

**ANNUAL INSTRUCTIONAL
PROGRAM REVIEW
MAUI COMMUNITY COLLEGE
HUMAN SERVICES PROGRAM
October 2007**

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
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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 2004	Fall 2005	Fall 2006
180	180	137

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

Fall 2004	Fall 2005	Fall 2006
905	942	693

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

6. Student Semester Hours for all program classes.
Data not available.

7. FTE program enrollment

Fall 2004	Fall 2005	Fall 2006
60.34	62.8	46.2

8. Number of classes taught

Fall 2004	Fall 2005	Fall 2006
14	21	22

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

Efficiency

10. Average class size

Fall 2004	Fall 2005	Fall 2006
22.45	17.67	12.01

11. Class fill rate

Fall 2004	Fall 2005	Fall 2006
95.3	77.64	59.17

12. FTE of BOR appointed program faculty: 3

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

Fall 2004	Fall 2005	Fall 2006
90	90	45.6

14. Number of Majors per FTE faculty

Fall 2004	Fall 2005	Fall 2006
.40	.40	1.53

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 2004	Fall 2005	Fall 2006
3	5	11

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

Effectiveness

19. Persistence of majors fall to spring

Fall 2004	Fall 2005	Fall 2006
62.22	61.67	60.58

20. Number of degrees earned (annual)

2004	2005	2006
10	13	6

Number of certificates earned (annual)

2004	2005	2006
14		8

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

Data not available

Perkins core indicators (*Career Technical Education programs only)

22. Academic Attainment (1P1)

87.04% (previous: 91%)

23. Technical Skill Attainment (1P2) *

98.59% (previous: 99%)

24. Completion Rate (2P1)

11.27% (previous: 17%)

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

83.33% (previous: 89%)

26. Retention in Employment (3P2)

100% (previous: 100%)

27. Non Traditional Participation (4P1) *

12.87% (previous: 8%)

28. Non Traditional Completion (4P2) *

15.38% (previous: 6%)

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.
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.

Although there is data on Education Paraprofessional jobs, 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. Current developments in the state with Act 259 (2006 Legislature) may see a significant increase in the projected number of jobs, if the Legislature acts on the Act 259 Task Force recommendations. The Task Force is preparing its report to the 2008 Legislature which includes a plan for a voluntary, state funded program for four-year-olds with well-qualified staff in three different settings. In the next few years, the county and state may also see the baby boomers retiring, creating more replacement positions.

Challenges in *demand*

Although the demand for human services workers is there, 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 current 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. This has occurred on 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.

There has been a decline in majors in the Human Services program, from 180 to 137. Several factors impacted the number of majors.

1. Between Spring 2003 and through Spring 2006, external funding that paid for lecturers and scholarships/tuition waivers to students significantly increased the number of students in the HSER side of the program. This funding allowed MCC human services classes to be taught on Kaua'i, O'ahu, and the island of Hawai'i. Those students did not enroll for Fall 2006, as they had reached their current educational goals.
2. The Perkins funded counselor on Moloka'i was also an ED lecturer, and she directed a large number (high of 60+) students on Moloka'i to the program in both early childhood and human services. She left the position after Spring '06, and that seems to have resulted in a lower number of majors on Moloka'i.
3. A new degree in early childhood began in Fall 2006, and students have been transitioning their thinking to the new degree, which includes more education courses. The continued low unemployment rate makes it a challenge to attract students to courses that lead to jobs that are emotionally satisfying, but not financially satisfying. Act 259 includes strategies and steps to remedy this dilemma.

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. Expand offerings to meet community needs on the human services side of the program. Spring 2008, HSER 130 (Introduction to Youth Practitioner) will be offered on Skybridge for the first time. 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.
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.
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.
5. The Educational Paraprofessional demand is an area that can be developed further. One strategy is to connect with the agencies that advertise for the paraprofessionals and find out what their educational needs are. This is currently an underdeveloped market, as the ECE side has been consuming much time and energy.

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 healthy. ED 105 on Skybridge has been mentioned as being the largest interactive TV class offered by MCC in Fall 2007, with 5 sites and 34 students total.

Challenges in *efficiency*

The program has gone through a major transition in the last year. Fall 2006 saw the launch of the new early childhood education degree that is in common with Honolulu, Kaua'i, and Hawai'i Community Colleges. In this transition year, there were new courses and courses that were being phased out (FAMR 231, 232). Enrollments dropped in FAMR 231 and 232 as only the last few students needing the courses enrolled.

For "Number of classes that enroll less than ten students", the 2006 data shows 11 classes – however, that number does not coincide with the data pulled from Banner, so it is unclear why it's showing as 11.

Some classes are cross-listed, and the totals are more than 10.

Practicum classes in both the ED and HSER sides have ranged between 6 – 9 students per semester, with one ED practicum with a total of 12. The maximum is 10, but one semester saw students that really needed it to graduate, and the lecturer agreed to take on 12 students.

So, the numbers don't always reflect the actual class size, and again, the Fall 2006 count of 11 is high and not accurate.

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. In fact, one faculty noticed that with the smaller classes, there were no course evaluations that said "take this course with another instructor" while in the fully enrolled classes, there were a couple of people who marked that option.

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 5 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, making it a challenge to project

costs of expansion for the Early Childhood Education side of the program that may result from Act 259.

Strategies to improve efficiency

1. Recruitment efforts will continue with letters going out each semester to human services agencies and early childhood programs. There may be more concerted efforts on the early childhood side if legislation based on the Act 259 report includes support for higher education.
2. More courses on the human services side to meet potential youth development practitioner needs has begun with HSER 130.

Strengths in terms of *effectiveness*

Retention in employment at 100% is a strength of the program. Non-traditional participation and completion (male) have improved. Participation was at 8%, improved to 12.87%, and completion has improved from 6% to 15.38%.

Number of degrees earned hit a high of 13 in 2005. The data given shows in 2006 the number of graduates was 6. However, in the 2006 commencement program there are 9 graduates listed. 2006 data given shows 8 certificates awarded in 2006, but commencement program has 15 names listed (14 for ECE, 1 for SAC). It's unclear why there is such a disparity in number. Graduation and certificate rates for the program have been improving according to data other than the data given.

On the whole, the Perkins numbers for the program are above the standards set, except for Completion Rate (2P1).

Challenges in *effectiveness*

The program must address the decline in persistence of majors, which has continued to decline by 1% over the last three years. This may be due to more people attaining their goal, which may be just one course, or there may be other factors. Faculty will meet to determine strategies to gather information to address this area. This semester we have gathered more student information via a student information form filled out at the beginning of the semester. The information verifies what we knew anecdotally – many of our students are working full-time, with families, and taking one or two courses a semester.

Academic achievement hit a high of 91% in the previous year. The current percentage is 87.04%, still respectable, but also still a decline. Showing a very slight drop is Technical Skill Attainment, from 99% to 98.59%. Completion rate, related to degrees and certificates earned, also declined from 17% to 11.26%. Placement in employment, education, and military also showed a decline from 89% to 83.33%.

Program faculty hypothesize that the decline is due to the way Perkins numbers are collected – after the student “leaves” the college by not enrolling the following semester. With persistence ranging from 60.58% - 62.22%, students may be staying in courses after earning certificates, so this may be an anomaly.

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 96 advising appointments with students in '06-07).

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

Fall 2006 saw the approval of the Youth Practitioner Certificate of Competence (HSER 130- Introduction to Youth Practitioner, HSER 140 – Introduction to Counseling and Interviewing, IS 105B,C, D – Personal Assessment, Professional Employment Preparation, Working in an Organization – Career Exploration & Planning). This is a new arena for the human services side of the program, and HSER 130 will be offered over Skybridge for the first time in Spring 2008. The hope is that agencies will send their staff for the training and attain the certificate. Youth practitioners are not licensed, no regulations currently require training of those working with youth at risk, so this will be an action that executive directors will take if they believe that education will improve the interactions and effectiveness of their youth workers.

Fall 2006 also saw the hiring of a new early childhood faculty, Julie Powers, who has taught 9 different courses in her first year. The addition of the faculty comes at a crucial point for the program, as Act 259 may have growth implications for the early childhood side of the program.

The 2006 action plan follows, with results described.

2006 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.

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.

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. Julie Powers will be developing ED/FAMR 140 (Guidance of Children in Groups) in Spring 2008, to be delivered Fall 2008.

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). Faculty from Honolulu and Hawai'i CCs will be attending a technical assistance session in November 2007 and will share the information with Maui and Kaua'i.

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.

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.

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. Program will continue to build on this initial effort.

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. No firm start dates yet.

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.

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

Part III. Action plan

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

Additional:

- 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.
- Continue assessment work with assessment coordinator.
- Pursue technology for Hale classrooms to enhance teaching and student experience through Perkins grant.

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. There may be a critical mass – if there are five lecturers for early childhood, it may require another office either for those lecturers or for others displaced by the five sharing one office.

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.