

University of Hawaii Maui College

2011 Annual Report of Instructional Program Data

Human Services

Program Mission:

The Human Services program is a learner-centered program that prepares students to work in human services. It also provides professional development opportunities for those currently working in human services. The program provides an environment that broadens perspectives, builds on personal self-awareness and growth, and assists students in the development of professional attitudes, skills, and knowledge for human services work. The curriculum links assignments in the field and classroom in order to explore, demonstrate and evaluate the specific knowledge, skills and attitudes/values requisite of workers in the field. The Human Services Program serves the community as an information and knowledge-base in the area of social services, building courses and certificates based on community provider and diverse community member needs.

Part I: Program Quantitative Indicators

Overall Program Health: **Unhealthy**

Majors Included: HSER

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	81	111	123	Unhealthy
2	New & Replacement Positions (County Prorated)	15	14	11	
3	Number of Majors	158	201	210	
4	SSH Program Majors in Program Classes	891	961	462	
5	SSH Non-Majors in Program Classes	573	691	195	
6	SSH in All Program Classes	1,464	1,652	657	
7	FTE Enrollment in Program Classes	49	55	22	
8	Total Number of Classes Taught	38	35	12	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	12.4	15.5	17.9	Cautionary
10	Fill Rate	70%	74%	88%	
11	FTE BOR Appointed Faculty	3	3	3	
12	Majors to FTE BOR Appointed Faculty	52.7	66.8	69.8	
13	Majors to Analytic FTE Faculty	44.9	62.2	182.5	
13a	Analytic FTE Faculty	3.5	3.2	1.1	
14	Overall Program Budget Allocation	Not Reported	\$234,041	\$94,507	
14a	General Funded Budget Allocation	Not Reported	\$215,825	\$77,203	
14b	Special/Federal Budget Allocation	Not Reported	\$0	\$0	
15	Cost per SSH	Not Reported	\$142	\$144	
16	Number of Low-Enrolled (<10) Classes	18	13	4	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	74%	67%	76%	Unhealthy
18	Withdrawals (Grade = W)	33	41	12	
19	Persistence (Fall to Spring)	66%	66%	54%	
20	Unduplicated Degrees/Certificates Awarded	18	18	7	
20a	Degrees Awarded	8	14	8	
20b	Certificates of Achievement Awarded	6	8	1	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	17	23	3	
21	Transfers to UH 4-yr	12	10	8	
21a	Transfers with credential from program	5	5	3	
21b	Transfers without credential from program	7	5	5	

Distance Education: Completely On-line Classes		Program Year			
		08-09	09-10	10-11	
22	Number of Distance Education Classes Taught	1	1	0	
23	Enrollment Distance Education Classes	27	25	0	
24	Fill Rate	90%	96%	0%	
25	Successful Completion (Equivalent C or Higher)	70%	36%	0%	
26	Withdrawals (Grade = W)	4	3	0	
27	Persistence (Fall to Spring Not Limited to Distance Education)	69%	0%	0%	

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.05	85.00	Not Met	
29	2P1 Completion	44.50	25.00	Not Met	
30	3P1 Student Retention or Transfer	55.50	68.42	Met	
31	4P1 Student Placement	50.50	73.33	Met	
32	5P1 Nontraditional Participation	N/A	N/A	N/A	
33	5P2 Nontraditional Completion	N/A	N/A	N/A	

Last Updated: November 9th, 2011

Part II: Analysis of the Program

DEMAND INDICATORS

Challenges/Weaknesses:

1. Indicators 1 & 2: There has been a steady growth in Human Service Program majors over the past 10 years - from 36 in 2001 to approximately 140 in 2011 - with one full time faculty member and Program Coordinator (Lee Stein) dedicated to the program. While this student increase is positive in terms of student interest, in the past 2 years employment opportunities have decreased significantly contributing to the student to workforce ratio resulting in "Unhealthy" demand indicators.
2. Indicator 3: 210 program majors is incorrect. In July 2010 the Human Services (HS) and Early Childhood Education (ECE) programs were separated and are now stand-alone programs. A STAR printout of HS program majors in mid-October 2011 listed 166 majors, not 210. The ECE Program Coordinator, Elaine Yamashita, identified 9 ECE majors in the HS printout which leaves 157 majors. An additional confounding issue is that approximately 20% of declared HS majors have not actually taken even one HS program course. A likely contributor to this is that Alu Like provides tuition and text costs for low-income Native Hawaiian students declaring as CTE majors. Human Services has been a favored choice even when students *actually intend* to major in Liberal Arts *and never take a HS course*. These trends inflate the number of program majors leaving little ability to ferret out the number of true program majors at any given time. These issues contribute to the "Unhealthy" Call.
3. Indicators 4-7: The above factors prevent these data from being reliable or meaningful.

Strengths:

1. While at present there are limited new employment opportunities for many HS students, those with a clear career focus (reflected by academic performance, certificate, and degree attainment) are among the most viable candidates among human services agencies that are hiring at the entry and secondary tier levels.
2. Approximately 15-20% of students enrolled in the five Certificate of Competence and the 21 credit Certificate of Completion courses, do so for CEU's to maintain professional certifications, for employment retention and advancement, and/or to enhance their professional attitudes, skills and knowledge. Many of these enrollees have baccalaureate degrees and some have advanced degrees.
3. In addition to the desire or need for certification, the high unemployment rate is driving a significant number of returning 'mature' students to consider the field of human services as a second career.

EFFICIENTY INDICATORS

Challenges/Weaknesses:

1. Indicator 11: The HS program has only 1 FTE Faculty member, not 3 as reflected here. The other 2 positions are with the recently separated ECE program. This inaccuracy confounds indicators 12 and 13.
2. Indicator 16: Each semester the HS program 'capstone' courses, HSER 193V WI and HSER 293V WI, are grouped and offered together. Although students enroll in them sequentially, there are not sufficient numbers of students to fill each class separately, even though they are capped at a combined 10 students for both courses. This enrollment limitation is a result of the intensive instructor supervision/evaluation of the internship work of each student coupled with the difficulty HS students have in completing all of the coursework to get to the capstone. This enrollment cap negatively impacts the enrollment numbers each year and will continue to do so.
3. Indicators 12, 13, 14, 15: It is unclear how the remaining indicators are impacted by the error in FTE faculty in Indicator 11 and the ratios in items 12,13 and 15. It does appear that Indicator 14 - Budget Allocation - may accurately reflect 1FTE plus program lecturer costs.
4. A major challenge for the program is the large number of declared majors and only 1FTE dedicated faculty member. One additional lecturer teaches 2-3 program courses per semester with only occasional other lecturers. **It is an appropriate time to consider the development of an additional FTE tenure track position for the program as course offerings need to be expanded to meet the needs of the increasing number of student majors.**

Strengths:

1. Indicator 9: The average class size of HS courses are steadily increasing in spite of the fact that 4 classes per year are capped at 10 and consequently "low enrolled" by design.
2. Indicator 10: The fill rate of program courses has increased significantly over the past 2 years.

EFFECTIVENESS INDICATORS

Challenges/Weaknesses:

There are a number of factors that negatively influence program persistence numbers:

1. A sizeable group of students currently work in the field of human services and take one or two courses specific to their job duties solely for professional development. These individuals have short term academic goals with no desire to persist. Many of them have baccalaureate or advanced degrees.
2. A number of students are the single parents of minor children and cannot persist from semester to semester due to family and work obligations. These students tend to return to college when their lives are more manageable, but rarely persist from semester to semester.

3. A significant percentage of students drawn to the human services program have had challenging life experiences (mental illness, addiction, trauma, domestic violence, child abuse and neglect). Some want to help others in situations similar to their own, others want to understand their own experience better. These motivations can be a benefit or barrier to academic success depending on how much healing and recovery the individual has experienced. Of this group there are some students who have sustained high levels of trauma and harm and are consequently unprepared for the academic rigor and daily requirements of the courses and often drop out without withdrawing or changing their grading option. This then makes it more difficult for these individuals to persist in their studies as it negatively impacts their ability to receive financial aid.
4. The Maui Drug Court program requires participants to obtain full-time employment or attend college full-time. Because of the economic downturn, college is often the only option for them to comply with program requirements. The HS Substance Abuse Counseling certificates and courses are a logical favorite choice for these students. **The readiness of these students for academic success is not generally favorable. It is estimated that between 15-25% of declared program majors are in active addiction recovery and/or are in Drug Court (1.5 year long program). Lack of academic readiness, recency of sobriety, social and family instability all contribute to challenges to course completion, persistence and retention.**

Strengths:

1. The successful completion rate of **76%** is a 9 point improvement over last year. Strategies have been put into place that help me to make early contact with struggling students. This results in re-engagement in class, referral to Pai Ka Mana, or Withdrawl or grade change option to CR/NC.
2. Degrees and certificates awarded increased significantly from the previous years.

DISTANCE EDUCATION: COMPLETELY ON-LINE CLASSES

Challenges/Weaknesses: There were no Completely On-line HSER courses taught.

Strengths: The program's main lecturer is beginning to explore the on-line delivery of a HS course in the future.

PERKINS IV CORE INDICATORS

Challenges/Weaknesses:

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Challenges/Weaknesses:

1. Indicator 28 - Technical Skills Attainment is at 85 with a goal of 90.05. Since students may be counted from the ECE program, it is difficult to distinguish whether this indicator is accurate or not.
2. Indicator 29 - Completion - The academic goals of students taking human services courses are diverse. Many want only 1-2 courses or 3 that comprise a certificate of competence in the area in which they work for professional development; others take 1 course every 2 years in order to fulfill the requirement to maintain their certification or license. Many of these students already have a baccalaureate or advanced degree. Some take one course every year or longer. A significant number of other students have multiple life obligations - family, single parenting of young children, full time employment - that prevent them from completing their associates degree or certificates over a number of years. A substantial portion of HS majors have special needs that can become a barrier to completing their educational goals.

Strengths:

1. Indicator 30-31 - are met by a significant amount.

ASSESSMENT OF PROGRAM LEARNING OUTCOMES - FALL 2010 AND SPRING 2011

Program Learning Outcome for HSER 270 – Substance Abuse Counseling Fall 2010

PLO # 5. Demonstrate knowledge and application of the values and attitudes of codes of ethics commonly used in the field of specialization (e.g. NOHS, NASW, CSAC, etc.)

Evidence:

a. The assessment tools and methods used to analyze the outcomes:

HSER 270 – includes an assignment designed so that students will apply the Certified Substance Abuse Counselor (CSAC) Code of Ethics to practical case scenarios and engage in active dialogue (critical thinking) to identify the ethical dilemma(s), individuals affected, identify relevant code of ethics sections, and present responses and courses of action. Students were to have come to class having familiarized themselves with the Code of Ethics. A review of the Code of Ethics preceded this activity.

Twelve students were randomly assigned to 3 groups of 4 and worked in teams over 2 class periods (5.5 hours) to allow ample time for review of the Code of Ethics, dilemma exploration, collaborative discussion and response/action development. The same *two ethical dilemmas* were presented to the groups and each group presented their process and suggested actions. These dilemmas were selected specifically because of the relatively “grey” area they occupy in ethical discourse based on practice setting perspective (i.e., correctional setting, programs committed to client autonomy, etc).

The ethical dilemmas were presented in 1-2 page written descriptions: 1) Mandated treatment for substance abuse/chemical dependency; and, 2) The propensity of group work in addiction treatment.

The instructor was available throughout the discussions to encourage even “within-group” participation and to ask critical thinking questions that might point to new possibilities if groups were stuck.

b.Describe summative evidence. See Rubric below.

ETHICAL ANALYSIS RUBRIC

LEVEL OF QUALITY

	HIGH – 3 points	AVERAGE – 2 points	LOW – 1 > Points
Gather the facts (who, what, where, when, how and why)	All relevant facts identified. Who, what, where, when, how and why were addressed. Unavailable but pertinent facts relative to the outcome were also identified.	Facts identified, but some may not be relevant to case or may be slightly misrepresented.	Some relevant facts not identified. Some misinterpretation of “facts”.
Define ethical issues	Central issues are identified and used as basis for ethical evaluation and action; other issues are identified.	Central issues are identified. Explanation adequate. Peripheral issues superficially identified.	Central ethical issues not identified accurately or completely. Major issues critical to analysis are not identified.
Identify the obligations or duties	All relative codes and laws that influence the ethical analysis are identified. Other duties not dictated by laws are considered.	Major codes and laws are identified, but some other relative issues have been missed.	Not all major codes and laws have been identified, or the relationship of those laws are not clear to the issues.
Identify the consequences of each possible action	All critical consequences are identified and connected with actions. More minor consequences are also considered.	Most critical consequences are identified, but some minor consequences are missing.	Critical consequences of actions are missing. Actions are not connected with consequences, but are random and/or superficial.
Decide on the proper ethical action and be prepared to deal with opposing arguments	Solution and analysis is logical and clearly presented at a level that reflects extensive reflection and insight.	Solution and analysis is logical and clear, reflection into depth of issues is adequate, but not comprehensive.	Analysis was not carried out sufficiently and/or is flawed. Solution may be illogical or inadequate.
Point totals			

Results of Student Learning:

The results of this PLO assessment are as follows: Grading - 9-8 points = A; 8.9-7.2 = B; 7.1-6.2 = C; >6.1 = D or F

Of the 3 student groups:

2 groups (8 Students) received between 9 and 8 points for an A grade.

1 group (4 students) received 7.8 points for a B grade.

What Was Learned:

This was the first semester this assignment was given. Students participated actively in this assignment and worked well in teams. The challenge to the grading process is the fact that some students have a more advanced ability to critically think than others about subtle

issues and unidentified but relevant considerations in each dilemma. While it was fortunate that each group had at least one of these individuals present, it is unclear how much these students "carried" the others in the group to higher grades than they likely would have earned on their own. However, having students experience the critical thinking process from other students over the 5+ hours of group collaboration is an overlooked and important part of the assignment to assess.

Planned Changes:

The program coordinator will develop a "Student to Student Learning" Rubric with the input of colleagues on the assessment committee and use it in future classes in order to evaluate its usefulness in assessing this factor.

Program Learning Outcome for HSER 110, Spring 2011

PLO # 3: Identify vulnerable populations and the historical and contemporary social conditions that contribute to their vulnerability; consider advocacy strategies to help alleviate those conditions.

Evidence:

a. The assessment tools and methods used to analyze the outcomes include:

HSER 110: Students take bi-weekly exams that cover course content as presented in the text, via PowerPoint and other handouts, service provider speaker panel presentations by chapter topic, and exam study guides. One chapter is covered each week with an emphasis on a unique vulnerable population and practice setting. Each chapter also focuses on the Ecological- Systems perspective (Person-In-Environment) that illuminates the historical and contemporary social conditions that contribute client vulnerability, and the community services and advocacy strategies that help alleviate those conditions.

b. Describe summative evidence. See Rubric below.

Analysis Rubric for HSER 110 Exams

The following rubric describes the expectations and grading for the Exams. Each of 8 exams is worth 15 points.

	Exceeds 5 - 4 pts.	Meets 3.9 – 3.5 pts.	Needs Improvement 3.4 – 3 pts.	Unacceptable 2.9 and below
Vulnerable population	Identified the majority of the characteristics of vulnerable population	Identified adequate characteristics of vulnerable population	Identified few of the characteristics of vulnerable population	Inadequate characteristics identified
Person-in-Environment conditions that contributes to vulnerability	Recognized many social conditions and historical events that contribute to vulnerability	Recognized an adequate number of the social conditions and historical events that contribute to the vulnerability	Recognized few of the conditions and historical events that contribute to the vulnerability	Inadequate conditions and connections recognized
Services and advocacy strategies to address needs	Identified a range of appropriate services and advocacy strategies for improving the lives of individuals	Identified many of the appropriate services and advocacy strategies for improving the lives of individuals	Identified a limited number of the appropriate services and advocacy strategies for improving the lives of individuals	Lack of understanding of services & advocacy needs specific to population

Exam grading:

15 – 12 Exceeds (A/B); 11.9 – 10.5 = Meets; 10.4 – 9 = Needs Improvement; > 9 = Unacceptable

Results of Student Learning (8 exam scores collapsed by student):

Student test scores ranked at the following level in attainment of this PLO:

14 - Exceeds

8 - Meets

2 - Needs Improvement

2 - Unacceptable

What Was Learned:

The post-exam analysis pointed to the need to clarify each area of assessment to determine which, if any, specific area of student learning and therefore teaching strategies need to be strengthened. The consistently weakest area of student learning was in the social/environmental impact (person-in-environment perspective) as a factor that helps explain vulnerability and informs service strategies.

Planned Changes:

Review all exams to better align test questions with content areas of focus (vulnerable population, person-in-environment/history, and service/advocacy strategies.)

Strengthen Person-In-Environment component of teaching across all vulnerable populations. Link this important focus from chapter to chapter to reinforce the concept across diverse populations and practice settings.

Part III: Action Plan

UH Maui College Mission:

University of Hawai'i Maui College is a learning-centered institution that provides affordable, high quality credit and noncredit educational opportunities to a diverse community of lifelong learners.

AS in Human Services Mission:

The Human Services program prepares students to work with diverse people across a range of human needs. The curriculum is organized around a core of courses that provide the attitudes, skills, and knowledge require of human service workers. Professional development, continuing education and certificate opportunities are offered for individuals wanting to achieve competence in specialized areas of human services.

Two degrees are offered: The Associate in Science (AS) in General Human Services degree, and the Human Services - Substance Abuse Counseling Specialization degree. Five Certificates of Competence (9cr.) and one Certificate of Completion (21cr.) are offered.

The Human Services program is aligned with the UHMC mission in that our course offerings center on providing a diverse student population with practical learning opportunities in a supportive learning environment. Our curriculum emphasizes the application of classroom learning to students' "rest of life". This makes learning come to life in ways that transform student's understanding of themselves and others - self-awareness is central to competent human service work and it often inspires desire for lifelong learning.

PERKINS IV CORE INDICATORS

Challenges/Weaknesses:

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2. Indicator 29 - Completion - The academic goals of students taking human services courses are diverse. Many want only 1-2 courses or 3 that comprise a certificate of competence in the area in which they work for professional development; others take 1 course every 2 years in order to fulfill the requirement to maintain their certification or license. Many of these students already have a baccalaureate or advanced degree. Some take one course every year or longer. A significant number of other students have multiple life obligations - family, single parenting of young children, full time employment - that prevent them from completing their associates degree or certificates over a number of years. A substantial portion of HS majors have special needs that can become a barrier to completing their educational goals.

Action Plan for Perkins Indicators:

1. Indicator 28 - Technical Skill Attainment. the program revision listed below will likely positively impact this indicator. Hopefully the ECE data will be separated from the HS data.
2. Indicator 29 - Completion. Keeping better track of students that have 2 of 3 courses toward a certificate or are near degree completion will provide an opportunity to provide support toward completion. The program coordinator already does academic advising with dozens of program majors each semester. Having this extra data will make increased supportive contact even more likely with students nearing completion.

OVERALL ACTION PLAN FOR THE PROGRAM

In addition to the specific actions planned to improve the 2 courses that were assessed, the following is planned:

1. Rewriting the SLO's, course competencies and assignments and activities to more intentionally provide a scaffolding that builds on and reinforces a set of common themes from course to course. The goal is that each course emphasize these themes building on prior learning throughout the program and therefore developing and deepening the necessary Attitudes-Skills-Knowledge base for competent work in the HS profession. This level of revision will influence course instruction strategies, learning assignments, and methods of evaluation.
2. Based on recommendations of the Human Services Advisory Committee that met most recently on October 21, 2011, the program coordinator will develop a minimum of two 300 level courses to meet the community need. These courses will include the themes referred to above and integrate with lower division courses.

Part IV: Resource Implications

The fact that the Human Services Program has more than 120 program majors and provides continuing education for a significant number of workers in the field with only one FTE faculty devoted to the program indicates a very real need for an additional faculty position. Additionally, there is a great need to develop coursework in the field of aging in order to meet the very real workforce needs that will result from imminent "silver tsunami". No agencies in our community are ready for this onslaught. The program coordinator needs another colleague to continue to grow the program in ways that get ahead of workforce needs in the community. The fields of addiction and mental health are in need of 300 and 400 level courses that provide students with best-practice, evidence-based strategies and the skill based ability to deliver them. If the program is going to continue to provide state-of-the-art educational opportunities, another faculty member with clinical expertise is imperative.

Program Student Learning Outcomes

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 across a variety of populations in diverse human service settings.
3. Identify vulnerable populations and the historical and contemporary 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 and application of the values and attitudes of codes of ethics commonly used in the field of specialization (e.g. NOHS, NASW, CSAC, etc.)

Map of Program

Learning Outcomes by Course

HSER HSER HSER HSER HSER HSER HSER HSER HSER HSER HSER

101 110 111 130 140 193/293v 245 248 256 268 270

PLO 1

2 2 2 2 3 3 3 3 1 1 2

PLO 2

2 1 1 2 3 3 3 3 1 2 2

PLO 3

3 3 3 3 2 3 2 3 3 2 3

PLO 4

2 2 2 2 3 3 3 3 2 2 2

PLO 5

2 2 2 2 2 3 2 2 1 1 3

- b. Assessment plan (grid showing plan for assessment focusing on different student learning outcome(s) each year, rolling up the annual assessments during the five –year comprehensive review)

Assessment Plan Timetable

PLO	SP 2010	F 2010	SP 2011	FL 2011	SP 2012	FL 2012	SP 2013
1					140		
2	248					245	
3			110				
4				193/293			
5		270					193/293