

**ANNUAL INSTRUCTIONAL PROGRAM  
REVIEW  
MAUI COMMUNITY COLLEGE HUMAN  
SERVICES PROGRAM  
October 2009**

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
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Introduction

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.

Faculty

Human Services: Lee Stein

Early Childhood: Julie Powers

Early Childhood/Program Coordinator: Elaine Yamashita

## Part I. Quantitative Indicators for Program Review

### Demand

#### Occupational Demand (Career Technical Education Programs)

1. Annual new and replacement positions in the State  
HSER – including Substance Abuse, Early Childhood Education:  
**81** (data from 9/22/09 matrix from IR)

Since this data covers both Human Services and Early Childhood Education, I researched online at Hiwi.org, Hawai'i Workforce Informer to get a more accurate sense of what it is when divided up.

*HSER annual average openings (including Substance Abuse and Behavioral Disorder Counselors, Social workers-all other, Social and Human Service assistants. Data from Hiwi.org – 2010 occupational forecasts)*

**90**

*ECE annual openings (including Education admin., Preschool & Child care ctr/prog, Preschool teachers, except Special Education. Data from Hiwi.org – 2010 occupational forecasts)*

**70**

2. Annual new and replacement positions in the County  
HSER – including Substance Abuse, Early Childhood Education:  
**15** (data from 9/22/09 matrix from J. Pezzoli)

*Maui County numbers not available in Hiwi.org. If the same percentage of 18% is used:*

*HSER annual county openings – 16*

*ECE annual county openings - 12*

*Total openings **28***

*Program coordinator has been recording job openings in Sunday Maui News since 9/06. Some jobs could be filled by either HSER or ECE graduate, so there is some duplication of numbers (up to 7). Taking out duplications of ads from 8/08 – 7/09, there were:*

*Ads for human services workers – 73*

*Ads for early childhood educators – 72*

*Total openings **145***

3. Number of majors

Fall 2006	Fall 2007	Fall 2008/Spring 09
137	137	158

4. Student semester hours for program majors in all program classes

Fall 2006	Fall 2007	Fall 2008/Spring 09
173	359	888

5. Student semester hours for non-program majors in all program classes

Fall 2006	Fall 2007	Fall 2008/Spring 09
520	262	555

6. Student Semester Hours for all students in all program classes.

Fall 2006	Fall 2007	Fall 2008/Spring 09
693	621	1443

Note: Faculty L. Stein found that SSH were underreported for some practicum students, who were reported to have 2 credits, when they actually enrolled for 3 or 4 credits.

7. FTE program enrollment

Fall 2006	Fall 2007	Fall 2008/Spring 09
46	41.4	48

Note: It is unclear what this number represents, so addressing the apparent decline is not possible at this time.

8. Number of classes taught

Fall 2006	Fall 2007	Fall 2008/Spring 09
22	18	38

9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)

If IR data is used, (158 majors, 15 openings) score is 10.5.

Demand is *Unhealthy*.

If Hiwi.org data on openings is used, (158 majors, 28 openings), score is 5.6 – Still *Unhealthy*, but just below cautionary.

If Maui News ads are used for openings, (158 majors, 145 openings), score is 1.08 - *Healthy*.

## Efficiency

### 10. Average class size

Fall 2006	Fall 2007	Fall 2008/Spring 09
12.0	11.28	12.2

Numbers addressed in narrative.

### 11. Class fill rate

Fall 2006	Fall 2007	Fall 2008/Spring 09
59.2	64.24	69%

### 12. FTE of BOR appointed program faculty: 3

### 13. Student/Faculty Ratio (# of majors divided by # of BOR appointed faculty)

Fall 2006	Fall 2007	Fall 2008/Spring 09
68.5	45.6	52.7

### 14. Program Budget Allocation (Personnel, supplies and services, equipment)

*Data not available*

### 15. Cost per Student Semester Hour

*Data not available*

### 16. Number of classes that enroll less than ten students

Fall 2006	Fall 2007	Fall 2008/Spring 09
11	9	18

Note: Practicum classes have less than 10. All practicum class are offered every semester.

ED 190 can enroll a maximum of 5 students, due to space considerations at the MCC Head Start.

ED 191v/291v is offered as a concurrent class, and max of combined class is 10.

Because faculty J. Powers enrolled a Lana'i and Moloka'i student, those students may have had different CRNs.

ED 193v/293v is offered as a concurrent class, and max of combined class is 10.

HSER 193v/293v is offered as a concurrent class, and max of combined class is 10.

Advanced curriculum classes (ED 263/264) experienced a big bump in enrollment, meeting pent-up demand, in 07-08. In 08-09, numbers were much lower. Latest strategy is to offer 264 in Fall, 263 in Spring, and let students know that this will be the schedule. We expect better numbers for 263/264 in Spring 10 and Fall 10, as they will be offered as hybrid courses, mostly online with four face-to-face classes. Spring 10 will include students from both Moloka'i and West Hawai'i.

### 17. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)

Class fill rate -

69% -

Cautionary (1)

Students/BOR faculty –

52.7

Cautionary (1)

**AVERAGE:**

**1 = CAUTIONARY**

## Effectiveness

### 19. Persistence of majors fall to spring

Fall 2006	Fall 2007	Fall 2008/Spring 09
60.6	66.42	66

### 20. Number of degrees earned (annual)

Fall 2006	Fall 2007	Fall 2008/Spring 09
6	13 (from last year's prog. review) 30 (in spreadsheet sent this year)	36 This number, while very positive, is questionable. 2009 Graduation program showed 12 graduates.

Note: These numbers are very confusing, as last year's program review showed 13 degrees (F07 data) earned. In the excel spreadsheet with F07 data sent to program coordinators, now it shows **30** degrees earned. This number, while very positive, is questionable. Fall 2006 data still shows 6 degrees earned.

Counselor Colleen Shishido works very hard to track students and make sure they are on track to receive certificates/degrees, which may account for some of the big jump in both degrees and certificates earned.

### Number of certificates earned (annual)

Fall 2006	Fall 2007	Fall 2008/Spring 09
18	9 (from last year's prog. review) 11 (in spreadsheet sent this year)	50

Note: Another disparity in the numbers for F07 – in last year's program review, data showed there were 9 certificates earned, spreadsheet sent this year showed **11**.

### 21. Number of students transferred (enrolled) to a UH four-year institution

Fall 2006	Fall 2007	Fall 2008/Spring 09
	5 (note: first time this data is available)	12 The breakdown shows that there were 5 transfers with degree from program, and 7 transfers without degree from program.

Perkins core indicators (\*Career Technical Education programs only)

22. Academic Attainment (1P1)

Fall 2006	Fall 2007	Fall 2008/Spring 09 Now called <i>Technical Skills Attainment</i>
91%	89.47%	90% - Met goal

23. Technical Skill Attainment (1P2) \*

Fall 2006	Fall 2007	Fall 2008/Spring 09
99%	98%	<i>Now included in 1P1</i>

24. Completion Rate (2P1)

Fall 2006	Fall 2007	Fall 2008/Spring 09
17%	12%	27.08% - Improvement over last year, did not meet goal of 44%,

25. Placement in Employment, Education, and Military (3P1)

Fall 2006	Fall 2007	Fall 2008/Spring 09 Now called <i>Student Retention or transfer</i>
89%	100%	66.67% - Met goal

26. Retention in Employment (3P2)

Fall 2006	Fall 2007	Fall 2008/Spring 09
100%	100%	<i>Not in current Perkins data</i>

27. Non Traditional Participation (4P1)

Fall 2006	Fall 2007	Fall 2008/Spring 09 Now <i>5P1</i>
8%	12.26%	13.61% - Did not meet goal of 25%

Current strategies include Perkins non-traditional gender grant that offers tuition, books, and completion stipend for non-traditional students in Early Childhood Education. Program coordinator attended 2008 *World Forum Men in Early Childhood Education* in Waikiki at personal expense to gain other strategies for attracting men to the field.

Non-traditional gender students are not specified for Human Services. Many of those who are hired in the Substance Abuse Counseling arena are male.

28. Non Traditional Completion (4P2)

Fall 2006	Fall 2007	Fall 2008/Spring 09 Now <i>5P2</i>
6%	12.5%	9.52% Did not meet goal of 25%.

29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)

Degrees earned/# of majors (36/158) = 23% - Healthy	= 2
Using other data (12/158) = 8% - Unhealthy	= 0
Degrees earned/annual new/replacement = (36/15) = 2.4 – Cautionary	= 1
Persistence = 66% - Cautionary	= 1
	<u>4</u>
Overall for Effectiveness (score of 4) – <b>Cautionary</b>	



## Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

### Strengths in terms of *demand*

The Human Services program has three different A.S. degrees –

1. The “General” Human Services degree includes a mix of human services and education courses. Students who choose this track may be working in jobs such as a group facilitator in a human services agency, or as a family case manager in a Head Start early childhood program.
2. The Substance Abuse Counseling Specialization includes a series of certificates within the degree that relate to Substance Abuse Counseling (SAC). The A.S. degree with SAC Certificate of Completion (21 credits) is accepted by the Dept. of Health Alcohol and Drug Division as equivalent to 1/3 of the experience and 100% of the education requirements for a Certified Substance Abuse Counselor (CSAC), which requires an additional written exam to earn the certification. Some students who already have a Bachelor’s or Master’s degree take the substance abuse counseling courses en route to the CSAC. Because Lee Stein is a CSAC, she provides accurate, up-to-date information for students, and each student gets individualized academic assignments according to their level of education and experience. Lee also provides students with tutoring for the CSAC exams on her own time and her students have a 90+% pass rate.
3. The Early Childhood Education Specialization includes 32 credits of early childhood education courses. Maui has a common ECE degree with Honolulu, Hawai’i, and Kaua’i Community Colleges. Ten of the courses have common course outlines, developed in a collaborative process among the faculty. The common AS degree articulates directly into a UH West O’ahu Bachelor’s in Social Science, Early Childhood Specialization degree. This is a unique “2+2” degree. Typical 4-year degrees have students taking all of their general education courses in the first two years, and their major courses in the last two years. In a 2+2, the major courses and general education courses are streamed throughout the four years, and the students take a mix of their major and general education courses throughout the four years. The early childhood faculty at the AS and BA level believe that this allows students to build on and deepen their knowledge and skills. The program is fortunate to have Julie Powers, who teaches the majority of the Early Childhood courses. She handles the load of 4-5 different preps per semester well, and has been engaged in expanding the access of courses to students (ED/FAMR 140 in Fall 2008 is an online hybrid course).

The data from Hiwi.org and Maui News Sunday ads (8/08-7/09) show a strong demand for both the HSER and ECE degrees. There is a downturn right now, but even in early childhood, the effects so far of this recession have been less severe than in the early 1990s. The economic downturn has actually increased the employment prospects of many HSER students for entry level positions. Agencies are using the need to downsize to rewrite job descriptions to include coursework in their field, which has given MCC students a decided advantage in being both hired and promoted.

In the next few years, the county and state may also see the baby boomers retiring, creating more replacement positions.

The program is applying to the Board of Regents to separate into two programs – Human Services would remain, and the Early Childhood Education part would become a renamed Early Childhood Education Associate's Degree.

### Challenges in demand

The demand for human services workers is there and the goals of students varies. A significant number of students (especially in the Human Services side) come with advanced degrees and are taking classes for professional development. New courses on the HSER side are usually offered as "Special Topics" first, and then formalized as a new course. Word of mouth builds the enrollment for these new courses.

Demand for qualified staff is also seen in the early childhood side, as people are "super waived" by the Dept. of Human Services into a position as long as they are working towards qualifications for the job. Some of these students are working towards an Associate's degree, and others already have a BA or higher and are working on the 12 credits of early childhood coursework needed to meet licensing regulations.

A new demand is provided by ARRA funding for Head Start and Early Head Start staff, who must begin to work on meeting higher staff qualifications set in the reauthorization of Head Start. Early childhood faculty are in constant contact with the directors of both Head Start and Early Head Start and are working to meet staff educational needs.

The information provided for *Number of job openings* especially at the County level, appears very low. Using just Sunday Maui News classified ads as a base, a more accurate number of job openings was found. More programs and individuals are using "Craigslist" as a free way to advertise job openings, but the coordinator has not yet tracked those numbers. For ECE, the coordinator also regularly receives calls from the community asking to let students know of job openings.

The number of majors has increased to 158, and Fall 2009 saw a very big increase in majors (197).

The best determination of number of majors for Fall 2008 is between 54 – 56 ECE (36-40%), and HSER 83 – 97 (60-64%).

### Strategies to improve number of majors

1. Review and assure that students who are in Human Services classes are classified as Human Services majors, and having unclassified and other majors fill out the "Change of Information" form.
2. Next year, if the anticipated program separation occurs, the number of majors for HSER will actually decrease, as the ECE majors will be in their own program.
3. Expand offerings to meet community needs on the human services side of the program.

New course, HSER 101 – Health Navigator (cross-listed as HLTH 101). Lee Stein and lecturer Cynthia Cary collaborated with Nursing to provide a “Patient Navigator” course as a special topics course in Fall 2008. The course is a HSER/HLTH collaboration, and is being offered as HSER/HLTH 101 in Fall 2009 with 17 students enrolled.

Submit an “Authorization to Plan” a Bachelor’s in Applied Human Services degree. Faculty Lee Stein will submit the ATP in Fall 09 and is scheduled to develop the degree with assigned time in Spring 10. This came about through discussion about the need for a gerontology degree. Lee researched the field, job market and community, and will propose the Applied HSER BA that will include specializations - Gerontology, Substance Abuse & Mental Health, and Child & Family.

4. P3 grant to community colleges to improve access to early childhood courses is funding development of online/hybrid versions of ten common core courses. ECE faculty are engaged in this and online/hybrid versions may increase the number of majors. The first hybrid online course for Maui CC, ED/FAMR 140, Guidance of Children in Groups, was offered by Julie Powers in F08 just to Maui County, with 23 students.

Spring 10:

ED 263 – Language and Creative Expression Curriculum – will be offered as a hybrid (mostly online, 4 FtF classes) for Maui County and W. Hawai’i. An instructor on Moloka’i will do the FtF sessions, and another will do the FtF sessions in W. Hawai’i. MCC will hire the Moloka’i instructor for one credit, and Hawai’i CC is hiring the W. Hawai’i instructor for one credit.

ED 275 – Inclusion of Children with Special Needs – will be offered as a completely online statewide course by Elaine Yamashita.

5. Participate in Perkins grants. The early childhood side of the program is working with Auto Technology and Administration of Justice programs in a Perkins grant aimed at non-traditional gender recruitment and retention. (Human Services does not have a non-traditional gender.) The implementation begins Spring 2009, and will offer textbooks to men in early childhood courses to borrow for the semester, and they will be able to keep the texts with a grade of B or better and at least 3 hours of community service work during the semester. In Fall 2009, the student will also earn a tuition waiver for one 3-credit class in the program. With successful completion, in Spring 2010, the student can earn another tuition waiver and if they complete a certificate or their degree, he’ll earn a \$100 stipend. We will have one student that will earn the stipend for completing the “Early Childhood Education Option I” 12-credit certificate of completion.

A Perkins program improvement grant purchased DVDs and hands-on curriculum materials that were shipped to Moloka’i for use in curriculum and other classes, providing more equity to access of teaching materials at outreach sites.

6. Continued mailings to human services agencies and early childhood programs each semester promoting the availability of classes. Flyers are prepared each semester – one for human services, and one for early childhood. The Perkins funded brochures are also distributed with flyers at other recruitment opportunities – College Fair, HAEYC (Hawai’i Association for Education of Young

Children) statewide conference, HAEYC-Maui Chapter conference, Keiki Fest, Stand for Children.

### Strengths in terms of *efficiency*

The student/faculty ratio has improved since an additional Early Childhood faculty (Julie Powers) was hired in Fall 2006.

Class fill rates rose to 69% (from 64% in F07).

### Challenges in *efficiency*

For “Number of classes that enroll less than ten students”, the 2008 data shows 18 classes for F08/S09 – however, that number does not coincide with the data pulled from Banner, so it is unclear why it’s showing as 18. It may be the fact that Skybridge class sites each have their own CRN, and so outreach sites are counted as “less than 10” even though the actual total class size was much more.

Average class size has risen slightly, to 12 (from 11.28 in F07). Because of the cap on enrollment in practicum courses, this number will continue to pose a challenge.

The class sizes on the HSER side (excluding practicums) range from 13 - 22, except for HSER 110 (Intro to Human Services), which has enrolled between 21 – 35 students each semester for the last 4 semesters. The healthy enrollment in this introductory class is an indicator that more students will be moving into the coursework of their specialty. In addition, five HSER courses (140, 245, 248, 268 and 270) are capped at 20 students as they are either counseling courses requiring intensive evaluation of skill development, or are highly interactive with rigorous and specialized academic subject matter. These are the courses that meet the educational requirements for State of Hawaii Certification in Substance Abuse Counseling.

ED 105 and 110 have had enrollments of 30 at the beginning of the semester, and the hybrid ED 140/FAMR 140 had 30 students initially enrolled.

Without a budget assigned to the program, or any budgetary numbers, it is not possible to calculate the cost per semester hour.

### Strategies to improve *efficiency*

1. Recruitment efforts will continue with letters going out each semester to human services agencies and early childhood programs and brochures and flyers on registration available at community events as cited in the previous section.
2. The ECE side of the program hopes to see better class fill rates with the online courses. Conversation is ongoing between the ECE programs as to how to balance student access to online courses statewide and preserve small programs.

### Strengths in terms of effectiveness

Persistence of majors from fall to spring stabilized at 66%. Because many of the majors in the human services side are coming just for professional development or for substance abuse counseling courses, they may have met their goal with just 1-3 classes. Program faculty are discussing ways to capture this data more effectively.

Students also face life challenges that cause them to stop out for a semester or two. Faculty keep in contact with students and usually have a pretty good idea of what happened to specific students.

Technical skills attainment is a strength at 100%.

Number of graduates in the data given was very high (36), which is great, but questionable. 12 graduates were listed in the 2009 graduation program. The reason for disparity in numbers is unclear. One possibility is that each certificate earned by the student was counted as a degree. Most students earned a CC and CA in addition to their AS.

A new Certificate of Completion, Early Childhood Option I, acknowledges the 12 credits in ECE that someone with a BA in a field other than ECE/Child Development or Elementary Education needs to be a qualified preschool teacher in Hawai'i.

### Challenges in effectiveness

Completion rate rose from 12% to 27.08%, a healthy jump, but still short of the goal of 44%. The way Perkins data is collected affects this number, as the students are counted only when they're not there anymore. Completion only counts certificates or degrees, and some student's goals are completed but the program doesn't have a degree or certificate that fits.

Non-traditional participation rose slightly to 13.61% which is still below the Perkins state standard of 25%. Participation in the Perkins non-traditional initiative will hopefully improve this number.

### Strategies to improve effectiveness

1. Program coordinator and faculty will work to track students who qualify for certificates and submit a list to Tressy Aheong, and will also encourage students to apply for the certificates themselves. Counselor Colleen Shishido has been very effective in tracking student certificate and degree completions.
2. Faculty will continue to collect student data on goals through the student information sheet.
3. Program coordinator and human services faculty will continue to provide academic advising for students. (Coordinator had 72 advising appointments with students in 08-09; Lee Stein had 51).

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

The first hybrid internet class, ED/FAMR 140 – Guidance of Children in Groups – was offered Fall 2008 by faculty Julie Powers. P3 grant paid for assigned time in the spring semester for Julie to develop the class. There were two mandatory face-to-face meetings and the rest is online. There were initially 30 students enrolled, and eventually 23 finished the course. Two more online courses (one hybrid, one completely online) will offered in Spring 10.

2008 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.

Result:

Lee Stein continues in the DHS improvement project for child protective services workers. This project has resulted in improvement for children statewide as child welfare workers have received ongoing support and training. It also provides Lee a statewide presence and network of human services workers.

Lee continues to provide key support to students pursuing their Certified Substance Abuse Counseling (CSAC) certification. She offers study groups and constructive feedback as they prepare for the exams.

Lee's presence and commitment has resulted in the enrollment increase in the HSER side of the program. She is involved in governance efforts (task forces, governance councils, advisory boards) with numerous non-profit and funding agencies.

Lee is currently working on another collaboration with Hawai'i Primary Care Association, applying for a grant that would train community health workers, utilizing the new HSER/HLTH 101 course and other existing program courses. Previous collaborations with HPCA saw MCC courses offered and taught on Kaua'i, O'ahu, and Hawai'i island.

Elaine Yamashita, represents Maui County on the Hawai'i Careers with Young Children (HCYC) group that is convened with funding from Kamehameha Schools. This group has been working to develop a comprehensive, user-friendly professional development system for ECE in Hawai'i. Work in this group keeps moving the ECE profession forward in Hawai'i. August 2009 the Maui HCYC "Road Show" that was coordinated by Elaine had 75 participants, the most of any "road show" held in the state. Both Elaine and faculty Julie Powers were also presenters in the event.

New faculty Julie Powers is representing Maui on the HCYC "Core Competencies" workgroup that is refining a document to be used in

higher education and in community based education for ECE professionals. She is also co-chairing the 2010 Hawai'i Association for the Education of Young Children (HAEYC) – Maui Early Childhood Conference, which many of our students attend. Julie is working on ways to engage students in this professional organization that provides many leadership opportunities in the field.

As mentioned above, the P3 grant to community colleges is directing resources at expanding access to early childhood courses, and online and hybrid versions of the 10 common core courses are being developed. MCC's faculty are active participants in this process and it benefits students at all sites.

The early childhood programs (Maui, Kaua'i, Hawai'i, Honolulu) are planning to pursue a new two-year degree accreditation that is available through NAEYC (National Association for Education of Young Children). The program has been accepted into the self-study process, and the accreditation materials are being reviewed this semester. Thanks to a Perkins grant, ECE faculty attended an all day session at NAEYC National Conference in Dallas TX about Associate Degree Accreditation. The process is inclusive of all stakeholders and focused on continuous improvement.

The partnership with MEO Head Start continues to work well for students and children. The program coordinator spends mornings in the Head Start with children, families, staff and MCC students, and the ongoing experience enriches the MCC classes as well as the Head Start program. Students are able to come to the Head Start to observe children as well as a service learning opportunity. Students from Psychology and Nursing also use the program as a child observation site.

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.

Result: The retention coordinator position has been filled and program faculty participate in recruitment strategies as much as possible. Program coordinator is involved in pilot of Student Early Alert system in Fall 09.

Separating the program into HSER and ECE will facilitate tracking student goals.

3. Continue work with assessment coordinator to create process for assessing program outcomes.

Result: This effort is ongoing. Report at end of this document.

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.

Result: These are ongoing efforts. BSW is currently tentatively set to be offered by UHM beginning Fall 2011. An articulation agreement with UHM College of



Education is currently being signed. This agreement allows students with the HSER AS with ECE specialization from 2006 on to qualify more easily for the UHM BEd Early Childhood specialization.

5. Work with institutional researcher to refine data required for reports.

Result: IR on the whole has been able to provide more data in more accessible formats this year. The institutional support is much appreciated, as the data does help inform and guide program assessment and improvement. The glitches will continue to be addressed as they become uncovered.

30. Determination of program's overall health (Healthy, Cautionary, Unhealthy)

**Overall Health – 0+1+4 = 5 = *HEALTHY*.** However, there are two Cautionary calls and one Unhealthy call, so the report says it is **CAUTIONARY**.

*The Unhealthy call for Demand would be changed to **Healthy** if Maui News Sunday ads are used as the basis for job openings in the County.*

*The Cautionary for Efficiency is partly because of the high number of majors/FTE faculty. The program utilizes lecturers on both HSER and ECE side. The other part of Efficiency is the class fill rate, and the program continues to work on strategies to schedule courses to meet student demand.*

### **Part III. Action plan**

1. Separate ECE from HSER via the program separation process. Eventually it must be approved by the Board of Regents.
2. Develop *Authorization to Plan* and subsequent plan for a proposed Bachelor's in Applied Human Services with Gerontology, Substance Abuse & Mental Health, and Child & Family specializations or focuses.

*Also see strategies under Analysis of Program.*

#### **Part IV. Resource Implications (physical, human, financial)**

##### **Physical:**

- Currently the program is able to meet community needs with its faculty and lecturers.
- Faculty Hale could use an facelift, as its paint is peeling. Replacement of louvers with glass windows may minimize dust and provide a cleaner look.

##### **Human:**

- Full-time faculty are able to handle much of the teaching load and there is a pool of competent lecturers for both sides of the program.

##### **Financial:**

- Lecturer cost varies according to the class of lecturer. Office space is seemingly at a premium in the Faculty Hale – there is no open office, and several offices are shared. Cost of adding offices is unknown.
- As online courses are developed and delivered, faculty require updated computers. Faculty Hale now has updated technology – now flat panel televisions are hooked up to the elmo, DVD, and VCR players. Faculty take in laptops when needed. One ECE faculty needs a laptop – other faculty have laptops.

## **Maui Community College Program Assessment Plan**

### **Industry Validation of Student Learning Outcomes**

On March 30, 2009, Human Services program convened a meeting of its Community Advisory Committee, which was comprised of representatives from the human services and early childhood education arenas. After reviewing the Program SLOs and discussing their relevance and practical application to current industry standards, the committee chose to unanimously support the Human Services and Early Childhood Education Program Learning Outcomes.

Since the last Community Advisory Committee meeting, faculty in the ECE program have reviewed the PLOs for our program and have concern about the appropriateness of SLO # 4, specifically the expectation of our graduates readiness to participate in management of fiscal resources in programs for young children. After conferring with colleagues in other UH CCs. We have a suggestion for a change to that PLO for consideration by the Community Advisory Committee when we meet in the spring.

The Human Services program has participated in the Assessment Committee's Pilot Project II which has helped put together a working rubric used to assess major class assignments in ED 291V, our course that is similar to a capstone course. Rubric for assignments for HSER 293V are in development.

### **Associates of Science in Human Services/ ECE ECE Program Learning Outcomes**

*(Adopted June 2005, approved by Advisory Committee 3/09)*

1. Plan, implement and evaluate curriculum and learning environments to ensure that they promote health, safety, positive development and learning for all children.
2. Use formal and informal observation and assessment tools and methods to appropriately plan for individual children and groups of children, assess their progress, positively influence their development and learning, and communicate effectively with families and with other professionals.
3. Communicate appropriately with children and adults from all backgrounds to build respectful, reciprocal relationships; use appropriate guidance practices with children.
4. Participate in management of fiscal, educational, physical and human resources in classrooms and programs for young children and their families

5. Advocate for children and their families in the classroom and the program; base decisions and actions on ethical and other professional standards; apply knowledge of development and its multiple influences; participate in ongoing, collaborative learning; demonstrate collaboration, critical thinking and reflection.

## Map of Program Learning Outcomes by Course

### Early Childhood Education

	ED 105	ED 110	ED 115	ED 131	ED 140	ED 190/191	ED 245	ED 263	ED 264	ED 275	ED 291
PLO 1	2	3	3	2	2	3	1	3	3	3	3
PLO 2	1	2	1	2	2	3	3	3	3	3	3
PLO 3	1	1	1	1	3	3	3	2	2	3	3
PLO 4	1	1	1	1	1	1	0	1	1	1	2
PLO 5	1	1	1	1	3	3	3	1	1	3	3

### Map of General Education Outcomes by Course – Early Childhood Education

General Education Outcomes	ED 131	HSER 110	ED 105	ED 110	ED 115	ED 140	ED 245	ED 190/191v	ED 291v WI	ED 263	ED 264	ED 275
Critical thinking	3	3	2	3	2	3	3	3	3	3	3	3
Information retrieval and technology	1	1	1	3	1	1	1	2	1	1	2	1
Quantitative reasoning	1	1	1	1	1	1	1	2	2	2	3	1
Oral communication	2	3	1	2	1	3	3	2	3	2	2	2
Written communication	2	1	3	3	2	2	3	3	3	3	3	2
Creativity	1	2	2	2	2	2	2	3	3	3	3	1

3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome

0 *No Emphasis:* The student does not address this learner outcome

### Early Childhood Education

Program learning outcomes to be assessed each year of the program review

cycle. Identify the learning outcomes by number

#### Timetable

PLO	SP 2009	F 2009	SP 2010	FL 2010	SP 2011	FL 2011	SP 2012
1	ED 263	ED 115	ED 110	ED 264	ED 263	ED 264	ED 263
2	ED 275	ED 291	ED 275	ED 291	ED 275	ED 291	ED 275
3	ED 140	ED 245	ED 140	ED 245	ED 140	ED 245	ED 140
4				ED 291	ED 291	ED 291	ED 291
5	ED 291	ED 291	ED 291	ED 291	ED 291	ED 291	ED 291



**Maui Community College  
Program Assessment Plan  
Associates of Science in Human Services and Substance Abuse  
Counseling Specialization**

**Program Learning Outcomes**

**Program Student Learning Outcomes**

*(Adopted March 30, 2009 by Advisory Committee)*

1. Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students in the classroom and clients and professionals in the practicum setting.
2. Demonstrate the attitudes, skills and knowledge base of client-centered, evidence- based helping strategies with a variety of populations in diverse human service settings.
3. Identify vulnerable populations and the social conditions that contribute to their vulnerability; consider advocacy strategies to help alleviate those conditions.
4. Develop self-awareness of one's own values, interpersonal interaction styles, strengths and challenges that will impact the development of professionalism.
5. Demonstrate knowledge of and application of the values and attitudes of code of ethics commonly used in the field of specialization (e.g. NASW, CSAC, etc.)

**Map of Program Learning Outcomes by HSER Course**

	HSER 101	HSER 110	HSER 111	HSER 130	HSER 140	HSER 193/293v	HSER 245	HSER 248	HSER 256	HSER 268	HSER 270
PLO 1	1	1	2	2	3	3	3	3	1	1	2
PLO 2	1	2	1	2	2	3	2	2	1	1	2
PLO 3	2	2	3	2	2	3	2	2	2	2	3
PLO 4	1	2	1	1	3	3	3	2	1	1	2
PLO 5	1	1	1	1	1	2	1	1	1	1	1

### Map of General Education Outcomes by Course – HSER

General Education Outcomes	101	110	111	130	140	193v 293v WI	245	248	256	268	270
Critical thinking	2	2	2	2	3	3	3	2	2	1	2
Information retrieval and technology	3	1	1	1	1	2	1	1	1	2	1
Quantitative reasoning	1	1	1	0	0	1	0	0	1	1	1
Oral communication	2	1	1	1	3	3	3	3	1	1	2
Written communication	2	1	2	1	1	3	1	2	2	2	1
Creativity		1	1	1	2	2	2	2	1	1	2

3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome

0 *No Emphasis:* The student does not address this learner outcome

## Human Services

Program learning outcomes to be assessed each year of the program review

cycle. Identify the learning outcomes by number

### Timetable

PLO	SP 2009	F 2009	SP 2010	FL 2010	SP 2011	FL 2011	SP 2012
1	193	293	248	245	140	193/293	248
2	193	293	193	293	193	293	193/293
3	293	270	293	193	111	270	193/293
4	193/293	245	140	193/293	140	245	193/293
5	193/293	193/293	193/293	193/293	193/293	193/293	193/293