

**ANNUAL INSTRUCTIONAL PROGRAM
REVIEW
MAUI COMMUNITY COLLEGE HUMAN
SERVICES PROGRAM
October 2008**

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:

'05-'11 new: 860

'05-'11 replacement: 483

Total: **1343**

Early Childhood Education

'05-'11 new: 608

'05-'11 replacement: 248

Total: **856**

Education Paraprofessional

'05-'11 new: 553

'05-'11 replacement: 429

Total: **982**

2. Annual new and replacement positions in the County

HSER – including Substance Abuse:

'05-'11 new: 74

'05-'11 replacement: 49

Total: **123**

Early Childhood Education

'05-'11 new: 71

'05-'11 replacement: 23

Total: **94**

Education Paraprofessional

'05-'11 new: 62

'05-'11 replacement: 45

Total: **107**

3. Number of majors

Fall 2005	Fall 2006	Fall 2007
180	137	137

Note: Number of majors has stabilized. Sept. 2008 data showed 157 majors.

4. Student semester hours for program majors *and non-majors* in all program classes

Fall 2005	Fall 2006	Fall 2007
942	693	621

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

262 (*note: first time this data is available*)

6. Student Semester Hours for all program classes.

359 (*note: first time this data is available*)

7. FTE program enrollment

Fall 2005	Fall 2006	Fall 2007
62.8	46.2	41.4

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 2005	Fall 2006	Fall 2007
21	22	18

Note: It is unclear how the number of classes is calculated. The decline may be due to how classes are counted – have all CRNs counted separately and now those that are the same class (e.g. Skybridge, cross-listed classes) are now put together?

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

Efficiency

10. Average class size

Fall 2005	Fall 2006	Fall 2007
17.67	12.01	11.28

Numbers addressed in narrative.

11. Class fill rate

Fall 2005	Fall 2006	Fall 2007
77.64	59.17	64.24

12. FTE of BOR appointed program faculty: 3

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

Fall 2005	Fall 2006	Fall 2007
90	45.6	45.6

14. Number of Majors per FTE faculty

Fall 2005	Fall 2006	Fall 2007
.40	1.53	42.81

Note: Unclear why this number is so different from #13 for Fall 07 – should be the same; and why Fall 05 and 06 numbers are so small. Numbers were cut and pasted from previous report.

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

Data not available

16. Cost per Student Semester Hour

Data not available

17. Number of classes that enroll less than ten students

Fall 2005	Fall 2006	Fall 2007
5	11	9

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

Effectiveness

19. Persistence of majors fall to spring

Fall 2005	Fall 2006	Fall 2007
61.67	60.58	66.42

20. Number of degrees earned (annual)

2005	2006	Fall 2007
13	6 (*12)	13 (*9)

Note: Numbers here are different from numbers in graduation programs. 2005 program (for 2006 numbers) showed *12 graduates, 2006 program (for Fall 2007 numbers) showed *9 graduates.

Number of certificates earned (annual)

2005	2006	Fall 2007
	8 (*9)	9 (*15)

Note: Numbers here are different from numbers in graduation programs. 2005 program (for 2006 numbers) showed *9 certificates, 2006 program (for Fall 2007 numbers) showed *15 certificates.

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

5 (note: first time this data is available)

Perkins core indicators (*Career Technical Education programs only)

22. Academic Attainment (1P1)

2005	2006	Fall 2007
91%	87.04%	89.47%

23. Technical Skill Attainment (1P2) *

2005	2006	Fall 2007
99%	98.59%	98%

24. Completion Rate (2P1)

2005	2006	Fall 2007
17%	11.27%	12%

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

2005	2006	Fall 2007
89%	83.33%	100%

26. Retention in Employment (3P2)

2005	2006	Fall 2007
100%	100%	100%

27. Non Traditional Participation (4P1) *

2005	2006	Fall 2007
8%	12.87%	12.26%

28. Non Traditional Completion (4P2) *

2005	2006	Fall 2007
6%	15.38%	12.5%

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

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 education requirements for a Certified Substance Abuse Counselor (CSAC), which requires an additional oral and 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 plans according to their level of education and experience. Lee also provides students with tutoring for the CSAC exams on her own time.
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).

Although there is data on Education Paraprofessional jobs (who would work with students in public education, K-12), the number of students pursuing that job option makes up a very small number of our students. The majority are hoping to work with children from infants to five years old.

Based on the number of jobs in the County (123) and State (1343) for Human Services including Substance Abuse Counseling, there is a demand for the Human Services General and SAC specialization degrees.

Based on the current projections for jobs in Early Childhood Education in the County (94) and State (856), there is a demand for the Early Childhood Specialization degree. The 2008 Legislature created an "Early Learning Council" whose task is to continue the planning of the Act 259 Task Force. In October 2008 they are currently in discussing policy and procedures for the Council's functioning. With the current state economy, there may be continued planning, but no new money for new programs for early childhood until the economy comes back up.

However, in the next few years, the county and state may also see the baby boomers retiring, creating more replacement positions. Depending on who is elected President of the U.S., there may or may not be more national initiatives and funding for early childhood education. It is on the agenda for at least one candidate.

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.

Non-profit human agencies are desperate for staff, from paraprofessional through advanced degrees. In the Fall 2007 low unemployment situation on Maui, the agencies have had to prioritize filling positions over educational qualifications. The agencies do send the students to classes at MCC, and hopefully as people stay in the jobs, the program will see an increase in the number enrolled.

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.

The number of majors from 2006-2007 remained the same - 137. A Sept. 2008 report shows 157 majors.

The program coordinator has been working with others (Debie Amby, Georgette Tanaka) to separate the early childhood from the human services majors. It is a work in progress. When lists of majors are pulled from Banner, there are interesting discrepancies. Some lists show ED, ECED, and SPED majors, in addition to HSER. We have been trying to utilize the ECED designation, but it is only for early childhood concentrators, and not many students bother to fill that out. About 40 forms were turned in to Student Services in 07-08 year using ECED, and those are not yet reflected in any data. The ECED, ED and SPED designations appear to come up when the data is pulled system-wide (1/08 report), and do not show up in MCC-only reports. Those alphas also did not appear in another report (Fall 2008), and that report had an EDUC alpha for Education. There is no indication on these reports of the source of data or who compiled the report.

SUBS also exists in the system (for Substance Abuse Counseling), and the program has not yet utilized that for majors. It is unclear who would be able to approve and apply that designation.

One data sheet showed (no indication of where data came from or who compiled report):
Degree (AS or CC designations)
Concentration (two ECEDs shown, with AS degree). Only those two students had anything listed in that column.

The coordinator is left hand-counting majors. Some students have declared HSER, have just started, and are enrolled in prerequisite classes, so their concentration is not known. If the reader is confused, join the crowd.

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. A number of forms were turned in during the 07-08 academic year. (Sept. 2008 report shows 157 HSER majors). Continue to work on the identification of majors issue.
2. Expand offerings to meet community needs on the human services side of the program.

Spring 2008, HSER 130 (Introduction to Youth Practitioner) was offered on Skybridge. This has been offered as a non-credit class in the past, and a non-credit to credit capstone was offered by OCET in August 2006, but was cancelled due to low enrollment. Youth Practitioners are a fairly new federal job classification that has potential for growth. The enrollment for the class was a healthy 23.

Lee Stein and lecturer Cynthia Cary collaborated with Nursing to provide a "Patient Navigator" course in Fall 2008. New course ideas are coming forward to address community needs.

A human services course cross-listed as communications will be proposed in the 08-09 year. This course is being created to meet the needs of nursing students, and the skills taught will be valuable to others who plan to work with people.

3. 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 is currently running in Fall 08 (ED/FAMR 140, taught by Julie Powers). Another course is set to be developed by MCC faculty in Fall 2009.
4. Work with PATCH and OCET to offer the non-credit to credit capstone for ED 170 (Introduction to Working with Infants and Toddlers), and making sure that students who participate are classified as human services/early childhood. Discussions continue on this initiative. Projected capstone offering is Spring 2009.
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.

6. Recruitment of men into ECE also is the goal of an informal group of men that attended the 2008 Working World Forum on Men in Early Childhood Education (held in Waikiki May 2008 and attended by program coordinator at personal expense) and collaboration with the Maui County Early Childhood Resource Coordinator. The group has identified Summer PALS training as an opportunity to promote the field, and they are willing to go to speak to groups about their careers in early childhood. Their ideas were also incorporated into the Perkins grant.
7. 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, MCC Unmasked.

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 sizes in Fall 2007 are cited as 11.28 in the data. However, ED 105 on Skybridge was mentioned as being the largest interactive TV class offered by MCC in Fall 2007, with 5 sites and 34 students total. That number is offset by the low maximum number of 5 in ED 190, and 10 in ED 191v/291v and HSER 193v/293v. So, while the average looks low, class size in relation to maximum allowable is still healthy. It may be that each outreach site's CRN is counted as a separate class, and each cross-listed CRN is counted as separate.

Class fill rate rose to 64.24 in Fall 2007, up from 59.17 in Fall 2006. It would be higher if the more accurate number of 17 classes taught was used (instead of the listed 18).

Challenges in *efficiency*

For "Number of classes that enroll less than ten students", the 2007 data shows 9 classes – however, that number does not coincide with the data pulled from Banner, so it is unclear why it's showing as 9. 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 dropped, which is favorable to students, but not favorable for efficiency numbers. With the intense relational basis of both the human services and early childhood classes, quality of experience may go up with lower class size. Enrollment in classes appears to go in cycles – a group of students will come through and progress more or less together, leave when their goals are achieved, and there is a dip before a new group comes in.

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 enrollments in this introductory class is an indicator that more students will be moving into the coursework of their specialty.

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.

Strengths in terms of effectiveness

Persistence of majors from fall to spring rose to 66.42, from 60.58. 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.

Academic attainment improved 2% from the previous year.

Retention in employment at 100% is a strength of the program. Non-traditional participation (male) stayed almost the same as 2006, and will hopefully rise with the Perkins initiative. Non-traditional completion dipped to 12.5% from 15.38%.

Technical Skill attainment remains stable at 98%.

The data given shows in 2006 the number of graduates was 6. However, in the 2005 (which I assume would be numbers reflected in Fall 2007) commencement program there are 12 graduates listed. 2006 data given shows 8 certificates awarded in 2006, but commencement program has 9 names listed (7 for ECE, 2 for SAC).

For Fall 2007, the 2006 graduation program was looked at. Data given was 13 degrees, program shows 9. Data given for certificates is 9, 15 are shown in the program. It's unclear why there is such a disparity in the numbers of degrees and certificates. Certificate rates for the program have been improving according to graduation programs. Graduation rate dipped, according to the programs. In looking at the names, it's clear that for 9 of the students that earned CCs reached their CC goal. Some students continued on past 2006, and at least two already had an Associate's degree and just needed the CC.

Challenges in effectiveness

Completion rate rose about .8%, to 12%. 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 fell slightly, and is still below the Perkins state standard. 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.
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 53 advising appointments with students in '07-08).
4. Certificates that meet student goals will be proposed through curriculum actions.

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

HSER 130 – Introduction to Youth Practitioner was offered for the first time in Spring 2008 on Skybridge. 23 students enrolled in this class – 17 at Kahului, 1 in Lahaina, 4 on Moloka'i, and 1 in Hana. Student feedback was positive.

A new 9-credit Certificate of Competence, Dynamics of Family Violence, was initiated in Fall 2007 and is in the 2008 catalog.

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 are two mandatory face-to-face meetings and the rest is online. There were initially 30 students enrolled, and the number has since dropped as students learn that online is not necessarily easier or less time-consuming than an on-the-ground class.

A Perkins grant purchased two LCD projectors for the program in Spring 2008. Faculty that teach in the Hale are able to take the projectors to class for presentations by faculty and by students.

The program coordinator is using a laptop purchased with another distance learning grant (received 4/08), which allows use of the projector in class and on the road.

2007 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. Lee has been able to come back to more classroom teaching, to the delight of students.

Elaine Yamashita, in representing the UH community colleges on the Act 259 Early Learning Task Force, has opportunity to help shape the system for birth – 5-year-olds in Hawai'i. This includes advocating for high quality staffing for programs with young children. Her continued service on the NAEYC (National Association for Education of Young Children) Governing Board also gives her a national perspective on the field of early care and education. The Task Force ended its work June 2008 and that was also the endpoint of NAEYC governing board term.

New faculty Julie Powers is a member on the NAEYC Accreditation Council, which oversees the “reinvented” accreditation NAEYC system for early childhood programs. This gives her a national perspective and voice, and as she builds relationships locally, she can bring that local perspective to the national arena. Julie's term on the Council ended in August 2008.

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. The courses are divided among the faculty. As cited above, ED/FAMR 140 was offered in a hybrid format for the first time Fall 2008. Elaine is assigned to develop ED 275 – Inclusion of Children with Special Needs, in Fall 2009 to be offered Spring 2010.

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). A Perkins grant is allowing Julie and Elaine to attend the 2008 Technical Assistance day at NAEYC conference in Dallas, Texas.

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.

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 unfortunately was not filled. Recruitment and retention continue to be areas of growth for the program. See strategies for addressing demand and efficiency (e.g. Perkins non-traditional grant).

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

Result: This effort is ongoing. New faculty Julie Powers participated in the pilot assessment project in AY 2006-07, and shared her experience with other program faculty. Lee Stein participated in the 07-08 year.

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 set to be offered by UHM beginning Fall 2009. An articulation agreement with UHM College of Education is currently being finalized. 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 be addressed as they become uncovered.

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

Part III. Action plan

See Strategies for addressing *No. of majors*, *Efficiency*, and *Effectiveness*.

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

Physical:

- Currently, the program can expand gradually with hiring of lecturers to teach additional courses in the human services side. This would also work on the early childhood side as there is a sufficient pool of lecturers for the program. Lecturers require a desk/office space, and so far the college has been able to accommodate them.

Human:

- See above. There is a pool of competent lecturers for both sides of the program.
- A retention coordinator's services would be welcome in assisting the faculty in retention and recruitment strategies.

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 and updated technology in the Hale classrooms is needed to access technology.