW 135 Health Promotion/Disease Prevention course now addresses Covid-19, and the outreach module now includes a telehealth component to help students apply their videoconferencing skills, assist patients in the field, and improve access to virtual services.

Based on documented employer demand and evident student needs during the pandemic, we have continued to strengthen the self-care components of our curriculum. This skill is now addressed throughout the semester in HSER 110, 140, and 256, and is a topic of focus for our internship students. In partnership with Mental Health America of Hawai'i and the Maui AIDS Foundation, we also hosted two self-care webinars for the community and local agency employees during the summer and fall of 2020.

As the college's outreach and new student welcome efforts moved to Zoom and other mediated channels, we adapted our outreach, recruitment, and orientation materials, creating new Zoom

presentations and activities, and virtual flyers to promote our courses. With the new UHMC website launch, we updated both our HSER and CHW web pages. Additional outreach efforts included a Maui News interview regarding the need for CHWs during the pandemic, and collaboration with Kapi'olani Community College (KapCC) to refer students to their DOH-funded statewide CHW training program.

While our UHMC courses were not eligible for tuition coverage through the DOH/KapCC program, we were still able to work directly with Papa Ola Lōkahi (POL) to offer employer-sponsored tuition for incumbent CHWs and CHW supervisors on O'ahu, Maui, and Hawai'i island. Both those working within the Native Hawaiian Health Care System and employees of Community Health Centers were eligible, and participants included staff from Mālama I Ke Ola, Ke Ola Mamo, Hui Mālama Ola Nā 'Ōiwi, and Ka'ū Rural Health Community Association. Through this partnership, and with support from our administration, we were able to offer a Prior Learning Assessment (PLA) option for our internship course. Five of the POL-sponsored learners were eligible for PLA, and all successfully tested out of the internship requirement. Five additional HSER students with prior work experience participated in the IS 105 B Personal Assessment prep course, and four passed the exam.

Finally, with the increase in transfers to Bachelor's degree programs in the last two years -- especially the BSW program, we have increased our collaboration with the UH Center. Enrollment data on students' desired concentrations has proven unreliable, and the planned one-on-one meetings with students proved difficult to conduct successfully via Zoom, so we are now using written introductory assignments to better assess student interests. This enables us to follow up with students individually and actively refer them to the Transfer Specialist early on, so she can guide them in their preparations. We also maintain shared status lists with the Transfer Specialist and Counseling Department to better track students' potential pathways, internship plans, and eligibility for the AS degree or specialized certificates.

3. Program Student Learning Outcomes (PLO)

Our updated PLOs are listed below. As discussed in our [previous](#) review, changes were approved by our Advisory Committee in spring 2020, and cleared the curriculum committee and academic senate in fall 2020. While the basic content has remained consistent, the language is now clearer, more measurable, and more outcome-oriented. For example, "develop" has been changed to "demonstrate" and "consider" has been changed to "describe." Key concepts including meeting the needs of *diverse* populations and demonstrating awareness of professional *ethical* guidelines are now spelled out more clearly.

Human Services Program Learning Outcomes

1. *Demonstrate the interpersonal and communication skills needed to build appropriate, collaborative, and respectful relationships with clients and colleagues.*
2. *Apply key human services attitudes, skills, and knowledge to meet the needs of diverse populations in various practice settings.*
3. *Identify vulnerable populations and the social conditions that contribute to their vulnerability, and describe advocacy strategies to help alleviate those conditions.*
4. *Demonstrate awareness of personal values, professional strengths and challenges, and professional ethical guidelines.*

In the [previous](#) program review, we shared the results of our assessment of PLO #2. As a result of this process, the form that fieldwork supervisors use to evaluate our Seminar & Fieldwork I & II students was modified to explicitly address the Strengths Perspective and the Person-in-Environment approach. The new evaluation form went into use in fall 2021.

In spring 2021, we completed a faculty assessment of PLO #3. The full methodology and findings are available in our [recent report](#). This assessment also addressed two CASLOs; Critical Thinking and Creativity. We included artifacts from our HSER 110, 140, and 248 courses to assess skill development for the two students who had taken all three courses during the reporting period. Our analysis indicated that our assessment tools were generally sound, and students had achieved the desired outcomes. However, two assignments needed to be reworded; one to more clearly state its purpose, and the other to more clearly address advocacy strategies. The first change, to the HSER 110 course, was implemented in fall 2021, and the second, to HSER 248, will be implemented for spring 2022.

4. Action Plan

Our UHMC 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 most of our community engagement moved online during the pandemic, we have continued to connect with employers via Zoom meetings and online surveys. We have greatly appreciated POL's willingness to sponsor tuition in support of their employees' life-long learning. We are also humbled by our local employers' commitment to workforce sustainability, as all who were able continued to serve as guest speakers and internship hosts during this challenging time.

Based on both ARPD analytics and employer feedback, we anticipate growing demand in this field for the coming five years. Our vision is focused on graduates who are well-prepared to assist in our

community's recovery from the pandemic, and in efforts to meet the needs of our growing senior population. There are three primary areas where we are planning for growth. These are listed below, along with the action steps we are taking in each area.

Five-year plan for the HSER program

Objective	Action Steps
Community Health Increase CHW CO completions by 20.	1) Partnered with the Hui No Ke Ola Pono (HNKOP) on a successful grant application to support outreach, tuition, and additional course sections. 2) Partnered with Hale Makua to develop a pilot program for Maui High students, who will complete new online modules combined with a PLA prep course in fall 2020.
Substance Abuse Counseling Increase SAC CO completions by 20.	1) Partnered with HNKOP on a successful grant application to support outreach, tuition, and additional course sections. Partnered with LeeCC on a successful grant application to support tuition and apprenticeships. 2) We will refer SAC students to LeeCC whenever we are not able to offer these courses. Additional collaboration will be needed to provide HSER 245 Group Counseling course through LeeCC or hire a lecturer. We will evaluate the possibility of modifying the CO to replace HSER 245 with HSER 248, and incorporate group counseling skills in HSER 270.
Older Adults Collaborate with agencies serving older adults to update the HSER 145 specialization elective course and recruit guest speakers.	1) Updating HSER 145 course outline and gathering agency feedback and guest speaker commitments in fall 2021. Updated course will be offered in spring 2022. Agencies are also assisting in recruiting students. 2) As we are the only campus offering this course, we have shared course flyers with LeeCC and Hawai'i CC to recruit participants from other islands.

HSER program plan for online and hybrid courses

The pandemic has given us an opportunity to re-evaluate the feasibility of offering each of our courses online, and to evaluate the impact on student success. We have worked to balance accessibility, engagement, quality, and flexibility for students across Maui Nui, and no one format allows us to do this perfectly. Our plan going forward is to offer our introductory course and skill-based courses like counseling, case management, and substance abuse counseling on Zoom or face-to-face, on an alternating basis. This maximizes our geographic reach while allowing for one-on-one interaction as needed. Specialization electives, which are more difficult to offer at scale and are currently offered only every-other academic year, will be offered on Zoom, to best serve Moloka'i and Lānai'i students, as well as students from other campuses. Our capstone Seminar & Fieldwork I & II courses will continue to be offered in the new hybrid format to maximize flexibility for students. This plan will require us to apply for a subchange, and we will initiate the approval process for these distance learning options in fall 2021.

Courses	Format
Introductory course (HSER 110)	Zoom or face-to-face (alternating basis)
Specialization electives (CHW 135, HSER 101, HSER 130, HSER 145, HSER 256, HSER 268)	Synchronous Zoom
Skill-based courses (HSER 140, 248, 270)	Zoom or face-to-face (alternating basis)
High-demand electives available through multiple campuses (SW 200)	Face-to-face
Capstones (HSER 194, 294)	Zoom/asynchronous hybrid

5. Resource Implications

The following plans will require faculty to take on additional projects in 2021-2022, and potentially incur overload or lecturer costs:

1. Maui High pilot program (costs covered by Hale Makua)
2. Distance learning subchange approval.
3. HNKOP grant (additional course sections covered by the grant).
4. SW 200 (costs covered with backfill from the HCWCQI grant).
5. HSER 245 - costs to be covered by the HNKOP grant, instruction via LeeCC or lecturer.

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

Appendix A: Annual Review of Program Data

2021 Annual Report of Program Data (ARPD)
University of Hawaii Community Colleges

VARPD 2021 Preliminary Data Release.

College: [University of Hawai'i Maui College](#)
Program: [Human Services](#)
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: **Healthy**

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
1.	New & Replacement Positions (State)	1697	1368	1255	Healthy
2.*	New & Replacement Positions (County Prorated)	248	140	181	
3.	Number of Majors	72	59	58	
3a.	Number of Majors Native Hawaiian	40	27	31	
3b.	Fall Full-Time	32%	30%	27%	
3c.	Fall Part-Time	68%	70%	73%	
3d.	Fall Part-Time who are Full-Time in System	0%	6%	2%	
3e.	Spring Full-Time	21%	26%	19%	
3f.	Spring Part-Time	79%	74%	81%	
3g.	Spring Part-Time who are Full-Time in System	3%	7%	6%	
4.	SSH Program Majors in Program Classes	438	348	342	
5.	SSH Non-Majors in Program Classes	156	138	696	
6.	SSH in All Program Classes	594	486	1,038	
7.	FTE Enrollment in Program Classes	20	16	35	
8.	Total Number of Classes Taught	15	10	17	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	13	16	20	Healthy
10.*	Fill Rate	60%	81%	87.2%	
11.	FTE BOR Appointed Faculty	2	2	2	
12.*	Majors to FTE BOR Appointed Faculty	36	29	29	
13.	Majors to Analytic FTE Faculty	36	59	29	
13a.	Analytic FTE Faculty	2	1	2	
14.	Overall Program Expenditures	\$109,671	\$123,684	\$130,626	
14a.	General Funded Budget Allocation	\$109,671	\$123,684	\$130,626	
14b.	Special/Federal Budget Allocation	0	0	0	
14c.	Tuition and Fees	0	0	0	
15.	Cost per SSH	\$185	\$254	\$126	
16.	Number of Low-Enrolled (<10) Classes	3	2	2	

2021 UH Maui College ARPD Program: Human Services

Annual Review of Program Data

<https://uhcc.hawaii.edu/varpd/>

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	90%	77%	86%	Healthy
18.	Withdrawals (Grade = W)	6	11	14	
19.*	Persistence Fall to Spring	70%	64%	64%	
19a.	Persistence Fall to Fall	45%	50%	31%	
20.*	Unduplicated Degrees/Certificates Awarded	13	12	20	
20a.	Degrees Awarded	8	8	4	
20b.	Certificates of Achievement Awarded	8	5	1	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	12	16	23	
21.	External Licensing Exams Passed ¹				
22.	Transfers to UH 4-yr	3	12	9	
22a.	Transfers with credential from program	1	6	4	
22b.	Transfers without credential from program	2	6	5	

¹ Campus to include in program analysis if applicable.

#	Distance Indicators	2018 - 19	2019 - 20	2020 - 21
23.	Number of Distance Education Classes Taught	2	3	16
24.	Enrollments Distance Education Classes	21	32	313
25.	Fill Rate	32%	64%	86%
26.	Successful Completion (Equivalent C or Higher)	100%	88%	86%
27.	Withdrawals (Grade = W)	0	0	14
28.	Persistence (Fall to Spring Not Limited to Distance Education)	100%	0%	79%

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Postsecondary Placement	33	100	Met
30.	2P1 Earned Recognized Credential	33	48.78	Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

#	Performance Indicators	2018 - 19	2019 - 20	2020 - 21
35.	Number of Degrees and Certificates	16	13	5
36.	Number of Degrees and Certificates Native Hawaiian	10	4	1
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	13	11	3
39.	Number of Transfers to UH 4-yr	3	12	9

* Used in Rubric to determine Health Indicator

Date Last Modified: 2021-10-18 09:29:20

[Glossary/Rubric](#)

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