

**UHCCP #5.202**

**October 2005**

**Subject: Review of Established Programs**

**Comprehensive Program Review**

**MAUI COMMUNITY COLLEGE**

**INSTRUCTIONAL PROGRAM REVIEW PROCEDURES AND MEASURES**

**Associate in Human Services Degree**

**Assessment period (2005-2006)**

College Mission Statement

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.

Program Mission Statement

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. Executive Summary of Program Status**

Response to previous program review recommendations:

There were no recommendations made. However, a report the Vice-Chancellor wrote (Appendix A) notes that “The current plan outlines the need for an additional staff person in Early Childhood and a meeting is being scheduled for discussion. While there is a need in the community for professionals in Early Childhood, the compensation level is very low and it is difficult to recruit students into the field. The Human Services Program is comprised of Early Childhood and Substance Abuse focus areas and there is a question as to how to separate data to more appropriately address need between the two areas. Discussions are ongoing with faculty and administration at the CCs and UH Manoa regarding program expansion in Elementary Education and Social Work.”

As of October 2006, a new faculty for Early Childhood Education has been hired, as the 2006 State Legislature allocated and funds were released for the position. Julie Powers, MEd, is now in the tenure-track position.

In Fall 2006, the newly revised AS Human Services, Early Childhood Specialization, was launched. This common degree with Honolulu, Hawai'i, and Kaua'i Community Colleges will articulate completely into the new UH West O'ahu Social Science, Early Childhood Specialization Bachelor's degree. It is a “2+2” degree, with the early childhood education and the general education courses streaming throughout the four years, with a social science and early childhood focus in the latter two years. The work on the common AS degree and the new UHWO specialization was initiated in May 2002 with an Excellence in Education grant and continued with P20 and Title III grants through 2005. The initial grant was received and administered by Maui CC, and subsequent grants by Honolulu CC faculty.

## PART II. Program Description

### History

The Board of Regents approved the Human Services Program in 1971. Courses were taught by lecturers and instructors who had full-time assignments in related areas until the spring of 1978 when a full-time Instructor/Program Coordinator was hired. A half-time instructor was hired to teach social services courses in fall 1982, and another half-time instructor was hired in fall 1983 to teach courses in early childhood education.

In fall 1992, a full-time instructor was hired to oversee the building of Na Ho'omaka Pono, the campus childcare center partnership with MEO Head Start that serves as a training site for beginning early childhood students. The instructor also taught early childhood classes. When the center opened, the instructor also took on the practicum course and coordination of the partnership with MEO.

The original Program Coordinator retired at the end of 1999, and the instructor took on Program Coordinator duties. In spring 2000, the HSER program had just one filled 1.0 position and three vacant positions: one full-time and two half-time. In fall 2000, one full-time, tenure track position was filled with a faculty teaching early childhood education and human development courses. In spring 2001, the two half-time positions were combined and a full-time, tenure track faculty was hired to teach the social services courses.

The early childhood education faculty resigned in June 2002. Due to enrollment numbers, the position was left vacant. Enrollment came back up, but budget constraints left the position unfilled.

The 2006 State Legislature approved a new Early Childhood Education position and the hiring process for the position started in April 2006, ending in July 2006 with a new faculty hired for fall 2006.

### Program goals/Occupations for which this program prepares students

The goals of the Human Services program are:

1. To prepare entry level human services workers for employment in early childhood programs, human services agencies, and related fields.
  - a. Jobs in early childhood include preschool aide, preschool teacher, education paraprofessional, preschool director.
  - b. Jobs in human services include substance abuse counselor, crisis counselor, community health worker, case manager, program aide, program manager.
2. To provide opportunities for human services personnel already employed to upgrade their skills and, when appropriate, to obtain certification which will allow for job advancement. (See section on Credentials/Licensures)
3. To provide a variety of course offerings both for students meeting degree requirements in other programs and for lifelong learners.

Program SLOs (see Appendix B)

The Human Services program has had its student learning outcomes for courses mapped out since 2003. Each course aligns the student learning outcomes with the course activities and requirements.

The next step is to determine an efficient way of assessing the overall program outcomes (see Appendix B). These will vary according to the specialization. The program currently uses the practicum courses as a way of assessing whether the student has met the program outcomes.

Students in the early childhood education side of the program must have a 3.2 GPA in the Certificate of Completion courses to earn that CC. This requirement has effectively screened out those who may not have the appropriate skills or temperament for working with young children and families.

Students in the human services side of the program must achieve a 2.0 GPA in the Certificates of Competence and Completion courses. This has also helped to screen students unfit or unable to effectively work in human services agencies.

Students are directed to enroll in a practicum course as soon as possible, so that they can actually practice skills they have been learning about in lecture courses. In practicums, students are also able to sort out whether the field they've chosen is really what they expected. Some students self-select out of the program after a practicum.

Admission requirements

The Human Services program has an "open admission" approach. The students come from diverse backgrounds and experiences, from straight out of high school to people with advanced degrees looking for career enhancement or career change. This diversity requires the faculty and lecturers to treat each student as an individual, weighing her/his strengths and areas of growth.

Generally, 100 level courses offered in the program have an ENG 22 prerequisite. 200 level courses have at least a prerequisite of "ENG 22 with at least a C or placement at ENG 100." This helps ensure student success in the courses. Faculty also have the authority to admit those who they feel will be successful in the class, regardless of whether they currently meet the prerequisite.

Faculty work closely with students and assist students who need to self-screen themselves out of the program, usually due to an incompatibility issue between program skills and requirements and the student's capacity and skills. The GPA requirements mentioned in the previous section also apply to this self-screening.

Credentials, licensures offered

The Human Services program offers three *Human Services Associate's Degrees*:

1. Early Childhood Education Specialization (with one year of supervised experience, the individual will meet state of Hawai'i Dept. of Human Services qualifications for *Preschool teacher*)
2. Substance Abuse Counseling Specialization (This degree is accepted as 1/3 of the 6000 hours of training and experience needed to become a *Certified Substance Abuse Counselor-CSAC*. The State Dept. of Health, Alcohol and Drug Abuse Division, has an agreement with the program.)
3. General Human Services – a mix of human services and education courses for jobs in human services agencies other than substance abuse counselor. These jobs include family advocates or case managers in a variety of programs, from Head Start to substance abuse programs.

As of Spring 2006, the following *Certificates of Competence* (9 credits) are offered:

1. Case Management (This started as a grant-funded initiative to educate Community Health Workers.)
2. Home Visitor (7 credits-deleted Fall 2006 due to lack of response/need from home visitor community)
3. Preschool Child Development Associate (Fulfills the training requirements for Preschool Child Development Associate Credential)
4. Substance Abuse Counseling I
5. Substance Abuse Counseling II

Approved beginning Fall 2006 is a new 9-credit *Youth Development Practitioner Certificate of Competence*. This was developed in response to the recent new federal job category of Youth Development Practitioner. It is a joint effort of the Human Services Program and the Cooperative Education Program and consists of HSER 130 (Introduction to Youth Development Practitioner), HSER 140 (Introduction to Counseling and Interviewing), and IS 105B,C,D (Personal Assessment, Orientation to Employment, Working in an Organization). HSER 130 started in the Office of Continuing Education and Training as a non-credit course that will be available for conversion to credit beginning in August 2006. The non-credit to credit process was developed through a grant from the County of Maui.

There are two *Certificates of Completion* offered. These Certificates within the degree comprise the degree *specializations* listed above.

1. Early Childhood Education (22 credits)
2. Substance Abuse Counseling (21 credits)

A 31-32 credit *Certificate of Achievement* is offered. It gives the students acknowledgement of reaching a halfway point in their associate's degree.

Faculty and staff

Full-time faculty:

Elaine Yamashita, Early Childhood (rank 5 as of 7/1/06)  
Lee Stein, Human Services (hired 1/01, rank 3 as of 7/1/06)  
Julie Powers, Early Childhood (beginning August 2006, rank 2)

Lecturers 2005-2006:

Linda Brown (ED/FAMR)  
Cynthia Cary (SOSE/HSER – Dept. of Human Services (DHS) grant, Community Health Worker (Rural Development Project grant funded)  
Sandra Claveria (SOSE – Hawai'i island – RDP funded)  
Christina Cowell (FAMR)  
Sheri Daniels (SOSE/HSER – DHS, Community Health Worker project funded)  
Paula Heiskell (HSER – DHS funded)  
Palama Lee – (SOSE – O'ahu – Summer 2005, RDP funded)  
Patricia Tholen (ED)

Counselor Wini Chung advised and assisted human services students until April 2006, when she took a different position on campus. Between April and June 2006, all human services students were referred to full-time faculty Elaine and Lee.

In 2004-05, the program coordinator logged 47 advising sessions (in person, by phone, or by email). In 2005-06, there were 94 sessions logged, 41 of them in April and May 2006, after Wini left her counseling position. (Appendix E) Faculty Lee Stein logged 37 advising contacts between April and August 2006.

Resources

Rural Development Project – Community Health Workers.

This project was staffed by Napualani Spock, and it resulted in MCC Human Services courses offered on Kaua'i, Hawai'i island, and O'ahu between 2003 and 2005. Students in the courses were able to complete Certificates of Competence (combining credit and non-credit work) from MCC's Office of Continuing Education and Training (OCET). A new Case Management Certificate of Competence in the program became effective Fall 2004. The Certificate was created in response to this CHW initiative.

Hawai'i Primary Health Care Association – Community Health Workers

The CHW initiative is now funded by Hawai'i Primary Health Care Association, and the program coordinator is the 2006 principal investigator for the project on the MCC campus. The program is part of a national technical assistance effort, and a conference for August 10-11, 2006 was held for community college faculty that teach CHW courses.

The conference included a session for CHWs from around the state, and over 70 participated in the opportunity. A pre-conference session on August 9 was also well attended. Three summer 2006 courses were offered through this project, serving students on Maui, Hana, Lana'i, and Moloka'i, increasing the expertise of community health workers throughout Maui County.

Dept. of Human Services Child Welfare Services Program Improvement Plan  
Project - July 1, 2004 - June 30, 2007

(In July 2006, the project became "Training and Technical Assistance Required for Enhancing the Skills of Casework Staff and Developing and Implementing a Comprehensive Quality Assurance System" and is ongoing.)

Purpose of grant: Training and technical assistance required for advancing the skills of case work staff and developing and implementing a comprehensive quality assurance system in the Child Welfare Services division statewide.

Effects on program:

While this grant took faculty Lee Stein out of the classroom for two classes each semester, it provided Lee with opportunities to expand her current knowledge base. She uses the knowledge and skills gained through this project in her classes. Specifically, the project paid for Lee to be trained in "Motivational Interviewing", which is now infused throughout the human services courses. Lee's training skills have increased due to training CPS workers statewide. Her knowledge of program and policy development was enhanced through this project and interactions with DHS administrators. Lee was able to contribute to policy and practices at the state level. Lee's knowledge of "quality assurance" models has increased, opening opportunities for students to develop this expertise. It also increased her contacts on the local, state, and national levels. All of this has been utilized in Lee's courses, so that students are truly receiving information and expertise that is current with "best practices" in the human services field.

The connection with DHS also created funding opportunities to investigate ways to bring the Bachelor's in Social Work program from UH Manoa to Maui CC, through the University Center. This will greatly enhance opportunities for graduates of our AS degree program and will likely bring in more students who will want to meet prerequisites for the BSW program.

The grant paid for lecturers to teach the classes that Lee was scheduled to teach, and subsequently the pool of lecturers for the program has been increased.

### Title III – Summer 2005 articulation work by program coordinator

Title III funding allowed the program coordinator to complete the work on the common Early Childhood Education Associate's degree (with Honolulu, Hawai'i, and Kaua'i CCs) and complete the curriculum changes that needed to be submitted in Fall 2005. The coordinator continued the work into Fall 2005, piggybacking on trips paid for by non-profit work and personal funds.

Faculty Lee Stein founded the Human Services Club, Malama Lahui Kanaka (To Serve Humanity), in 2002. Each year the members select a human services agency to work with, and raise funds to benefit that agency. In 2002, \$1200 was raised and tote bags filled with therapeutic and educational toys were purchased for Imua Family Services, an early intervention agency. In 2003, Gift baskets and food coolers were delivered to frail, homebound clients of Kaunoa Senior Services Meals on Wheels Program. Club members also cleaned homes and yards. In 2004, \$1600 raised gave Malama Family Recovery Center a washing machine, outdoor furniture, and client supplies. \$2000 was raised in 2005 and went to assist uninsured individuals with severe dental needs.

In 2006, Lee was instrumental in having a student component of Rotary International, Rotaract, founded at MCC. Rotaract provides students with valuable community contacts, leadership opportunities, service opportunities, and scholarship opportunities.

Another 2006 initiative Lee was influential in is the Na Wahine club, which aims to provide support and resources for women, outreach to girls and women in the community, build bridges between the community and college, provide linkages for community agencies, and create a collaborative network.

### Articulation agreements (See Appendix C)

1. The State Dept. of Health, Alcohol and Drug Abuse Division (ADAD), has an agreement acknowledging the Associate's in Human Services, Substance Abuse Counseling Specialization, as meeting 1/3 of the 6000 hours of training and education needed to become a Certified Substance Abuse Counselor (CSAC).
2. UHWO is working on finalizing (as of Oct. 2006) an articulation agreement that acknowledges articulation of the Associate's in Human Services, Early Childhood Education Specialization, into its Bachelor's in Social Science, Early Childhood Specialization. This is with the revised AS early childhood specialization that begins in fall 2006. The UHWO ECE specialization also begins in fall 2006.



Faculty Lee Stein has been involved in discussions with UH Manoa about the Bachelor's in Social Work being offered at MCC. Currently, the MSW is offered as a cohort by UHM through the University Center. It will be changed to a hybrid format to the Neighbor Islands. In Fall 2006, Social Work 200, a prerequisite for the BSW program, was offered through interactive TV as a result of these discussions. Discussions continue regarding the best way of delivering the degree to Maui County students.

The program coordinator is on the Title 3 grant team that is looking at developing a pathway for education for Native Hawaiian and other students. Discussions continue.

#### Community connections, advisory committees, Internships, Coops, DOE Connections

Community connections are a strength of the Human Services program. Both current full-time faculty have strong, long-term relationships with their respective professional communities in Maui and throughout the state. Both are able to call on colleagues within the communities when their consultation or advice is needed, as well as on the members of the advisory committee.

Lee Stein, MSW, CSAC (Certified Substance Abuse Counselor), is founder of Alternatives to Violence Maui, consultant to State Judiciary, member of the Maui County Grants Review Committee, MEO BEST (Being Empowered and Safe Together) Reintegration Advisory Council, and former member of Maui United Way Board. Lee also serves on the CARE (Creating A Responsive Environment) for Female Offenders Policy team, which is in partnership with the National Institute of Corrections

Elaine Yamashita, MEd, is currently on the National Association for the Education of Young Children (NAEYC) Governing Board (2004-08), member of the Hawai'i AEYC Maui Chapter board, Good Beginnings Alliance Governing Board (2004-06), Good Beginnings Maui County Council, chair of Maui County Commission on Children and Youth, and coordinator of Children's Church at Waipuna Chapel.

The Human Services Advisory Committee 2006 composition is (see minutes in Appendix D):

- Debbi Amaral – MEO Early Childhood Director (including Head Start)
- Paula Ambre – Maui Farm, Inc.
- Marcy Brown – Family Drug Court
- Jud Cunningham – Aloha House
- Sheri Daniels – Consultant
- Lucy Feinberg – Maui Family Support Services
- Colin Hanlon – Boys and Girls Club
- Fran Joswick – Ka Hale A Ke Ola (Homeless Resource Center)
- Barbara Ann Keller – Drug Court

Cathie Long - Parents and Children Together (PACT)  
Wanda Mc Master – MCC Professor Emeritus  
Poni Medeiros – Kamehameha Preschools Maui  
Kathy Nishimoto – Maui PATCH (Resource and Referral agency)  
Gail Raikes - Maui Family Support Services Early Head Start  
Wendy Stebbins – County of Maui, Grants Management Division  
Christine Taylor – the Nanny Connection  
John Tomoso – County of Maui, Office on Aging.

Students in the Human Services program must complete 8 credits of practicum to earn their degree. In general, for each semester of practicum, one credit is the weekly seminar and the other credits are 5 hours/week in a setting.

In the early childhood side, this is usually accomplished in two semesters. The first semester is either in the MCC/MEO Head Start, Na Ho’omaka Pono (for students not currently in-service), or in the student’s work site if s/he is currently employed in an early childhood program. Students are encouraged to complete this practicum soon after they begin to take courses. The second semester is to be taken after the student has taken most of the education courses, as s/he will be expected to be performing like a lead teacher in the setting (in the student’s worksite, or the student volunteers 15 hrs/week in a setting).

For the human services students, some will do it in two semesters of 4 credits each, and others may choose a 3-3-2 credit sequence instead. Students prepare a resume and apply at human services agencies to volunteer their time. Students pursuing the Substance Abuse Counseling emphasis must complete their practicums in agencies that offer substance abuse counseling.

These practicum internships provide a venue of communication between the agencies and programs and the faculty in the human services program. Relationships between the college and the agencies are nurtured.

The Rural Development Project (RDP) initiative that worked with State Dept. of Education Educational Assistants (EAs) fostered connections between the Human Services program and the DOE, resulting in offering courses to meet the needs of the DOE EAs at that time. Once the project moved into a math arena, the program coordinator had to prioritize her time and stepped back from active involvement.

The program coordinator sometimes attends the DOE/MCC articulation meetings that are facilitated by Dr. Debra Nakama. A new relationship is beginning with the Maui High School GRADS program, whose coordinator has been consulting with the program coordinator to set up their infant/toddler program in the high school. Another relationship with Maui High is beginning, this one to create an articulated education pathway with a “Teacher Cadet” program. The program

coordinator is sharing course outlines with the teacher at Maui High, so the conversation about dual credit can continue.

The program coordinator is part of Dr. Debra Nakama's team that is working on a Title III grant that is seeking to strengthen MCC's Hawaiian Studies program, increase student persistence and graduation, and develop a pre-education program.

Distance delivered/off campus programs, if applicable

Lecturer Wayne Watkins was the first in over ten years to offer human services courses over Skybridge, the interactive TV system, starting in Fall 2001. In consultation with the outreach coordinators, the Skybridge slot on Mondays, 6-9 p.m., has been filled since then with a human services program course. Some semesters there have been two human services courses offered over Skybridge. It is a challenging, time consuming delivery mode, and faculty have questions about its effectiveness for certain courses, but have agreed to try it at least once and continue to participate in order to meet our outreach students' needs.

Education classes have also been taught face-to-face on Lana'i. The most recent was ED 134 in fall 2001.

Moloka'i has a pool of competent lecturers to teach both the early childhood and human services classes, and the students also have access to the Skybridge offerings.

There have been 11 courses offered over Skybridge between fall 2001 and summer 2006, and one cable class that was offered statewide, taught by Watkins in fall 2004. Skybridge and statewide offerings are determined through consultation with outreach coordinators and relevant state contacts.

Through the RDP and CHW grants mentioned before, Maui CC classes have been held on Kaua'i, Hawai'i island, and O'ahu. These include two on Hawai'i island in fall 2003, one in spring 2004, one in fall 2005. Kaua'i had two classes in fall 2003 and one in spring 2005. One class was taught on O'ahu in summer 2005.

### **PART III. Quantitative Indicators for Program Review**

Demand/Efficiency (Data from MCC Institutional Researcher, Appendix F, unless otherwise indicated)

1. Current and projected positions in the occupation (for CTE programs)  
**173** (Statewide - Early Childhood and Substance Abuse Counseling/Human Services combined.)
2. Annual new positions in the State (for CTE programs)  
**77** (Early Childhood and Substance Abuse Counseling/Human Services combined.)
3. Number of applicants – *not applicable – students do not have to apply to the program.*
4. Number of majors  
**180**
5. Student semester hours for program majors in all program classes  
**Data not available**
6. Student semester hours for all program classes  
**729**
7. FTE program enrollment  
**49**
8. Number of classes taught  
**18**
9. Average class size  
**16.5**
10. Class fill ratio  
**71.5%**
11. FTE of BOR appointed program faculty  
**2.0**
12. Semester credits taught by lecturers  
**42**
13. Percent of classes taught by lecturers  
**50%**

14. FTE workload (credits taught/full teaching load)  
**3.5**
15. Major per FTE faculty  
**90**
16. Number of degree/certificates awarded in previous year by major  
**18**
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, cautionary, unhealthy)  
**No determination made by IR. Program coordinator determination is "healthy".**

## Outcomes

1. Attainment of student educational goals  
Students vary in their educational goals, and the pattern varies in the early childhood and the human services/substance abuse counseling arenas.

The early childhood students, in general, are pursuing associate degrees, especially since we now have a clear pathway with UHWO. Some, however, are coming just for the early childhood Certificate of Completion. These students range from family child care providers to people with bachelor's degrees in other fields who are pursuing a career change.

In the human services/substance abuse counseling arena, some students are clearly focused on eventually attaining their Certified Substance Abuse Counselor (CSAC) certification. Depending on their background, this may entail attaining the AS degree, or it may be the SAC Certificates of Competence and Completion. Faculty Lee Stein regularly tutors students and community agency members for the oral and written exam for the CSAC certification. Other students are exploring options, and some may eventually attain the General Human Services AS.

We currently have no simple, accurate way of tracking student goals and their attainment. The above narrative developed from the program coordinator's experience and information gained from counseling sessions with students (see appendix E).

2. Persistence of majors fall to spring  
*Data not available.* A “retention coordinator” position is in process of hiring (fall 2006) and perhaps that person will be able to help with this information.

3. Graduation rate  
 10%

4. Transfer rates

*Data not available.*

Anecdotal information gathered from faculty:

One student, Krista Dusek, a liberal arts major and valedictorian who counted faculty Lee Stein as a crucial mentor, was the first Jack Kent Cooke Scholarship recipient from MCC in 2005 and also received the UH President’s scholarship. She transferred to UH Manoa in Fall 2005, and is currently working on her bachelor’s in Social Work degree.

Another student, Hazel Aningat, double major in Human Services-ECE and Liberal Arts, transferred to UH Manoa in Spring 2005, entered the College of Education in Fall 2005, and is currently working on her Elementary Education degree. Hazel was also recipient of the Regents’ Award in Public Service 2004. She has been on the UH Manoa Dean’s list.

At least seven other students (not all declared HSER majors – some take our classes and are classified as other majors) are taking UHWO courses. Four are graduates of the program.

One student graduated from the UHWO BASS program in Summer 2006.

One student is at UH Hilo.

5. Success at another UH campus (based on GPA)

*Data not available.*

However, see narrative above.

6. Licensure information where applicable

*Not applicable.*

7. Perkins core indicators for CTE programs

Most recent data available is for 2005-2006. See appendix G.

1P1 – Stable at 91%

1P2 – increased to 99% from 98.57%

2P1 – Stable at 17%

3P1 – Stable at 89%

3P2 – Stable at 100%

4P1 – Slight increase to 8% from 7.84%

4P2 – Slight increase to 6% from 5.88%

8. Determination of program's health based on outcomes  
As cited earlier, the current report does not include an assessment from the institutional researcher. Program coordinator deems the program healthy.  
(healthy, cautionary, unhealthy)

**PART IV. Assessment Results Chart for Program SLOs (3-5 year trend)**

*No chart available.*

Changes made as a result of findings (see following section on “Curriculum Revision and Review”)

The Early Childhood Education side of the program went through extensive changes effective Fall 2006. Through a collaborative effort, Hawai'i, Honolulu, Kaua'i, and Maui community colleges now have a common AS degree. The student learning outcomes for the common courses were arrived at in a joint process. The Maui CC degree had been the most “different” from the other CCs, due to historical and faculty factors, and so Maui CC had the most extensive changes to make to its program.

Program outcomes (Appendix H) were mutually agreed on, and those new outcomes are in process of being assessed. The MCC assessment coordinator has a plan for 2006-2007 to begin this process. The program coordinator has been involved in conversations with the assessment coordinator regarding the process.

The Human Services/Substance Abuse Counseling side of the program introduced significant changes in Fall 2005, effective Fall 2006, changing all SOSE alphas to HSER, and modifying prerequisites to more accurately reflect expectations of students in the courses. A new Certificate of Competence for Youth Practitioners was also introduced. This is a cross-disciplinary Certificate, with both HSER and IS (Interdisciplinary Studies) courses included. It was developed in conjunction with youth services agency personnel.

In Fall 2006, program changes to the Human Services/Substance Abuse Counseling side of the program are being initiated, to be effective Fall 2007. The proposed changes have been discussed for the last year, and are in response to student needs and the human services agency needs.



**PART V. Curriculum Revision and Review**

## 2001 curriculum changes

<b>Approved change</b>	<b>Rationale</b>
New 8-credit Certificate of Competence for Home Visitors (effective Spring 2002)	Home visiting programs employ a large number of staff in Maui agencies. This looked like a good opportunity to strengthen links with that community and improve professionalism of home visitors.
New courses – three 1-credit courses for Home Visitors, aligned with Child Development Associate Credential for Home Visitors content requirements (effective Spring 2002)	See above
New course – SOSE 111 – Community Action (effective Fall 2002)	Developed in response to nursing department request. Course exists at Leeward CC and would be part of Nursing's Certificate of Completion for Community Health Workers
New course – HSER 248 – Case Management	Developed in response to the community need for training in case management as part of best practices for human services agencies. Offered first as a "special topics" course, then institutionalized as a course through this action.

## 2002 curriculum changes

<b>Approved change</b>	<b>Rationale</b>
Change of alpha – all Human Development (HD) courses became Family Resources (FAMR) (effective Fall 2003)	Alignment with rest of UH system. MCC was the only campus with HD – all other campuses have changed to FAMR.
Deletion of Certificate of Competence – Intermediate Level Educational Assistant. (effective Fall 2003)	Change in DOE environment for educational assistants (EAs). The certificate was developed in response to request from DOE, as they were considering implementing a career ladder for EAs. However, the federal No Child Left Behind Act changed this plan. Now all EAs had to pursue an Associate's degree or a DOE determined alternative, and this certificate was no longer needed.
Addition of Certificate of Competence – 9-credit Preschool Child Development Associate (CDA) (effective Fall 2003)	A CDA credential, which is nationally recognized and granted by the Council for Professional Recognition, is one way of qualifying as a preschool teacher. The certificate makes clear the courses that include the content required for the CDA applicant. While most programs encourage the attainment of the AS degree, the CDA provides a symbol of progress towards that goal.
New course – HSER 256 – Dynamics of Family Violence (effective Fall 2003)	Developed in response to State Judiciary requirement of its program staff to receive standardized domestic violence training in excess of 40 hours. This 3-credit, 45 hour course fulfills that requirement. Similar courses offered at Leeward and Honolulu CCs. Community contacts and experience with community agencies demonstrate need for this course.

## 2003 curriculum changes

<b>Approved change</b>	<b>Rationale</b>
Change in title of ED 190 from Early Childhood Lab to Early Childhood Practicum I. Course learning outcomes were updated. (effective Spring 04)	Simplifying title to align with early childhood PCC (Program Coordinating Council) agreement
Change in title of ED 191V from Work Practicum and Discussion in Education to Early Childhood Practicum II Course learning outcomes were updated. (effective Spring 04)	Same as above.
Modification of course from three 1-credit modules to one 3-credit course. ED 170 – Introduction to Working With Infants and Toddlers (effective Fall 2004)	Community needs and recent developments make it more feasible to have one 3-credit course. Also brings it in line with PCC recommendations and will facilitate a statewide effort to convert non-credit infant-toddler training currently offered by PATCH to college credit.
Deletion of SOSE 130 - Crisis Intervention (effective Spring 04)	Concepts and learning outcomes for this course are woven throughout other courses in SOSE alpha.
Deletion of HD/FAMR 233 – Child Abuse and Neglect (effective Spring 04)	New course, HSER 256 – Dynamics of Family Violence, gives a wider view of the dynamics of child abuse and neglect within the context of family violence. New course aligns with current knowledge of family violence and child abuse and neglect.
New Certificate of Competence – 9-credit Case Management (effective Fall 2004)	Rural Development Project funded a Community Health Worker statewide program. The coordinator of that program received statewide feedback from agencies that a “Case Management” certificate would be of most use and value to them.
New Certificate of Completion in Substance Abuse Counseling (effective Fall 2004)	State of Hawai'i, Dept. of Health, Alcohol and Drug Abuse Division (ADAD) has an agreement with MCC that this certificate within the AS Human Services degree will count as 2000 hours (1/3) of the 6000 hours of experience and training needed to qualify as a Certified Substance

Approved change	Rationale
	<p>Abuse Counselor (CSAC). The two existing 9-credit Certificates of Competence in Substance Abuse Counseling plus HSE 248 (Case Management) comprise the new certificate.</p>
<p>New course – SOSE 293V – Work Practicum and Discussion in Community Service (2-4 credits)</p>	<p>Students would take SOSE 193V two or more times to fulfill their 8 credits of practicum for the degree. UHWO would accept only one section of 193V.</p> <p>Provides differentiation between two practicum courses, indicating to students that they are expected to apply knowledge and skills at a higher level of understanding.</p> <p>UHWO will accept both SOSE 193V and 293V.</p>
<p>New course – HSE 130 – Introduction to Youth Practitioner.</p>	<p>New federal job classification of “Youth Practitioner” or “Youth Worker” refers to those who work with youth 14-21 years of age.</p> <p>Proposed Youth Practitioner Apprenticeship program of 288 hours would accept the 45 hours of this course as part of the 288 hours. The course has been offered as non-credit training through OCET, and a non-credit to credit process has been developed to convert the training into college credit once the course is part of the college catalog.</p>

## 2004 curriculum changes

<b>Approved change</b>	<b>Rationale</b>
New course – ED 152 – Early Literacy Development (effective Fall 2005)	This course was developed at Honolulu CC with consultation from a national expert, designed to meet the increasing demand for early literacy skills in young children.
New course – ED 291V – Work Practicum and Discussion in Education II (effective Fall 2005)	Currently, students take 4 credits of ED 190 or ED 191V, and another 4 credits of ED 191V to complete their 8 credits of practicum for the AS degree. This course will clearly show that the second practicum is more in-depth and that students are expected to demonstrate increased skills in the classroom.
Modification of title to ED 190 to Early Childhood Practicum IA (effective Fall 2005)	Aligning with PCC recommendations. Students will take ED 190 or 191V as first practicum.
Modification of title to ED 191V to Early Childhood Practicum IB (effective Fall 2005)	See above.
Modification of Human Services AS degree to include MATH 115 and 111 as choices to fulfill quantitative requirement. (effective Fall 2005)	UHWO Social Science BA program prefers that students have MATH 115 (Statistics). UHM College of Education is moving towards requiring MATH 111 (Mathematics for Elementary Teachers I). Inclusion of these courses helps students plan more efficiently with their goals in mind.
Modification of Human Services AS degree, Early Childhood Specialization, to include ED 291V (effective Fall 2005)	See rationale for 291V. This is a housekeeping action to keep everything aligned.
Modification of Early Childhood Education Certificate of Completion to include ED 291V (effective Fall 2005)	See above.

## 2005 curriculum changes

<b>Approved change</b>	<b>Rationale</b>
Deletion of Home Visitor Certificate of Competence (effective Fall 2006)	Needs revision due to program changes. One of the required courses has never been offered, and the revision needs more discussion and deliberation. Deemed better to delete it from catalog at this time.
Modification in description, prerequisites, SLOs of ED 105 – Introduction to Early Childhood Education (effective Fall 2006)	New description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in description, prerequisites, SLOs of ED 140/FAMR 140 – Guidance of Children in Group Settings (effective Fall 2006)	New description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in description, prerequisites, SLOs of ED 245/FAMR 235 – Child, Family, Community (effective Fall 2006)	New description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in title, description, prerequisites, SLOs of ED 263 – Language and Creative Expression Curriculum (effective Fall 2006)	New title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in title, description, prerequisites, SLOs of ED 264 – Inquiry and Physical Curriculum (effective Fall 2006)	New title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in title, description, prerequisites, SLOs of ED 190 – Early Childhood Field Experience IA (effective Fall 2006)	New title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in title, description, prerequisites, SLOs of ED 191V – Early Childhood Field Experience IB (effective Fall 2006)	New title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.
Modification in title, description, prerequisites, SLOs of ED 291V – Early Childhood Field Experience II (effective Fall 2006)	New title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC.

<b>Approved change</b>	<b>Rationale</b>
New course ED 110 - Developmentally Appropriate Practices (effective Fall 2006)	New course, including title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC. Will be replacing ED 106 in the ECE program.
New course ED 115 – Health, Safety, and Nutrition for the Young Child (effective Fall 2006)	New course, including title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC. New requirement for ECE program.
New course ED 131 – Early Childhood Development: Theory into Practice (effective Fall 2006)	New course, including title, description, prerequisites, SLOs are in common with Honolulu, Hawai'i, Kaua'i CC. Will be replacing FAMR 231 in the ECE side of program.
Modification of Certificate of Completion – Early Childhood Education. 22 credits (effective Fall 2006)	Revised to include the new courses as appropriate.
New Certificate of Achievement: Early Childhood Specialization – 31-32 credits (effective Fall 2006)	Needed a new certificate because now the Early Childhood and Human Services/Substance Abuse Counseling sides of the program have more significant differences.
Modification of Human Services Early Childhood Education Specialization A.S. (effective Fall 2006)	Now aligned with Honolulu, Hawai'i, Kaua'i degrees. More ED courses are required in the degree, eliminated BCIS 161 – Introduction to Business Computing, IS 105C – Orientation to Employment: Career Exploration and Planning.
Change of alphas – all SOSE classes are HSER (effective Fall 2006)	Having the SOSE and HSER alphas in the program was confusing to students. Since it is a Human Services program, it was decided to delete the SOSE alpha and convert to HSER.
Modification to HSER 111 – Community Action (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to HSER 140 – Introduction to Techniques of Counseling and Interviewing. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.

<b>Approved change</b>	<b>Rationale</b>
Modification to HSER 193V – Work Practicum and Discussion in Community Service. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to HSER 245 – Group Counseling. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to HSER 268 – Alcohol and Drug Education. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to HSER 270 – Substance Abuse Counseling. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to HSER 293V – Work Practicum and Discussion in Community Service. (effective Fall 2006)	Change in alpha and prerequisites. Prerequisite changes reflect more accurately the expectations of the course.
Modification to Certificate of Competence in Substance Abuse Counseling I (effective Fall 2006)	Modification reflects the alpha changes.
Modification to Certificate of Competence in Substance Abuse Counseling II (effective Fall 2006)	Modification reflects the alpha changes.
Modification to Certificate of Completion in Substance Abuse Counseling (effective Fall 2006)	Modification reflects the alpha changes.
Modification to Certificate of Competence in Case Management (effective Fall 2006)	Modification reflects the alpha changes.
New Certificate of Competence – 9-credit Youth Development Practitioner	Developed in response to community request. Includes HSER 130 (Introduction to Youth Practitioner), 270 (Substance Abuse Counseling, and IS 105BCD (Orientation to Employment).

Also effective Fall 2006 – four courses are designated Writing Intensive:

ED 245/FAMR 235, ED 291V, and HSER 193V and 293V.

WI designation allows the course to count in transfer to UHM, UHWO, or UHH as a WI requirement, opening options for students.



## **PART VI. Survey Results**

### *No survey distributed by Human Services Program*

1. Student satisfaction

*Data not available*

2. Occupational placement in jobs (for CTE programs)

For May 2006 graduates, seven graduated with ECE Specialization and all are in early childhood jobs. One of the seven moved out of state and has an early childhood job in his current state. Four are pursuing more education, including one student on Moloka'i.

One General AS degree graduate has moved to O'ahu and is pursuing a BSW. He is on disability, goes to school for his own needs.

One Substance Abuse Counseling Specialization graduate is working in a substance abuse counseling facility and enrolled in UHWO courses.

*Information from Human Services faculty and Moloka'i coordinator. .*

3. Employer satisfaction (for CTE programs)

*Data not available*

However, employers talk to faculty, and in general, are satisfied with students.

4. Graduate/Leaver (for CTE programs - Appendix I)

4 participants in a graduation survey indicated that:

- Two planned to pursue a Master's degree
- Two planned to go through University Center, one through UH Hilo, and one to a California university/college.
- Two were employed full-time, two part-time
- All four indicated that the education and training made a difference in their careers - two received salary increases and two felt better prepared for future opportunities.

## **PART VII. Analysis of Program**

### **1. Alignment with mission**

#### **College Mission Statement**

*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.*

The Human Services program has been a learner-centered program for many years. The faculty has consistently worked to support students in their higher education experience. The program tends to attract students that have come through some extreme life experiences and now want to use that experience to help others. Sometimes they have recurring personal issues that affect their performance in the classroom and sometimes affect the learning environment of the class. Faculty (particularly Lee Stein, a counselor, social worker and CSAC) use counseling skills, refer students to appropriate agencies or to college advising counselors as appropriate. Approximately 5-10% of Lee's time is spent in personal counseling of students and in academic advising students.

The program coordinator provides academic advising for students in the program, referring those that need Lee's specialized expertise in the human services arena to her. Advising is done in person, one-to-one, in human services program classes, by phone, or by email. The coordinator just kept a limited log in 2001-02, and logged 12 students. In 2004-05, there were 47 students, and in 2005-2006, 94 students, a 100% increase. Lee, keeping records for the first time, logged 37 students between April and August 2006. A large part of the increase was due to the counselor assigned to our program transferring to a different program in April 2006. The benefit of seeing so many students has been an increase in enrollment in the program.

The quality of classes is demonstrated by the consistently high evaluations of classes by students and the consistently high peer evaluation of instruction. Both human services and early childhood keep up with current trends in the respective fields through relationships with people in the field, conferences, publications, and email listserves. Faculty Lee Stein was the 2003 recipient of the Excellence in Teaching Award. Lee also received the 2003 Hung Wo and Elizabeth Ching Faculty Services to Community Award.

The program has worked to bring at least two classes into a non-credit to credit process. A grant from the County of Maui in 2003 allowed for 1 credit of the program coordinator's time to develop a process for non-credit to credit. This process will be implemented for the first time in August 2006 for Human Services 130 – Introduction to Youth Practitioner. A capstone has been developed by PATCH (early childhood resource and referral agency) for Education 170 – Introduction to Working with Infants and Toddlers, and is yet to be scheduled for implementation.

The Human Services program students come from diverse ethnicities, ages, and socio-economic backgrounds. Faculty continually take this diversity into account, and in fact, weave awareness of diversity throughout the courses, as effectively responding to diversity is an essential quality of both early childhood and human services workers.

## 2. Strengths and weaknesses based on analysis of data

The program faculty's energy, professionalism, and dedication to students as demonstrated by number of majors, curriculum actions, and continued relationships with students, is a major strength.

Another strength is faculty ability and willingness to form partnerships. This is demonstrated through the RDP, DHS, and CHW grants, and through continuing conversations on new initiatives.

The summer 2006 hiring of a new early childhood faculty will help to strengthen the offerings of that side of the program. There will be more planning and coordination of student learning outcomes as the faculty work together to maximize learning for students. The new faculty can also contribute to recruitment and retention efforts.

Recruitment as evidenced by course enrollments has increased on the early childhood side of the program. The program coordinator sends out letters to early childhood programs about each semester's offerings, and uses early childhood workshops as a vehicle to inform potential students of courses offered. People are attracted to working with young children despite the relatively low pay. Retention becomes an issue as students find that they may need to put aside an occupation they love for work that can cover their living expenses more comfortably.

Recruitment on the human services/substance abuse counseling side of the program has been through the community agencies. Every semester, Lee sends letters to the agencies about the upcoming courses and learning opportunities for staff. The program is seeing a slight decline in enrollments in that side of the program, and may need to look at recruitment strategies in other arenas. Currently, faculty are considering the ways in which to increase interest from younger students, perhaps connecting more with high school students.

## 3. Evidence of quality

Quality in faculty is evidenced by continual progress – in 2006, the program coordinator received promotion to range 5 and faculty Lee Stein received promotion to range 3 and tenure. Promotion entails looking at student feedback, and both faculty receive strong support from students. Lee's

awards also are evidence of her responsiveness to students. Lee puts in tremendous amounts of time to mentor and tutor students. The program coordinator's responsiveness to students is demonstrated by the advising log kept over the last two years.

Quality in curriculum is evidenced by the many curriculum actions undertaken. Both faculty continually analyze the program offerings within the context of their respective arenas and work to make sure that the curriculum is relevant to the real-life work of the students and reflects best practices in education and social work.

4. Evidence of student learning

Ways to assess this are in process, as cited earlier.

5. Resource sufficiency

With the recent hiring of the new early childhood faculty, the program is fully staffed for the first time since 2002.

Resources for purchasing materials and resources to keep teaching up to current best practices has been available for the human services side of the program through the CHW grant. About \$2000 worth of current DVDs and videos were purchased in 2006 for that side of the program.

Resources for the early childhood side are less available. Most new materials are purchased at faculty expense. Faculty also receive resources through professional memberships that are paid with personal funds. The MCC Library has also been able to purchase videos/DVDs/books for the program.

6. Recommendations for improving outcomes

- a. Continue to build on the strengths of the faculty in professionalism and partnerships. Faculty should continue their advocacy and education in their respective arenas as it all benefits the students.
- b. Pursue new recruitment and retention strategies. Work with new retention coordinator position to increase recruitment and retention.
- c. Continue work with assessment coordinator to create process for assessing program outcomes.

**PART VIII. Action Plan**

1. Continue to build on the strengths of the faculty in professionalism and partnerships. Faculty should continue their advocacy and education in their respective arenas as it all benefits the students.
2. Pursue new recruitment and retention strategies. Work with new retention coordinator position to increase recruitment and retention. Work on determining student goals and tracking student goals.
3. Continue work with assessment coordinator to create process for assessing program outcomes.
4. Continue discussions with UH Manoa's Bachelor's in Social Work and with Title 3 team on best ways to deliver advanced degrees for Maui County students.
5. Work with institutional researcher to refine data required for reports.

## **PART IX. Budget implications**

With the new faculty in place, and legislative funding for it, the program should stay fully staffed.

Budget for continuing to upgrade resources and materials for teaching is an issue. This can come through the library and through the department.

Potential bachelor degree options will include budget implications. If degrees are delivered through University Center, the cost of infrastructure of the programs and faculty would be mainly on the delivering four-year institution. MCC would be providing facilities and possibly office space. If MCC chooses to add another bachelor's degree in education or social work, the cost implications at this time are not known, but would certainly be greater than delivery through the University Center.