

Maui Community College
Human Services Program
2005 Annual Assessment Report

Associate's in Science Human Services Degree

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

Mission of the Human Services Program

The Human Services program is a learner-centered program that prepares students to work in human services and/or early childhood education. It also provides professional development opportunities for those currently working in human services or early childhood education.

PART I. Quantitative Indicators for Program Review

Demand/Efficiency

1. Current and projected positions in the occupation (*see Program Health Indicator report*)
2. Annual new positions in the state (*see Program Health Indicator report*)
3. Number of applicants – not applicable to the program.
4. Number of majors (*see Program Health Indicator report*)
5. Student semester hours for program majors in all program classes – Data not available.
6. Student semester hours for all program classes - Data not available.
7. FTE program enrollment - Data not available.
8. Number of classes taught - (*see Program Health Indicator report*)
9. Average class size - (*see Program Health Indicator report*)
10. Class fill rate (*see Program Health Indicator report –class*)
11. FTE of BOR appointed program faculty - Data not available.
12. Semester credits taught by lecturers –
Fall 04 – 30 credits (includes 9 credits Moloka'i)
Spring 05 – 24 credits (includes 3 credits Moloka'i)
Summer 05 - 3 credits.
Total – 57 credits

Note: New contract with state Dept. of Human Services required faculty Lee Stein to oversee the contract and provided for 6 credits of assigned time, which paid for lecturers to teach two of her classes each in fall and spring.

Summer '05 class(held at UH Manoa) and one Spring '05 class (held at Kaua'i CC) were classes arranged for and paid by Rural Development Project grant for Community Health Workers.

13. Percent of classes taught by lecturers: (*see Program Health Indicator report*)
14. FTE workload (Credits taught / full teaching load)
.60

Note: see above for faculty Lee Stein. Program Coordinator Elaine Yamashita has taught 8 credits/semester since beginning at MCC, MEO/MCC Head Start Liaison accounted for other credits. Rationale for spending time in MCC/MEO Head Start includes the strong teaching tool of modeling appropriate interactions, curriculum, environment, and partnership for MCC students and community members who observe in the program.

15. Major per FTE faculty: 91
16. Number of degree/certificates awarded in previous year by major:
Early Childhood Education Certificates of Completion: 7
Substance Abuse Counseling Certificates of Completion: 2
Certificates of Achievement: ECE – 2
General – 2
AS degree – Early Childhood Education Specialization: 5
AS degree – General degree: 5
AS degree – Substance Abuse Counseling Specialization: 2

- Case Management Certificates of Competence (data from apps compiled by program coordinator: 9 (*all from RDP funded students – 2 Kaua'i, 5 Big Island, 1 Maui, 1 Moloka'i*).
17. Cost of program per student major: Data not available.
 18. Cost per SSH: Data not available.
 19. Determination of program's health based on demand and efficiency: Healthy

Outcomes

1. Attainment of student educational goals: Data not available.

Note: Students who enter the program have a variety of goals. Some want to become a qualified preschool teacher, others want to become a certified substance abuse counselor. Others already have advanced degrees and are coming back for professional development. Some want to earn a specific certificate, such as the Case Management Certificate of Competency. Others want to be in a "helping profession" and would like to work in a human services agency, in roles ranging from clerical to family advocate to counselor. Some students would like to get an advanced degree in education or in social science/social work. An easy to use tracking system for the variety of student goals is yet to be developed.

According to Perkins indicators, 14.29% of students achieved "Diploma/Equivalent/Degree/Credential", an improvement from the year before rate of 10%. As cited earlier, because the majority of students are working and have families, they take one or two courses per semester, which delays the acquisition of certificates and degrees. Some students also leave for a semester or two when their lives become too complex to accommodate school. Faculty work to keep connected with students and encourage those who leave for a period to return (if appropriate). Because working with people in early childhood or in human services agencies is a complex, demanding task, a few students eventually self-select or may be counseled out of the program because they do not have the basic attitude, skills and knowledge to do the work.

2. Persistence of majors fall to spring: Data not available.
3. Graduation rate: (*see Program Health Indicator report*)
4. Transfer rates: Data not available.
However, at least one Human Services student, (Liberal Arts major, who took several Human Services classes and was mentored by Lee Stein) Krista Dusek, transferred to UH Manoa in Fall 05 and in Spring '05 was the first MCC recipient of the Jack Cooke Kent Scholarship. She received a variety of other scholarships and also served as valedictorian in May 2005.
5. Success at another UH campus (based on GPA): Data not available.
6. Licensure information (not applicable)
7. Perkins Core Indicators (*see Program Health Indicator report*)
8. Determination of program's health based on outcomes: Cautionary

Part II. Assessment results for Program SLOs

Assessment system for program SLOs is in development. Currently, the last practicum the student takes in either SOSE or ECE is considered the “capstone” for the program.

The ECE side is undergoing radical changes as it is working towards a common AS degree with Honolulu, Kaua'i, and Hawai'i Community Colleges' programs that will articulate to a proposed UH West Oahu ECE specialization in its Social Science degree. This common degree has been formed with national standards in mind, and an Associate's degree accreditation for ECE programs is in the pilot stage in 04-'05. The goal is to eventually have the ECE programs accredited, once the accreditation system is set and the programs are established.

Part III. Curriculum Revision

'04 -'05 curriculum actions include:

Program modification in requirements: added Math 115 and 111 to the existing options of Math 111 or Phil 110. This was done to accommodate both potential UHWO students (Math 115) and UH Manoa College of Education students (Math 111). Consulted with Math faculty before initiating the action.

New course: ED 152 – Early Literacy Development – from common course outline developed by Honolulu CC with a federal grant.

Modification of ED 190 and ED 191v: ED 190's title was changed to ECE Practicum IA. ED 191V became Practicum IB. This was to help students realize they could take *either* 190 or 191V for their first practicum. It also added Child Development Associate Credential (CDA) requirements to 191V.

Addition of ED 291V: Added as *Advanced Practicum* and prerequisites defined as all other courses in ECE CC, so that it can be the capstone for the ECE side of program.

Part IV. Analysis of data

Alignment with mission: Program mission aligns with college mission.

Strengths and weaknesses based on analysis of data.

The program works to meet student needs by offering a high number of courses (9) after 3 p.m. In the early childhood side, where recruitment of new ECE professionals is a growing concern, an introductory ECE class that was normally offered only in the fall was offered during the daytime in the spring. It was taught by a well known lecturer in our program, Linda Brown. This was an attempt to see if there are a significant number of “daytime” (i.e. “traditional”) college students. There were 27 registered on the first day of class.

We are continuing to offer at least one day ECE class (after many years of late afternoon/evening classes) to nurture and retain those more traditional students.

The program responds to requests from outreach sites, and in the fall of 04 offered two classes via distance. SOSE 245, Group Counseling, was offered via Skybridge by Lee Stein, and for the first time ever, an early childhood class was taught via statewide cable TV by lecturer Wayne Watkins, with over 30 students enrolled across the state. Unfortunately for us, Wayne moved on to become the UH Manoa Children’s Center Director in Spring 05.

The program also does well in program cycle coverage and in number of sections overenrolled (3).

Average class sizes are healthy.

There are a large number of lecturer taught classes because of a new DHS grant to the college that faculty Lee Stein oversees. As noted earlier, it pays for 6 credits of lecturers, filling in behind her assigned time. Program coordinator Elaine Yamashita has taught 8 credits with the remaining time as MEO/MCC Head Start partnership liaison since she was hired in 1992. With curriculum changes coming up, this load may change in Fall 2006.

Moloka’i Ed Center is a strong part of the program. Coordinator Donna Haytko-Paoa and Counselor/lecturer Becky Takashima plan a rotation of courses according to community need. Recruitment and retention efforts are very successful on Moloka’i. Additional lecturers include Nannette Napoleon-Grambusch and Kathy Bennett.

There are enough ECE classes offered every semester on Maui campus to employ a full-time ECE faculty. The College has requested an ECE

faculty in its biennium budget to the Legislature. This would help to meet the growing need for early childhood professionals in our community.

The graduation rate has risen to 8% from 5% the year before. As noted earlier, our students have a variety of goals. Faculty encourage and support students who are able to handle a larger credit load, also encouraging them to balance school, work, and family life.

Overall program efficiency went from “Healthy” in 03-04 to “Cautionary” in 04-05. It appears that this is because of 2 low-enrolled classes and a larger number of lecturer taught classes.

Overall program outcome showed the same pattern. Apparently this was because work in related field went to 78% (from 80% year before), although the N sample was larger in 04-05. Credits earned ratio, satisfaction with academic prep, and graduation rate had all increased. It is not clear why the outcome was rated “Cautionary” with just the 2% change. N samples for all indicators were higher in 04-05, showing at least that we have more respondents.

Overall program status and program demand stayed at “healthy” levels. The program has the largest number of majors next to Liberal Arts on campus.

Evidence of quality

The program coordinator did academic counseling with 47 students in 04-05.

Faculty Lee Stein in Fall 04 had initially hired a lecturer to teach one of her courses (behind the DHS grant), but student feedback was so strong, she and the lecturer agreed it wasn't a good “match” and she took the class over about six weeks into the semester. This kind of action really demonstrates the versatility, flexibility and response to students that our program is known for.

The program continues to say “yes” to new opportunities, including:

1. The DHS Program Improvement Plan Project (which takes enormous amounts of expertise and professionalism from faculty Lee Stein, Project Director),
2. Working with Youth Practitioners (an ongoing project that needs more funding from external sources),
3. RDP funded Community Health Worker initiative (we have offered MCC courses now on Kaua'i, Hawai'i Island, and on Oahu, thanks to project director Napua Spock),
4. Work on bringing the UH Manoa BSW degree over to Maui (Lee has been

- working on this with MCC support), and
5. The upcoming common AS degree articulating into the proposed UHWO degree. Work on the AS degree and UHWO degree was done in Summer '05 through Title 3 funding and into Fall '05 with piggybacking on trips paid for by non-profits and personal funding on the program coordinator's part.

Faculty Lee Stein is an MSW and CSAC (Certified Substance Abuse Counselor), consultant to State Judiciary, Project Director of the DHS Program Improvement Plan Project, member of Maui County Grants Commission and Maui United Way Board.

Program Coordinator Elaine Yamashita has her MEd and is on the National Association for the Education of Young Children (NAEYC) Governing Board, the Hawai'i Good Beginnings Alliance Board, the Maui County Good Beginnings Community Council, and on the Maui County Commission of Children and Youth (elected chair in summer '05).

Evidence of student learning

It is unclear what kind of evidence is sought for this criteria.

Resource sufficiency

The program has sufficient lecturer resources to cover courses offered.

Faculty resources, given the many initiatives occurring in both the SOSE and ECE sides, are being used to full capacity and sometimes stretched beyond capacity. The new AS degree will see more ECE courses offered, giving an even stronger case for the new position requested of the Legislature. A question is what happens to a currently vacant position that was assigned to the program (vacated in 2002).

The program resources lie mainly in its faculty, lecturers, and connections to the community. Technology is a useful tool and more up-to-date technology would be welcome in some of the older classrooms (the Hale) that the program uses, but it does not hinder the faculty and lecturers from teaching to the best of their ability. It is somewhat frustrating when even low-tech needs are hard to meet, but that is being worked on.

The program has a Foundation Fund account that is used mostly for fund raising for the MEO/MCC Head Start and needs that Head Start does not have funding for. It is also used to purchase needed videos/DVDs/texts for faculty to use in classes and to keep up in professional development. It is a small fund, only \$1000-\$2000 balance at any one time.

Recommendations for improving outcomes

A simple to use tracking system that determines students' goals and tracks how they're meeting their own goals would help in program analysis. This could balance the graduation data, as not all of our students come in with a degree goal. Outcomes may be healthy, but the data is not yet available to demonstrate that.

Recruitment and retention efforts

The program coordinator works with the Education Management team on campus to continue to network and figure out more effective ways of tracking the large number students that are in the program.

Part V. Action plan

1. Work with MCC Chancellor to develop compelling arguments for requested ECE position in Legislature biennium budget.
2. Work with Education Management team and counselor Wini Chung to develop simple to use tracking system for student goals.
3. Continue work on all initiatives listed, as well as those listed in *Program Health Indicators*.

Part VI. Budget implications

1. There is a need for the requested position.
2. Even low-tech needs have to be taken care of, and equipping the Hale with more technology will give faculty more options for teaching tools.
3. As the fields of Human Services and Early Childhood Education grow, the faculty need and want to keep up with professional development. Funding for ongoing professional development (both faculty are contemplating PhD degrees at some point) would be appreciated. This contributes to the quality of education that can be provided to students and looks forward to the UHWO ECE specialization and the UH Manoa BSW degrees.

Student Learning Outcomes Assessment

1. Analysis of SLO

Student learning outcomes have been established for the three degree options in the program (attached). The Early Childhood Specialization will be changing due to the curriculum changes in that side of the program.

Grids for the courses in the program have been created. Yet to be added are the general education courses' student learning outcomes.

2. Plan for next year

- a. Incorporate new courses and re-align early childhood education side of program.
- b. Include general education courses' student learning outcomes as they become available.