

Human Services

1. Program or Unit Description

The University of Hawai'i Maui College (UHMC) Human Services (HSER) program prepares graduates for entry-level positions in health and human services agencies, and assists returning adults in advancing their careers. Students can choose both the length and the focus of their training. Specialized COs in Aging, Case Management, Community Health Worker (CHW), Family Violence, Substance Abuse Counseling (SAC), and Youth Development (Table 1) provide opportunities for incumbent workers to quickly expand their skill sets. A survey course introduces new majors to a variety of practice settings and vulnerable populations, while specialization electives allow learners to explore different areas of focus within the field. The program is structured to allow students to progress seamlessly from a Certificate of Competence (CO), to a Certificate of Achievement (CA) in Human Services, to the Associate in Science (AS) degree.

Graduates at the associate's level exit the program with a broad set of generalist skills, including case management and informal counseling. They are prepared to begin successful careers in social services, or to go on to the bachelor's level. General education requirements and an optional Social Work 200 elective provide a solid foundation for bachelor's programs in Social Work (BSW), Counseling Psychology, Public Health, Social Science, and Public Administration. Transfer students primarily enter programs at University of Hawai'i (UH) Mānoa and UH West Oʻahu.

Table 1: Certificates of Competence

| Specialization | Credits | Courses |
|--|---------|--------------------------------------|
| Aging | 9 | HSER 101/248, 194/294, 145 |
| Case Management | 9 | HSER 140, 248, 194/294 |
| Dynamics of Family Violence | 9 | HSER 140, 245, 256 |
| Substance Abuse Counseling I | 9 | HSER 140, 268, 194 |
| Substance Abuse Counseling II | 9 | HSER 245, 270, 294 |
| Youth Development Practitioner | 9 | HSER 130, 140/248, 256 |
| Community Health Worker /Health Navigator I | 15 | HSER 101, 140, 248, 194/294, CHW 135 |

Value of degree

Based on recent employer <u>survey data</u>, 80-90% of our local agencies and community-based organizations are looking for graduates with a BSW or other bachelor's degree. Our associate's degree is also very desirable, with 73% of local employers either requiring or considering this credential in hiring or promotions. At the certificate level, demand is highest for our Case Management (70%) and Community Health Worker (69%) COs. Specializations in Family Violence and Substance Abuse Counseling are only slightly less valuable, with 62% and 57% of all employers (respectively) looking for these areas of focus. As our community adjusts to an increasing <u>population</u> of retirees, local employers have also indicated a growing demand for graduates who are prepared to work with our kūpuna. With a limited supply of residential care options, we must do more to support healthy aging and help older adults "age in place."

Pathways

Through an agreement with the Department of Health (DOH) Alcohol and Drug Abuse Division, our AS degree, combined with the SAC I & II certificates, fulfills the educational requirements and a portion of the fieldwork requirements for their Substance Abuse Counselor certification (CSAC). Though formal articulation agreements have not been created, general education requirements for our AS degree are aligned with the relevant bachelor's programs listed <u>above</u>. Approximately 20% of the students served by our program are non-majors who are exploring these pathways.

Graduates

The <u>Academic Logic</u> database shows that our program had **14** unduplicated graduates in summer 2021, fall 2021, and spring 2022. These include **10** students who earned AS degrees. Note that these counts include one graduate not counted in the <u>Annual Review of Program Data</u> (ARPD, <u>Appendix A</u>). See below for the degree/certificate and employment/transfer status of these graduates.

- 1) AS Unknown (international student)
- 2) AS, CA, CO Working as a Case Manager
- 3) CO Taking a semester off (newborn baby)
- 4) AS BSW transfer (summer 2021 grad, not counted in ARPD)
- 5) CA, CO, CO not working due to health reasons
- 6) AS UH West O'ahu transfer
- 7) AS, CA Working as a CHW
- 8) AS Unknown
- 9) AS, CA, CO, CO Working as a Program Assistant
- 10) AS Moved out of state
- 11) CO, CO Working as a CHW, pursuing AS degree
- 12) AS, CO Deceased
- 13) CO Working as a CHW
- 14) AS UH West O'ahu transfer

Equity Considerations

Our HSER program faculty strive to provide a collaborative, supportive, and student-centered learning environment that welcomes students from all backgrounds. We serve as role models for the skills we teach, including empathy, cultural humility, and best-practice approaches that focus on building individual, family, and community strengths. Academic counselors, personal support counselors, <u>Kākoʻo</u> peer mentors, and other student support staff are key partners in our efforts.

Despite the many challenges of the pandemic and the transition to online classes over the past few years, we have continued to serve a diverse group of learners. Compared to the general population of students at UHMC, HSER majors are much more likely to be returning adults (<u>Figure 1</u>), and most likely to be over age 40 (<u>Figure 2</u>). HSER majors are also more likely to be female (<u>Figure 1</u>) and Native Hawaiian (<u>Figure 3</u>).

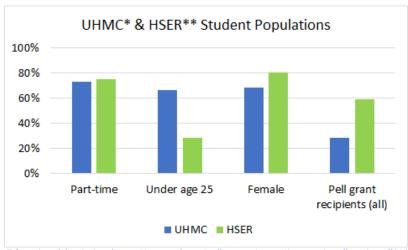


Figure 1: Enrollment, Fall 2021

*Source: National Center for Educational Statistics: https://nces.ed.gov/collegenavigator/?q=maui+college&s=all&id=141839#enrolmt
**Source: Author's analysis of program data from AcademicLogic: https://www.star.hawaii.edu:10011/ReportServer/

Almost all of our students directly experience the socioeconomic challenges that are common to our island home, especially during these past several years. Many are incumbent workers who may be juggling multiple jobs. Many are caring for family members, and may be part of the "sandwich generation" — serving as caregivers for both children and kūpuna. Many have also worked to overcome substance use disorders, family violence, discrimination, cultural and historical trauma, homelessness, criminal records, or a combination of these challenges. As of fall 2021, over half (60%) of our majors demonstrated "exceptional financial need" in order to qualify for a Pell grant. This is compared to 29% for the campus overall (Figure 1), and represents an increase from 48% the previous fall.

Enrollment by Age Group

50%

40%

30%

20%

10%

17 & Under 18-24 25-39 40 & Over

■ UHMC ■ HSER

Figure 2: Enrollment by Age Group, Fall 2021

Source: Institutional analysis of campus https://maui.hawaii.edu/data/ and program data.

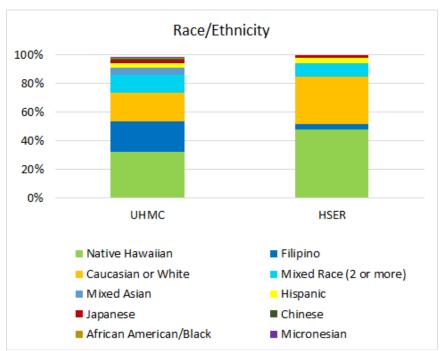


Figure 3: Student Demographics, Fall 2021

Source: Institutional analysis of campus https://maui.hawaii.edu/data/ and program data.

2. Analysis of the Program/Unit

Despite the challenges of the COVID-19 pandemic and decreasing college enrollment overall, the ARPD shows that both our program demand and our program efficiency metrics have remained in the healthy range (Table 2). This reflects our ongoing efforts to streamline our course offerings over the past four years. Program enrollment dipped to a low of 47 in 2021-22, as a larger than average group of students successfully graduated the previous year and students reported increased financial and family-related hardships due to the pandemic. However, preliminary data from fall 2022 indicate that enrollment has already rebounded to 2019 levels, with 61 majors plus additional non-majors enrolled in program courses.

Our recent increase in program enrollment is due in part to new and ongoing partnerships with local employers and other UH Community College campuses. These have provided employer and grant-funded tuition support for students on the Community Health Worker and Substance Abuse Counseling CO pathways, removing some of the financial barriers to success. Collaborations initiated during this period include: 1) the Kealaho'imai Program (a partnership with the Hui No Ke Ola Pono), 2) a second cohort of CHW employee training sponsored by Papa Ola Lōkahi (POL), and 3) cross-campus funding for CHW students through Kapi'olani Community College (KapCC)'s most recent DOH grant.

Table 2: Highlights

| Human Services | 2019-20 | 2020-21 | 2021-22 |
|-------------------------------------|-------------|---------|-------------|
| New & Replacement Positions (est.) | 182 | 181 | 171 |
| Majors | 59 | 58 | 47 |
| Unduplicated Degrees & Certificates | 12 | 20 | 13 |
| Demand Health | Healthy | Healthy | Healthy |
| Efficiency Health | Healthy | Healthy | Healthy |
| Effectiveness Health | Progressing | Healthy | Needs Attn. |

Demand

Program demand remained healthy in 2021-22 (<u>Table 2</u>). New and replacement positions in Maui County were estimated at 171, and ARPD workforce analytics continue to show a growing demand for occupations in this cluster (<u>Figure 4</u>). Given the level of interpersonal interaction involved, these positions are also at low risk for automation.

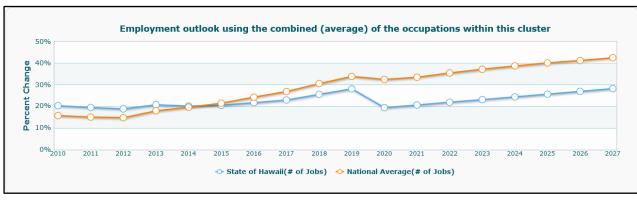


Figure 4: Employment Outlook

Source: https://uhcc.hawaii.edu/varpd/

Importantly, ARPD analytics also show that our graduates' earnings have been at or above the asset limited, income-constrained, employed (ALICE) threshold for single adults. This indicates that those who are employed full time are able to afford basic household needs. While salaries are higher for those earning an AS degree, graduates at both the associate's and certificate levels are able to earn a living wage for a single adult (Figure 5).

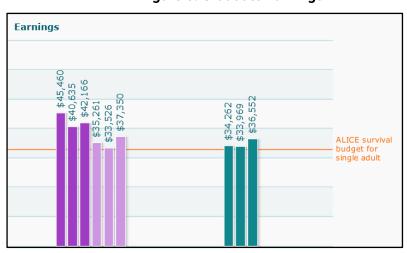


Figure 5: Graduate Earnings

Associate's Degree

Certificate of Competence

Source: https://uhcc.hawaii.edu/varpd/

As in 2020-21, our number of courses taught reported for 2021-2022 continues to include courses taught outside the HSER program. The Human Development and Sociology courses taught by our program faculty are also included in the non-major student semester hours (SSH) calculation, demonstrating the contributions our faculty make to the campus overall. SSH for program majors in program classes dipped by only 8% in 2021, despite our number of majors dipping by 19%.

Efficiency

Our course fill rate and student/faculty ratio both remained in the healthy range in 2021-22. As noted above, we have continued to operate on a restricted schedule in order to keep our fill rates high during this period of reduced overall enrollment. Each of our specialization electives and specialized COs are currently being offered every other year.

Cross-campus collaborations with Leeward Community College (LeeCC) and KapCC have allowed us to refer students to Zoom courses offered by other campuses during our off years. LeeCC regularly offers courses required for our SAC and Family Violence COs, and our courses are fully aligned. While KapCC does not have an HSER program, they have been able to offer CHW courses with grant funding over the past few years. These are are based on the curriculum our UHMC faculty developed under a Department of Labor grant and shared with other campuses in 2016. They are counted toward our CHW CO and the AS degree. Offerings on these two campuses have allowed some of our students to graduate on time, even during our off years. Students who strongly prefer to remain with home campus instructors and classmates have either waited to take their specialization electives, or have decided to pursue different specializations.

We had three low-enrolled courses (under 10 students) in 2021-22 (Table 3). Our HSER 194/294 fieldwork course is writing intensive, with a maximum enrollment of 10 students. It can easily drop below 10 when even one student is unable to find an appropriate fieldwork site, or anticipates not being able to complete their fieldwork hours for personal reasons. There have been more of these challenges over the past few years due to the pandemic. Students pursuing an AS degree are required to complete both levels of this course (194 and 294), with 200 hours of fieldwork at each level. Cross-listing both levels and offering the course just once a semester is the minimum schedule required to keep them on track and allow them to graduate on time.

The remaining low-enrolled course, HSER 145 (Working with Older Adults) is not offered on other campuses. In our recent survey of employers, local agencies serving this population expressed a specific interest in collaborating on workforce development. In the five-year plan we established in

2021 (<u>Table 4</u>), we included an objective to update this course to meet current employer needs and offer the updated course in spring 2022.

In fall 2021, we gathered input from major employers like Hale Makua, as well as UH Mānoa Intergenerational and Aging Programs faculty. We offered the course on Zoom, and reached out to LeeCC and Hawai'i Community College (HawCC) to recruit students from other islands. Local agencies also assisted with recruitment. Several incumbent workers expressed interest in the course, and two enrolled. While the course initially met our minimum enrollment threshold, three students needed to withdraw for personal reasons, including caregiving responsibilities. One of our new majors who successfully completed HSER 145 in spring 2022 is now doing her fieldwork in this area, and employer feedback has been extremely positive. We expect higher overall enrollment the next time this course is offered, as word spreads and we make scheduling adjustments. We have seen this trend with HSER 256, with enrollment in the updated course roughly doubling to 23 students on the second offering.

Table 3: Courses Taught by Human Services Faculty

| Program Courses | Fall Enrollment | Spring Enrollment |
|---|-----------------|-------------------|
| HSER 110 Introduction to Human Services | 30 | |
| HSER 130 Youth Development Practitioner | 19 | |
| HSER 140 Individual Counseling | 14 | 16 |
| HSER 145 Working with Older Adults | | 7 |
| HSER 194/294 Seminar & Fieldwork I & II (WI) | 4 | 6 |
| HSER 248 Case Management | | 10 |
| HSER 256 Dynamics of Family Violence & Sexual Assault | | 23 |
| Taught out to other programs | | |
| HDFS 230 Human Development | 68 | 39 |
| SOC 100 Survey of General Sociology | 24 | 23 |

Effectiveness

Successful course completions remained steady during this period, at 85%. However, the number of unduplicated students receiving degrees or certificates dropped from 20 to 13. This reflects the impact of a larger than average number of successful program completions the previous year. In 2020-21, we were able to partner with POL to offer employer-sponsored tuition for incumbent CHWs and CHW supervisors on Oʻahu, Maui, and Hawaiʻi island. Seven additional graduates completed CHW COs through this partnership.

In the ARPD, healthy effectiveness ratings are based on program completions increasing by 5% per year. Therefore, while the additional graduates in spring 2021 helped to move us into the healthy range during that period, the subsequent return to average shows up as an unhealthy decrease. From our program perspective, this was simply a return to baseline. It also validated our repeated observation that employer/grant-supported tuition has a positive effect on completions. We expect to see another healthy increase next year, as three cohorts of employer and grant-funded CHW and SAC students move through our program in 2022-23.

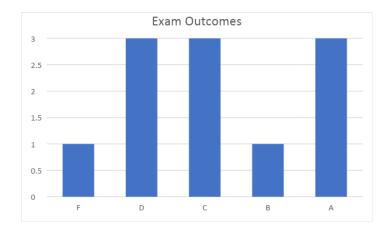
Significant Program Actions

Prior Learning Assessment (PLA) Pilot for Community Health Worker (CHW) Online Modules

Our program faculty joined another grant-funded partnership in the summer and fall of 2021. With financial support from Hale Makua and the Hawai'i Department of Labor and Industrial Relations (DLIR), we reviewed a series of training modules that had recently been developed for local CHWs. The original online modules were created by Mālama I Ke Ola (the Community Clinic of Maui) as an on-the-job training for their staff. With grant support, we were able to assess alignment with our CHW curriculum, partner with an instructional designer to adapt the modules, and develop additional content. With the help of our campus Information Technology staff, we were able to launch a new version of the asynchronous online modules in fall 2021.

In partnership with Hale Makua and Maui High, we piloted these modules with high school students that same fall. Hale Makua was also able to provide support for an optional prep course and prior learning assessment (PLA) exam for a subgroup of these students. This allowed learners to earn one college credit, creating an innovative on-ramp to our CHW certificate. A total of 21 students were enrolled in the exam prep course, and thirteen actively participated in the class sessions. Ten students completed all three sessions, and 11 completed the exam. A total of 10 students passed the exam and earned college credit (Figure 6).

Figure 6: PLA Outcomes (Pilot)



Overall, the high school students provided positive feedback on the online modules, and those who participated in the prep course were very engaged. Some demonstrated a real passion for community health, and the modules and course content seemed to fuel that passion. Though it seemed likely that most of those who passed the exam could go on to earn the CHW CO, none went on to enroll when CHW courses were next offered in fall 2022. Now that COVID restrictions have eased, we recommend that future projects:

- 1. Include more direct and in-person communication between the college instructor and high school students.
- 2. Schedule the exam prep courses shortly after the modules are completed.
- 3. Embed both the modules and the exam prep sessions in the regular school day, rather than hosting prep sessions in the evenings.

High-Demand Skills

Local employers have continued to express a high demand for communication skills, collaboration, active listening/informal counseling skills, empathy, cultural sensitivity, and knowledge of local resources. These are well-integrated in our core curriculum. We continue to explore ways to strengthen relevant specialization electives (including Motivational Interviewing) and ways to better meet the training needs of specific populations.

As noted above, our faculty collaborated on the successful renewal of grant funding for the Kealaho'imai Program during this period. This partnership between the Hui No Ke Ola Pono (HNKOP) and UHMC supports high-demand healthcare career pathways, and is designed to address academic barriers faced by Native Hawaiian students. Kealaho'imai is now providing tuition coverage and peer navigator support for two cohorts of students on our CHW and SAC pathways. With Kealaho'imai support, we were also able to expand our course scheduling and hire a Group Counseling lecturer for fall 2022. While a broader grant application intended to support the Native Hawaiian community was unsuccessful, we continue to partner with Papa Ola Lōkahi

and the Department of Native Hawaiian Health at the John A. Burns School of Medicine on CHW training efforts.

With the implementation of the Family First Prevention Services Act, the Hawai'i Department of Human Services (DHS) Child Welfare Services (CWS) Branch is expanding their training efforts related to culturally-appropriate, evidence-based practices. In consultation with DHS, we have established that future training on Motivational Interviewing (MI) should be conducted by a member of the Motivational Interviewing Network of Trainers (MINT) in order to meet their requirements. There are only two MINT trainers in Maui County, both of whom are retired. In order for our future course offerings, specifically our HSER 240 Motivational Interviewing specialization elective, to meet this standard, we are proposing additional training for our current faculty (see the Resource Implications section below).

3. Program Student Learning Outcomes

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 our previous program review, we shared the results of our assessment of PLO #3. Our findings indicated that 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, was implemented in spring 2022.

In spring 2022, we began a faculty assessment of PLO #4. The full methodology and findings are available in Appendix B. We included artifacts from our HSER 140 and 248 courses to assess skill development for the three students who had taken both courses during the reporting period. Our analysis indicated that our assessment tools were generally sound, and that all three students had achieved proficiency.

4. Action Plan

We anticipate growing demand in the human services field in the coming years, based on ARPD analytics, local employer feedback, and population <u>demographics</u>. The three primary areas where we are planning for growth are listed in <u>Table 4</u> below, along with progress on the objectives we created last year. In 2022-23, we will primarily be focused on supporting the SAC students funded by Kealaho'imai, and the three cohorts of CHW students funded by HNKOP, POL, and KapCC. As noted above, successful completions for these additional students will bring our program back into the healthy range for effectiveness, and back into the healthy range overall.

As we look ahead to 2023-24, we have added one action item in each area:

1. CHW: This is one area where we have an opportunity to increase cross-campus collaboration and better coordinate scheduling, outreach, recruitment, and transfer efforts. We plan to gather our HSER Program Coordinating Committee in the spring and

- include KapCC's CHW grant coordinator to discuss how we can strengthen this collaboration.
- 2. SAC: Update our agreement with DOH to reflect the increase in required educational hours for the CSAC.
- 3. Aging: Explore a partnership with UH Mānoa's Center on Aging. Test the feasibility of creating an on-ramp from their ElderCare curriculum for high school students, similar to the one we created for our CHW pathway.

Table 4: Five-year plan for the HSER program (2021-2025)

| Objective | Action Steps | Status as of Fall 2022 |
|---|---|--|
| Community Health Increase CHW CO completions by 20. | Partnered with the HNKOP on a successful grant application to support outreach, tuition, and additional course sections. 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 2021. | 1) Implementation began in fall 2022, with the first cohort of 10 CHW students funded by HNKOP. We were also able to work with POL and KapCC to fund two additional cohorts and increase fill rates. 2) PLA prep course offered in fall 2021. See discussion above for more detail. |
| 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 the HSER 245 Group Counseling course through LeeCC or hire a lecturer. | 1) Implementation began in fall 2022, with the first cohort of 10 SAC students. Additional students were referred to LeeCC for training during our off year. 2) After consultation with the LeeCC program coordinator, we determined HSER 245 was an essential part of the SAC curriculum. With HNKOP grant funding, we were able to hire an experienced lecturer from HawCC and provide HSER 245 at UHMC via Zoom. |
| Older Adults | 1) Updating HSER 145 course | 1) Completed. Two students |

| Collaborate with agencies serving older adults to update the HSER 145 specialization elective course and recruit guest speakers. | 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. | recruited from local agencies. |
|--|--|---|
| | 2) As we are the only campus offering this course, we have shared course flyers with LeeCC and HawCC to recruit participants from other islands. | 2) No students from LeeCC or HawCC were enrolled. |

5. Resource Implications

In order to provide our HSER 240 Motivational Interviewing course in the future, we have established that our program coordinator should pursue the additional training and assessment required to join the Motivational Interviewing Network of Trainers (MINT). The MINT Training of New Trainers (TNT) is held annually, in October, and the next training date and location have not been determined.

In addition to undetermined travel expenses, there is a \$200 application fee. Upon acceptance, the registration fee in 2022 was \$1500. While our program coordinator has already received extensive training in MI and incorporates this skill in the HSER 140 Individual Counseling course, we would like to plan ahead for future HSER 240 course offerings. Given the employer demand for MI skills, the CWS expectation that courses be provided by a MINT trainer, and the limited availability of MINT trainers in Maui County, we will plan to pursue this additional training over the next one to two years. We estimate that total costs will be approximately \$4,000 for a TNT held in the United States.

 \square I am NOT requesting additional resources for my program/unit.

Appendix A: Annual Review of Program Data

2022 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: Cautionary

| # | Demand Indicators | 2019 - 20 | 2020 - 21 | 2021 - 22 |
|-------|--|-----------|-----------|-----------|
| 1. | New & Replacement Positions (State) | 1447 | 1446 | 1447 |
| 2.* | New & Replacement Positions (County Prorated) | 185 | 182 | 171 |
| 3. | Number of Majors 🕜 | 59 | 58 | 47 |
| За. | Number of Majors Native Hawaiian | 27 | 31 | 24 |
| 3b. | Fall Full-Time | 30% | 27% | 25% |
| Зс. | Fall Part-Time | 70% | 73% | 75% |
| 3d. | Fall Part-Time who are Full-Time in System | 6% | 2% | 8% |
| 3e. | Spring Full-Time | 26% | 19% | 24% |
| 3f. | Spring Part-Time | 74% | 81% | 76% |
| 3g. | Spring Part-Time who are Full-Time in System | 7% | 6% | 2% |
| 4. | SSH Program Majors in Program Classes | 348 | 342 | 315 |
| 5. | SSH Non-Majors in Program Classes | 138 | 696 | 573 |
| 6. | SSH in All Program Classes | 486 | 1,038 | 888 |
| 7. | FTE Enrollment in Program Classes | 16 | 35 | 30 |
| 8. | Total Number of Classes Taught | 10 | 17 | 16 |
| | Demand Health | | Healthy | |
| NOTE: | New & Replacement jobs updated (View Methodology). | | | |
| # | Efficiency Indicators | 2019 - 20 | 2020 - 21 | 2021 - 22 |
| | | | | |

| # | Efficiency In | dicators | 2019 - 20 | 2020 - 21 | 2021 - 22 |
|------|--------------------------------------|-----------------------------------|-----------|-----------|-----------|
| 9. | Average Class Size | | 16 | 20 | 19 |
| 10.* | Fill Rate | | 81% | 87.2% | 76.9% |
| 11. | FTE BOR Appointed Faculty | | 2 | 2 | 2 |
| 12.* | Majors to FTE BOR Appointed Faculty | | 29 | 29 | 24 |
| 13. | Majors to Analytic FTE Faculty | | 59 | 29 | 24 |
| 13a. | | Analytic FTE Faculty | 1 | 2 | 2 |
| 14. | Overall Program Expenditures | | \$123,684 | \$130,626 | \$134,910 |
| 14a. | | General Funded Budget Allocation | \$123,684 | \$130,626 | \$134,910 |
| 14b. | | Special/Federal Budget Allocation | 0 | 0 | 0 |
| 14c. | | Tuition and Fees | 0 | 0 | 0 |
| 15. | Cost per SSH | | \$254 | \$126 | \$152 |
| 16. | Number of Low-Enrolled (<10) Classes | | 2 | 2 | 3 |
| | Efficiency Health | | | Healthy | |

| # | Effectiveness Indicators | 2019 - 20 | 2020 - 21 | 2021 - 22 |
|------|--|-----------|-----------------|-----------|
| 17. | Successful Completion (Equivalent C or Higher) | 77% | 86% | 85% |
| 18. | . Withdrawals (Grade = W) | | 14 | 16 |
| 19.* | Persistence Fall to Spring | 64% | 64% | 58% |
| 19a. | Persistence Fall to Fall | 50% | 31% | 46% |
| 20.* | Unduplicated Degrees/Certificates Awarded 🕖 | 12 | 20 | 13 |
| 20a. | Degrees Awarded | 8 | 4 | 9 |
| 20b. | Certificates of Achievement Awarded | 5 | 1 | 4 |
| 20c. | Advanced Professional Certificates Awarded | 0 | 0 | 0 |
| 20d. | Other Certificates Awarded | 16 | 23 | 10 |
| 21. | External Licensing Exams Passed 1 | | | |
| 22. | Transfers to UH 4-yr | 12 | 9 | 7 |
| 22a. | Transfers with credential from program | 6 | 4 | 2 |
| 22b. | Transfers without credential from program | 6 | 5 | 5 |
| | Effectiveness Health | | leads Attention | |

¹ Campus to include in program analysis if applicable.

| # | Distance Indicators | 2019 - 20 | 2020 - 21 | 2021 - 22 |
|-----|--|-----------|-----------|-----------|
| 23. | Number of Distance Education Classes Taught | 3 | 16 | 15 |
| 24. | Enrollments Distance Education Classes | 32 | 313 | 285 |
| 25. | Fill Rate | 64% | 86% | 81% |
| 26. | Successful Completion (Equivalent C or Higher) | 88% | 86% | 85% |
| 27. | Withdrawals (Grade = W) | 0 | 14 | 16 |
| 28. | Persistence (Fall to Spring Not Limited to Distance Education) | 0% | 79% | 67% |

| # | 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 | 2019 - 20 | 2020 - 21 | 2021 - 22 |
|-----|--|-----------|-----------|-----------|
| 35. | Number of Degrees and Certificates | 13 | 5 | 13 |
| 36. | Number of Degrees and Certificates Native Hawaiian | 4 | 1 | 6 |
| 37. | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM |
| 38. | Number of Pell Recipients ¹ | 11 | 3 | 7 |
| 39. | Number of Transfers to UH 4-yr | 12 | 9 | 7 |

^{*} Used in Rubric to determine Health Indicator

Date Last Modified: 2022-09-29 08:32:28

Glossary/Rubric

To share this report copy url: https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=MAU&t=CTE&p=2641

Appendix B: Assessment of Program Learning Outcomes

PROGRAM ASSESSMENT REPORT

University of Hawai'i Maui College

| Program | Human Services |
|---|--|
| Semester | Spring 2022 |
| Date | 11/15/2022 |
| Participants/Title/Role | Selene LeGare/Instructor/Program Coordinator Charlie Schlather/Assistant Professor |
| Course(s) | HSER 140, 248 |
| Artifacts | HSER 140 Test #1 - ethical guidelines HSER 140 Final Self-Reflection Essay - professional strengths/challenges HSER 248 Test #1 - ethical practices HSER 248 Skills Practice Assessment Essay |
| Program assessment model | Portfolio Model #3 (See table below.) |
| Brief description of assessment process | Internal reviewers Charlie Schlather, LCSW, Ph.D., and Selene LeGare, MPH evaluated the Human Services Program Learning Outcome #4 in spring and fall 2022, including the assessment plan, evidence, and benchmarking results. Reviewers found three students had completed both courses that progress toward exit level competency for HSER PLO #4 that year. |
| | PLO 4: Demonstrate awareness of personal values, professional strengths and challenges, and professional ethical guidelines. |
| | Key concepts: Self-awareness, professional ethics (values & responsibilities of the profession) |
| | Demonstration of Proficiency : Recognize ethically challenging situations and potential conflicts between personal and professional values. Describe appropriate responses to these situations. |
| | Student Benchmarks HSER 140 (fall): Identify an ethically challenging situation and an appropriate response. Identify professional strengths and areas for growth. |

HSER 248 (spring): Recognize ethically challenging situations and potential conflicts between personal and professional values. Describe application of best practice strategies in response to client scenarios (what to say, what to do, what information to gather). Include professional values and ethics as appropriate.

Evidence of assessment

HSER 140

Test #1 Essay: Create an ethical dilemma that could arise in counseling. Do not use examples provided in class. Come up with your own, please. Describe what the dilemma is and how you would handle it.

Student 1: Student provided an ethical dilemma but misrepresented mandated reporting.

Student 2: Student failed to answer question on test due to family emergency.

Student 3: Student provided relevant ethical dilemma and appropriate course of action.

Final Self-Reflection Essay: Identify your strengths and areas of improvement. Create a plan that includes 3 specific/concrete actions you plan to take over the next year to improve your counseling skills.

Student 1: Student adequately identified strengths and areas to improve along with plan to address, including ways to build confidence and focus the interview. Identified five skill areas that needed improvement and seven skill areas that are relative strengths.

Student 2: Student adequately identified strengths and areas to improve along with plan to address, including working with a professional in the field to better understand the counseling relationship and how to navigate this professional relationship. Identified 5 skill areas that needed improvement and 6 skill areas that are relative strengths.

Student 3: Student adequately identified strengths and areas to improve along with plan to address, including the need to empower clients instead of stepping in to fix their problems. Identified 2 skill areas that needed improvement and 6 skill areas that are relative strengths.

HSER 248

Test #1:

- 1. (Multiple Choice) Ethical practices in the social services are in place because:
- 2. (Multiple Choice) A case worker's ethical responsibilities to the individual in his or her care include:

Student 1: Correct: 2/2 Student 2: Correct: 2/2 Student 3: Correct: 2/2

Skills Practice Assessment Essay:

Student 1: Identified 2 skill areas that needed improvement and 2 skill areas that are relative strengths.

Student 2: Identified 12 skill areas that needed improvement and 3 skill areas that are relative strengths.

Student 3: Identified 4 skill areas that needed improvement and 7 skill areas that are relative strengths.

Assessment Outcomes

HSER 140 (fall): The review indicated that both students who took test #1 achieved minor skill development in this introductory course, demonstrating their ability to identify an ethically challenging situation. All three students were able to identify professional strengths and areas for growth in the final self-reflection essay.

HSER 248 (spring): The review indicated that all three students demonstrated moderate skill development in test #1. They were able to recognize ethical and professional responses aligned with best practice strategies rather than choosing responses that might align with their personal interests. All three students also demonstrated proficiency and self-awareness in the skills practice assessment essay, describing their application of best practice strategies as well as areas still needing improvement.

Reviewer Findings - Suggestions for Improvement

Reviewers found that the assessment tools used for both courses were generally sound, and students had achieved the desired outcomes. There were no recommendations for improvement.

HSER Program - Portfolio Model #3:

2022 Maui Community College ARPD Program: Human Services

| Program Learning | HSER 140 | HSER 248 |
|--------------------------------|-------------------------|-------------------------------|
| Outcome (PLO) | (Fall 2021) | (Spring 2022) |
| Minor skill development and | Assessment: Test #1: | |
| evaluation:Coursework | Essay | |
| introduces | | |
| Moderate skill development and | Assessment: Final Self- | Assessment: Test #1: Multiple |
| evaluation: Coursework | Reflection Essay | Choice (two questions) |
| introduces and develops | | |
| Major skill development and | | Assessment: Skills Practice |
| evaluation: Students | | Assessment Essay |
| demonstrate proficiency. | | |