Program Description

Human Services Program Introduction and Mission:

UHMC's Human Services Program offers two Associate in Science Degrees: Human Services - General, and Human Services - Substance Abuse Counseling Specialization.

AS in Human Services Program Mission:

The Human Services Program is a learner-centered program that prepares student to work in human services. It also provides professional development opportunities for those currently working in human services.

The Human Services Program prepares graduates to enter the social service workforce with the professional Attitudes, Skills and Knowledge necessary to succeed. The program also provides seven specialized academic certificates for those in the workforce seeking advancement or promotion in their field. As a result the program attracts an academically diverse student population – from first generation college students to those seeking Master's level continuing education units and certificates to maintain professional licensure/credentials. A significant number of program course offerings provide focused skill practice so that students are able to engage in the provision of effective client services from the first day they are hired in the field. A number of community agencies now require their current and prospective entry level employees to take a minimum 2-3 of our courses to prepare them for work with clients.

In order to meet the varied learning styles and academic preparedness of our students, we utilize proven 'best-practices' in our pedagogy including: collaborative learning techniques to engage students and enliven our classroom dynamics; Universal Design to reach students with diverse learning styles and needs; provide Service Learning opportunities and internship courses that are actually extended service learning opportunities; and focus on experiential learning that students can apply in their day to day lives.

The program offers five long-standing 9-credit Certificates of Competence (CO) in specialized areas including Substance Abuse Counseling I and II, Case Management, Dynamics of Family Violence, and Youth Development Practitioner; we also offer a Certificate of Completion (CC) in Substance Abuse Counseling comprised of 21 credits. This fall 2 new COs were added: Aging and Health Navigator. Of particular significance is that our Certificates of Competence I and II fulfill all of the educational requirements for Hawaii State Certification in Substance Abuse Counseling (CSAC). The Program Coordinator has developed an agreement with the Alcohol and Drug Abuse Division (ADAD) of the Dept. of Health that the successful completeion of these 6 courses along with the completion of their AS degree in Human Services, grants our completers 2000 hours toward the 6000 hour fieldwork requirement for certification. This provides a tremendous incentive to complete our degree as it reduces the work requirement from 3 years to 2.

Upper Division Program Coursework Development - Mission:

The Program Advisory Committee, as the result of a HS Program comprehensive Maui focused workforce needs assessment (2010 - described later in the document) indicating a clear need for upper division coursework, affirmed the following expansion of the program mission to include upper division coursework that will: *"Prepare students to provide a range of effective interventions and services to meet the needs of diverse individuals, families and groups across a variety of complex human needs, challenges and practice settings"*.

Part I. Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: HSER

Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
1 New & Replacement Positions (State)	111	123	184	
2 *New & Replacement Positions (County Prorated)	14	11	22	
3 *Number of Majors	201	210	147	
4 SSH Program Majors in Program Classes	961	462	549	
5 SSH Non-Majors in Program Classes	691	195	371	Unhealthy
6 SSH in All Program Classes	1,652	657	920	
7 FTE Enrollment in Program Classes	55	22	31	
8 Total Number of Classes Taught	35	12	17	

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
9 Average Class Size	15.5	17.9	17.6	
10 *Fill Rate	74%	88%	76%	
11 FTE BOR Appointed Faculty	3	3	3	
12 *Majors to FTE BOR Appointed Faculty	66.8	69.8	48.8	
13 Majors to Analytic FTE Faculty	62.2	182.5	84.2	
13a Analytic FTE Faculty	3.2	1.1	1.7	
14 Overall Program Budget Allocation	$234,041	$94,507	Not Yet Reported	Healthy
14a General Funded Budget Allocation	$215,825	$77,203	Not Yet Reported	
14b Special/Federal Budget Allocation	$0	$0	Not Yet Reported	
14c Tuition and Fees	$0	$0	Not Yet Reported	
15 Cost per SSH	$142	$144	Not Yet Reported	
16 Number of Low-Enrolled (<10) Classes	13	4	3	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
17 Successful Completion (Equivalent C or Higher)	67%	76%	82%	
18 Withdrawals (Grade = W)	41	12	15	
19 *Persistence (Fall to Spring)	66%	54%	66%	
20 *Unduplicated Degrees/Certificates Awarded	18	7	14	
20a Degrees Awarded	14	8	8	
20b Certificates of Achievement Awarded	8	1	8	Cautionary
20c Advanced Professional Certificates Awarded	0	0	0	
20d Other Certificates Awarded	23	3	23	
21 External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22 Transfers to UH 4-yr	10	8	17	
22a Transfers with credential from program	5	3	2	
22b Transfers without credential from program	5	5	15	

Distance Education: Completely On-line Classes	Program Year		
	09-10	10-11	11-12
23 Number of Distance Education Classes Taught	1	0	0
24 Enrollment Distance Education Classes	25	0	0
25 Fill Rate	96%	0%	0%
26 Successful Completion (Equivalent C or Higher)	36%	0%	0%
27 Withdrawals (Grade = W)	3	0	0

28 Persistence (Fall to Spring Not Limited to Distance Education) 0%   0%   0%

Perkins IV Core Indicators 2010-2011	Goal	Actual	Met
29 1P1 Technical Skills Attainment	90.10	87.23	Not Met
30 2P1 Completion	45.00	19.15	Not Met
31 3P1 Student Retention or Transfer	56.00	66.13	Met
32 4P1 Student Placement	51.00	72.50	Met
33 5P1 Nontraditional Participation	N\A	N\A	N\A
34 5P2 Nontraditional Completion	N\A	N\A	N\A

Last Updated: August 6th, 2012

Part II. Analysis of the Program

There has been significant improvement in the Overall Program Health: From last year's ranking of Unhealthy to Cautionary for this reporting period.

Demand - Unhealthy

There has been significant improvement in the Overall Program Health: From last year's ranking of Unhealthy to Cautionary for this reporting period.

DEMAND - Unhealthy

Factors that confound the 'Number of Majors' data:

Program majors for 11-12 are more accurate from the 210 reported in the 10-11 data, but still remain inflated at 147. The Program Coordinator pulled STAR transcripts on all 147 students and found that *33 have never enrolled in even one HS course*. Of that 33, 5 have not taken *any* class for more than 4 years; 6 have accumulated 20-30 or more credits without taking a HS course. In addition 5 appear to be Early Childhood Education (ECE) majors and may not have officially changed their major after the HS and ECE programs separated in 2010. If we reduce the reported number of majors, 147, by these 38 students we would utilize *a more realistic 109 majors* in the demand equation.

There is a persistent issue that can inflate HS program number of majors. Alu Like and other programs pay student tuition costs if they enroll in a CTE program whether they actually take courses in that major, or not. This may explain a significant portion of the *33 students who have not taken even one HS course*. If these 33 individuals, along with the *5 ECE students*, were removed from the HS majors, the number of 109 would be utilized. *It would help the accuracy of data if students were considered program majors only after taking a program-specific course.*

Program majors already working in the social service field should also be removed from the ratio of majors to 'new and replacement positions – county prorated'. Of the 109 recognized Human Services majors, *16 currently work in the field* of human services. These majors should be subtracted from the majors when figuring the ratio to new and replacement positions. If these 16 students plus the 33 who have never enrolled in a HS course were subtracted in this equation, we would have *93 program majors and 22 County Prorated new and replacement positions*. This would yield a more realistic and positive outlook than using the 147 reported majors.

Factors that confound the 'New & Replacement Positions (County Prorated)'

The position code (SOC Code 21-1093) used to estimate the number of Social Service and Human Services Assistants (County Prorated at 22) does not take into account many social service positions available to our program majors, especially those who have completed the specialized certificates offered by the program. Last year 4 of 12 practicum students were hired by the agency where they interned. All 4 students had taken the coursework that comprises our Substance Abuse Counseling certificates I or II, or both. These positions do not fall under SOC Code 21-1093. *Not considering all employment opportunities available to our students results in an inaccurate and negative picture of actual Program Demand.*

The inflated number of program majors combined with the inaccurately low representation of "acutal" positions available to program majors, paints an inprecise and negative picture of program demand.

Demand Strengths:

There is a strong demand for the coursework offered by the Human Services Program from students as well as social service agencies supporting their staff in increasing their skill and knowledge base to better meet the complex needs of community members seeking help. This is represented in the number of majors and their SSH count of 549 as well as in the SSH Non-Majors in Program Classes count of 371. The non-major numbers likely account for the numerous students who enroll in our courses in order to receive continuing education units to maintain their licensure/certification. For example, CSAC's must receive 40 hours of substance abuse related coursework every 2 years. Our substance abuse counseling courses fulfill this requirement for many counselors.

Demand Challenges:

In addition to the innacuracy of the data supplied in this section, the Program Coordinator is the only FTE faculty in the program. Two lecturers are relied upon to meet the increasing demand for program courses. An additional FTE faculty member is needed to sustain our current efforts and meet emerging demands for program growth.

EFFICIENCY - Healthy (Improved from Cautionary last reporting period)

Efficiency Challenges

Factors that Confound the Efficiency Indicators

Unfortunately part of the reason that the rating was raised from "Cautionary" to "Healthy" may be attributed to a data error rather than an actuate ratio. The 3 FTE BOR Appointed Faculty is incorrect. The number was correct prior to the Early Childhood Education and Human Services Program separation. ECE has 2 BOR appointed faculty members. Human Services has only the Program Coordinator. This renders the Majors to faculty data ratios inaccurate.

Number of Low-Enrolled (<10) Classes

While this number was reduced from 4 to 3 since last report year, 2 courses offered each semester, practicum course 1 and 2, have a combined cap of 10. While some semesters the cap is raised to accommodate more students ready for their internship, often there are 8 or 9. This will likely be the case into the future.

EFFECTIVENESS - Cautionary (Improved from Unhealthy last reporting period)

Effectiveness Strengths

The data supporting this improvement in rating is noteworthy.

Successful completion rates increase from the prior reporting period of 76% to 82% this period and *Persistence* rose from 54% to 66%.

Unduplicated degrees/certificates awarded doubled from 7 to 14.

Degrees Awarded remained constant at 8.

Certificates of Achievement Awarded rose dramatically from 1 to 8.

Other Certificates Awarded rose from 3 to 23.

Transfers to UH 4-year increased from 8 to 17.

Transfers with credential from program went from 3 to 2. It is believed that students are running out of financial aid at the lower division and are accepted provisionally into baccalaureate programs without their AS degree.

Transfers without credential from program tripled from 5 to 15. This is explained in the above item.

For over a year the HS Program Coordinator has been spending increasingly more time advising program students to help them remain on track with their short term academic goals of earning certificates on the way to the AS degree. This is visibly increasing student motivation, the result of which is reflected in the above numbers.

Perkins IV Core Indicators

#29 1P1Technical Skills Attainment - "not met". However because this indicator measures "employment in a related field after graduation" it does not take into account the number of program students who are already employed by human service agencies while earning their certificates or degree. As mentioned in the Demand portion above, 16 current majors are already working in the field while they achieve their academic goals. This represents a significant percentage of our program majors (10-20% - varies by year). There was no "actual" data supplied to analyze whether the numbers increased from last year or were lower. However, if these working students were accurately identified, our data in this element would appear much healthier. *The Program Coordinator will investigate if there is a way to have this information entered into the Perkins Data so it will be more accurate in future reviews.*

#30 2P1 Completion - "not met". This indicator examines whether program majors "complete a state or industry recognized certificate/license". In the review of the 147 students listed as program majors, it was noted that students had "earned" 12 Certificates of Competence that were not entered on their STAR transcripts. Seven (7) students earned the CO in Case Management; 3 the CO in the Dynamics of Family Violence; and 2 the CO in Substance Abuse Counseling I. Each of these certificates is recognized by industry to represent an important level of competence and many students are hired based on these certificates. *The Program Coordinator will work with the Counseling Dept to ensure that these certificates are entered into the STAR transcripts at the completeion of each semester. Because our academic counselors have such burdensome student loads, the Program Coordinator will ask to receive the training necessary to enter these accomplishments at the end of each semester.*

Part III. Action Plan

The Human Services Program Coordinator and Advisory Committee work closely to ensure that the program courses and curricula prepare students for workforce demands that await them. The action plan for the last review included the request by the committee for the development of at least two 300 level courses

that meet emerging funding requirements for staff training. We actually developed four 300 level courses this current (F12) semester that will be offered in 2013 and will be meeting with the committee in November to discuss other course development needs. One possibility that we have discussed is bringing a series of 1 credit (15 class hour) courses to meet specific agency accreditation requirements. These courses could be taught at the agency location to maximize efficiency for staff. More and more the HS program is viewed as a professional training resource for agencies. This would be an innovative way to meet our workforce needs. .

The process of PLO assessment has prompted us to revise 80% of our existing course SLOs. We are now working on developing assignments that can be more objectively and accurately assessed. This will be an ongoing process. The Program Coordinator and 2 lecturers have begun to meet to work on this effort and have already made significant progress. We will collaborate with other faculty members Assessment team members to continue to improve our assessment process. It is clear that as we revise SLOs and revise assignments to better assess their attainment, the better our students do in our classes. We have learned that many of our assignments had confusing elements that frustrated our students. Fortunately students readily express their frustration and we immediately take steps to reduce their frustration and clarify the assignments. Our main lecturer gives extra credit points to students who give valuable feedback on her assignments and presentations that will improve her strategies. Removing unintended barriers that we sometimes unwittingly create for students has become a major goal of the program. Continuous assessment of our coursework is essential to our effectiveness. We embrace the process wholeheartedly.

Human Services Program Alignment with UHMC Mission, Vision and Strategic Plan

The Human Services Program mission is in alignment with the UHMC Mission and Vision Statements and meets UHMC Strategic Plan Goal 2, Objective 1, Action Strategies 2, 7, 10, 11, 14 and 15.

Goal 2 Objective 1-Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.

- Action Strategy 2 - Expand training and workforce development programs, in coordination with county, state, and industry economic initiatives.
    - *County and state funders of social service agencies were interviewed and surveyed to better understand service delivery requirements for local Purchase of Service contracts. This information will inform curriculum development.*
- Action Strategy 7 – Cooperate, as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the University of Hawai`i Center, Maui.
    - *A collaborative agreement has been proposed between the UHMC Human Services program, the UH Manoa BSW program, and the UH West Oahu BASS program to share courses in order to maximize offerings and avoid possible duplication.*
- Action Strategy 10 - Facilitate dialogue and discussion with business and community partners to better serve workforce needs.
    - *An extensive survey has been distributed to over 80 administrators, supervisors and direct service staff members of non-profit and funding agencies on Maui seeking input on emerging trends and staff educational and training needs to meet existing and future work*

> *demands. Focus groups were held throughout the month of August and into early September 2010 to further elicit input.*

- Action Strategy 11 - Determine the need for emerging specializations in the workplace; create partnerships between college and community representatives to address new program initiatives.
    - *The abovementioned surveys and focus groups yielded valuable information in this area.*
- Action Strategy 14 - Partner with the community to identify educational and training needs and to determine how the College can best meet those needs.
    - *Addressed by surveys and focus groups and in ongoing conversations with the Advisory Committee.*
- Action Strategy 15 – Develop appropriate sustainable baccalaureate degrees.
    - *The proposed upper division coursework will fill an established need for an academic degree developed to meet the specific workforce demands for clinically competent workers in the field of human services. This need for skilled employees, coupled with the current lack of a skill based four-year degrees, will create student demand adequate to sustain this effort.*

Perkins IV Core Indicators

Two of the 4 Indicators were met -31 3P1 - Student Retention and Transfer and and 32 4P1 - Student Placement.

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Part IV. Resource Implications

The HS Program has enough majors - estimated at 98 by the Program Coordinator and 147 in Demand data - to require 2 FTE faculty positions. However, the Program Coordinator is the only FTE faculty member

the program has ever had. One lecturer has taught 1-3 program courses for the past 7 years with only an occasional additional lecturer taking on another class.

The lack of adequate faculty in the program negatively impacts the ability of the program to offer enough courses for students to complete their major in a timely manner. This has become a real problem with clear persistence and retention implications. Often students have to wait a semester or in some cases, a year, before a course they need is offered. This is hurting the program's ability to meet established community workforce needs and provide what our students need to graduate and get into the workforce.

The HS Program Coordinator has had the great benefit of hiring a FTE Educational Specialist in July 2012 with RDP funds that expire in April 2013. We are hoping for a 1 year no-cost extension to be granted as adequate monies remain available. Since this individual have been on board, we increased course offerings by more than one-third this fall semestser and will offer even more in Spring 2013. Having a partner in program development for the first time in 11 years, we have been able to revise nearly all of the existing curriculum and add 4 new upper division (300 level) and 1 new lower division courses as well as 2 new specialization certificates in just 5 months.

There is an established need on Maui for a locally offered baccalaureate degree in Human Services. Until permission is granted to go forward with that idea, the Program Coordinator, with strong support from her Community Advisory Committee will continue to develop upper division coursework to meet the needs of our service providers and professionals in the field. At our October 2011 Advisory Committee Meeting, administrators collectively indicated that they had a current need for 78 baccalaureate degreed individuals in the next few years due to funding sources requiring more educated staff to meet the increasingly complex needs of those seeking social services. In 2010 the HS Program Coordinator submitted an Authorization to Plan document indicating the need for a UHMC Bachelor of Applied Science Degree in Human Services. However, due to system issues the plan was not forwarded on. There is a clear community need for a Maui based BAS HS degree. The program has adequate majors to develop a 2+2 program. There are jobs waiting in the community. We are developing upper division coursework to meet the specific needs of our agencies. If the resources were provided for another FTE faculty position, the Human Services Program could play a huge role in upgrading the ability of our service providers to secure more funding and upgrade their current paraprofessional staff to advance in their careers, and baccalaureate graduates to secure high paying jobs in the field.

If a second faculty position were created for the HS Program, there is no doubt that our program majors would increase, as would course offerings that would increase students persistence, retention, degree attainment and gainful employment.

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
1	No	Demonstrate the attitudes, skills and knowledge of best-practice strategies across a variety of populations in diverse human service settings.
2	Yes	Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.
3	No	Identify vulnerable populations and the social conditions that contribute

Assessed this year?	Program Student Learning Outcomes
	to their vulnerability and consider advocacy strategies to help alleviate those conditions.
4 Yes	Develop self-awareness of personal values, interpersonal styles, strengths and challenges that influence the development of professionalism.

A) Evidence of Industry Validation

HS Program Comprehensive Community Provider Needs Assessment

In July 2010, the Human Services Program Coordinator developed a comprehensive narrative-answer needs assessment survey to gather input on workforce needs for upper division coursework. The survey was sent 90 program administrators, supervisors and direct line staff of Maui agencies. Thirty-nine narrative responses were received, clearly affirming the need for skill-focused upper division courses, certificates, and support for a baccalaureate degree in Applied Human Services. This information has informed much of the progress made in curriculum development listed in the "Next Steps" secion of this report.

The Human Services Program Coordinator is in regular contact with various members of the Advisory Committee. There are regular annual meetings each fall semester and sub-committees meet as important commuinity issues arise. The Advisory Committee is comprised of administrators or supervisors of 18 commuinity based social service agencies (listed below). This represents the inclusion of industry leaders across diverse practice areas to maximize the ability of the program to meet and anticipate needs for coursework and to help professionals maintain licensure and credentials. The Advisory Committee approved 5 Program Learning Outcomes at a meeting in October 2009. Those 5 PLO's were revised and reduced to 4 through member afirmation in September 2012. A significant number of these members speak on panels in at least 4 of our courses.

The following individuals comprise the Human Services Advisory Committee:

Deborah Arendale, Executive on Aging, County of Maui Office on Aging

Maude Cumming, Executive Director, Family Life Center

Frank Cummings, Regional Director, Mental Health Kokua

Jud Cunningham, CEO, "Tri-Agency" - Aloha House, Malama Family Recovery, Maui Youth and Family Services

Sheri Daniels, Administrator, 2nd Circuit Judiciary Drug Court

Ernest Delima, Administrator, Adult Probation, Judiciary 2nd Circuit

Rudy Esquer, Grants Management Administrator, County of Maui

Lucy Feinberg, Regional Director, Parents and Children Together

Colin Hanlon, CEO, Boys & Girls Club

Tony Krieg, CEO, Hale Makua

Iris Mountcastle, Maui Director, Queen Liliʻuokalani Children's Center

Venus Rosete-Hill, Kamehameha Schools

Daryl Selman, Director of Quality, Aloha House, Malama Family Recovery, Maui Youth and Family Services

Elladine Olevao, Maui Section Administrator, Child Welfare Services

Margot Sneed, Domestic Violence Program Coordinator, Parents And Children Together

Napualani Spock, Workforce Development Director, Hawaiʻi Primary Care Association

Sue Stone, Mental Illness and Substance Abuse Coordinator, State of Hawaii, Adult Mental Health Center

Becky Woods, CEO, Ka Hale A Ke Ola Homeless Resource Center

Human Services Instructors and Courses Teach Best Practices in the Helping Professions

- The HS Program Coordinator remains abreast of best-practices in the field of human services and social work and infuses new evidence into course curricula.
- The Human Services Program Advisory Committee members let the Program Coordinator know when their funding sources require an emerging "promising practice" or "best practice" in their area of expertise. These developments are infused in appropriate course content.
- HS courses are informed by the Codes of Ethics for Human Service Professionals, Case Managers, and Social Workers. These Codes provide the foundation for Attitudes, Skills and Knowledge that is included in course curricula.

B) Expected Level Achievement

Students taking HS program courses represent a wide range of academic preparedness, from first generation college entrants to Master's level professionals seeking Continuing Education Units for licensure. Therefore the expected level of student achievement varies significantly. Because the content of our courses is to teach students to work with diverse populations in need of services, we teach "client centered" best practice strategies that are individualized to meet the unique needs of clients. Similarly, we use student centered best practices in our teaching and our expectations of achievement. For first generation college students we use the strengths-perspective to help them access a sense of hope and possibility that they can succeed. We see student needs on an individual basis and attempt to provide what each student needs. We stay connected with our students from semester to semester and continue to engage their sense of possibility. This has proven effective as we see students gain confidence in their abilities from semester to semester. When we have a Master's level individual in our classes we work with them to make sure that they are stimulated in meaningful ways through higher level individualized assignments. Our hope is that each student stretches to reach their desired level of achievement and that each student is able to bring the attitudes, skills and knowledge they have gained into their day to day lives. Student satisfaction, a drive to become life long learners, the ability to think critically and be self- and other aware are some of the qualitative measures that inform our expected level of achievement.

PLO ASSESSMENT GRID - Program Learning Outcome Emphasis by Course

PL0	101	110	111	130	140	195V	245	248	256	268	270	295V
1	2	2	2	2	3	3	3	3	1	1	2	3
2	2	1	1	2	3	3	3	3	1	2	2	3
3	3	3	3	3	2	3	2	3	3	2	3	3
4	2	2	2	2	3	3	3	3	3	2	3	3

PLO Assessment Plan Timetable

PLO	S 2010	F 2010	S 2011	F 2011	S 2012	F 2012	S 2013	F 13	S 14	F14
1				245					248	
2	248						295V***			
3			110			195V**				130
4					140			256		
5*		270								

*PLO 5 deleted and combined in PLO #2 by Advisory Committee Sept. 2012

**course number changed in F 2102 from 193V

***course number changed in F 2012 from 293Vπ

<center>Program Learning Outcome 1 Assessment - Fall 2011</center>

<center>HSER 245 – Group Counseling</center>

PLO #1: Develop interpersonal skills that build appropriate, collaborative and respectful relationships with fellow students, clients and professionals in the community.

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

Skill-Development Assignment:

This course is skill development focused and provides students with practice opportunities to apply effective counseling, interpersonal and communication skills in a group setting. Students participate in a minimum of 25 brief (15 minute) group counseling practice sessions to build components of learning that become increasingly more complex. Of these practice sessions, 20 are facilitated by students and 5 by the instructor. In this way students can learn from both being a group member and group facilitator. Over the course of the semester, the instructor observes and provides written feedback to each student of their facilitation role in 5 co-facilitated group sessions. The feedback specifically evaluates specific attitudes and basic counseling skills that promote effective communication and collaborative, respectful relationships. At the end of the semester the students then write a self-reflection paper based on this cumulative written instructor feedback over the semester. They then add their personal evaluation of their progress throughout the semester based on the components of the instructors evaluation tool.

b. Describe summative evidence. See Rubric below.

The rubric is provided to students in the syllabus so they are aware of course expectations and grading methods from the beginning of class. The rubric is based on a point system of grading with 100-90% = A; 89-80% = B; 79-70% = C; 69-60 = D; 59 > = F

Skill Development Expectation and Grading Rubric – 40 Points Possible

Expectations	Exceeds	Meets	Needs Improvement	Insufficient
Skill Development Practice demonstrated basic competency in all skills over the semester (see teacher feedback).	**A-B** All skills demonstrated at an above average level of competency.	**C** All skills demonstrated at an average level of competency.	**D** Use of some skills not evident and/or below average in skill competency and/or no improvement in some or all skills over the semester.	**F** Continued difficulty improving skills or very uneven performance.
Self-Assessment and Reflection on Skill Building Thoughtful and specific discussion of self-assessment of skill demonstration. Skill improvement, strengths and needed	**20 – 16 points** Paper includes thoughtful and specific discussion of skill building throughout the semester. Strengths and challenges are explored.	**15.5 - 14 points** Provides basic awareness of skill development. Some strengths and challenges are included.	**13.5 - 12 points** Reflection paper shows some self-awareness and/or is not consistent with skill practice feedback. Few specifics related to strengths or needs.	**>12** Reflection is overly general and not linked to skill practice feedback.

improvement discussed.

Planning Guide	10 – 8.5 points	8 - 7 points	6 points	>6
Planning document was thorough; individual and co-written sections included all information. Plan was carried out in group practice.	Thoughtful planning that was then carried out in practice group sessions. Excellent collaboration evident in sessions.	Planning adequate and was generally adhered to with collaboration between facilitators evident.	Deviation from the plan evident. Little evidence of collaboration between co-facilitators	Planning was not sufficient and/or group facilitation did not resemble plan. Few signs of preparation or collaboration.

Organization	5 – 4.5 points	4 – 3.5 points	3 -2.5 points	2>
Paper is clearly organized and includes expected information.	Information is thorough and well organized with clearly constructed paragraphs related to expected content.	Information is adequately organized and all elements are addressed.	Information is somewhat organized generally unclear.	Information is poorly organized and important elements are missing.

Format, grammar and spelling correct, length of paper	3 points	2 points	1	0
	Grammar, format, spelling, length of paper, etc. expectations are followed.	Grammar, format, spelling, etc. are adequate.	Some errors in format, grammar, spelling;	Writing does not meet collegeexpectations.

2 points	1 points	.5 points	0

Late papers will lose 2 points per day late.

Instructor Feedback:

Results of Student Learning:

a. The results of this PLO assessment   - 16 of 17 students completed the assignment and the class. 1 Did not complete either.

12 - Exceeds (75%)

 4 - Meets (25%)

b. What have you discovered about student learning?

Over the course of the semester the students progressed significantly in the development of effective, appropriate, collaborative and respectful relationships as demonstrated in their group practice sessions. Student feedback on the effectiveness of the assignment is something the instructor has not yet asked for and will be an added element in the future.

Planned Changes

a. Planned pedagogical or curriculum change to improve learning include:

A future improvement is that next time the course is offered students will be given an opportunity to rate this, and all course assignments. It is hoped that this will provide important feedback on how helpful the assignments were in relation to student internalization of the skills and concepts and achievement of the course SLOs and relevant PLOs. Students will also be asked for suggestions of ways to make the assignment more meaningful. This will inform the revision of the assignment and work toward the continual quality improvement of the assignment and student learning.

While this assignment is continually revised by the instructor after each semester, the Program Coordinator and instructor now collaborate at the end of each semester to discuss student progress in general, and examine assignments specifically to tighten them up and make them more effective. This process will continue and we will ask the Social Sciences Dept. Chair (who is on the Assessment Committee) for input as well.

b. This PLO assessment supports the current HSER program goals and future planning by developing a continuous process to improve a specific assignment and creating meaningful evidence of student learning. This aids the program in its' continuous program improvement process.

c. The current process for assessing PLOs and adjusting assignments as results are analyzed does not require more resources. However, the instructor and Program Coordinator will continue to meet with other colleagues to explore new ways to improve our assessment process.

Program Learning Outcome 4 Assessment for Spring 2012

HSER 140 - Introduction to Counseling and Interviewing - Assessment of PLO #4

PLO #4: Develop self-awareness of personal values, interpersonal styles and challenges that influence the development of professionalism.

Two sections of this course were offered in the Spring 12 semester due to high demand. For the purposes of this assessment, both class evaluations were combined with 29 students completing the assignment.

Assignment Background: Self-awareness of the personal attitudes, values and beliefs that students bring to their work in the helping professions is crucial. This awareness includes attitudes, values and beliefs that students may not yet be fully aware of yet will likely influence their ability to be sufficiently objective (bias free) and "client centered" in their work with others. There are clear best-practice standards in the field of counseling that provide frameworks that encourage the "professional use of self". The goal of this assignment is guide students toward the development of this foundation of professionalism in our first skill practice based course.

Assignment – Developing Self-Awareness – Initial Assessment

Evidence:

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

This initial self-awareness assessment involves specific attitudes, values and underlying beliefs inherent in client-centered work focusing on the Strengths Perspective and other core attitudes and values fundamental to evidence-based counseling practice. The foundation for this content is presented in the prerequisite course and is thoroughly reviewed in the first weeks of this course to reinforce the concepts. The students rate the degree to which they have internalized specific values, describing how they arrived at the specific rating; they then apply these values in written form responding to sample client situations. They are then asked to consider and write their next small step toward more fully embracing this attitude/value. The rubric below is provided with the assignment to inform students of grading expectations and to encourage them to evaluate their effort before handing it in. The instructor asked students who may need clarification to contact her. Total number of points earned determine the grade. A scale of 100-90% = A; 89-80% = B 79 - 70% C; 69-60 = D; below 60 = F. This grading scale fits the expectations listed in the grading rubric.

The purpose of the assignment is to evidence the ability to compare and contrast professional attitudes and values with one's own. The goal is not to convince oneself or the instructor that the attitudes/values have been internalized.

b. Describe summative evidence. See Rubric below.

Unfortunately the formatting of the rubric was changed in the process of cutting and pasting it into this document and could not be adequately corrected.

Self-Awareness Assignment

Expectations and Grading Rubric

	Exceeds A-B	Meets C	Needs Improvement D	Insufficient F
Rating and discussion of integration of strengths perspective values into personal / professional values	Rating and discussion indicate thoughtful consideration and reflect a high degree of self-awareness. 10 – 8 points	Rating and discussion is adequate and reflects developing self-awareness. 7.75 – 7 points	Rating and discussion discussion is vague and reflects lack of clarity and/or understanding of attitudes/values or self-awareness. 6.75 - 6 points	Lack of detail and/or connection between values and self-awareness. 5.75 -1 points
Choices of attitudes and values appropriate in client situations	Core values chosen clearly demonstrate the appropriateness of specific values to be expressed in unique client situations. 5 – 4	Adequately identified some of the core values/attitudes appropriate to situations. 3.75 – 3.5	Few values were recognized as important in potential client situations. 3.4 – 3	Values did not match client scenarios, or the same values were used in many scenarios. 2.75 - 1
Discussion of why and how specific attitudes and values were important in the situation	Discussion indicates student recognition of potential impact on a "client" of the expression of chosen attitudes and values in specific situations. 5 – 4	Discussion indicates a general understanding of why specific values are needed in specific client situations. 3.75 – 3.5	Discussion does not communicate an understanding of why specific values might be needed when in specific situations when interacting with clients. 3.4 – 3	Inadequate discussion and few connections made. 2.75 - 1

Discussion of "next small step" in developing attitude, value	Describes 1 or 2 steps toward development. The link between the proposed step and the attitude value are congruent. 5 – 4	Describes step(s) with adequate link to attitude, value 3.75 – 3.5	Step(s) identified are vague and general and not adequately linked to attitude, value 3.4 – 3	Step(s) identified did not appear related to the attitude, value or no steps were identified. 2.75 - 1
Points earned				

Instructor Feedback:

Results of Student Learning:

a. The results of this PLO assessment represent 29 students that completed the assignment from two course sections:

    21 – Exceeds (73%)

    8 – Meets (27%)

b. What have you discovered about student learning?

The initial assignment instructions were complex and somewhat unclear. As a result many students did not do the assignment as intended. The instructor apologized for the confusion and frustration the students expressed and asked them to resubmit after clarifying the instructions with ample time to complete allocated. In the process of reintroducing the attitudes and values the instructor utilized examples (not included in the assignment) and facilitated small group discussions about how to apply these in different client scenarios. Students were also asked to discuss among themselves how those attitudes and values compared with their own. This proved very helpful and students did quite well on the second attempt. While the focus of this assignment is consistent with the expectations of the class, the assignment will continue to be clarified further for future use.

Planned Changes

a. Planned pedagogical or curriculum change to improve learning include:

i. Six core values of the strengths perspective will be utilized in this assignment in the future rather that leaving it more open ended.

ii. As part of the in-class preparation for this assignment, additional values will be assessed in a practice sample so that confusion regarding the assignment can be clarified in class before actual work begins on the assignment. This will provide an opportunity for students to reflect on and practice the application of these additional values via this process so that the learning can be internalized and the concepts can be used in their day to day lives when interacting with others.

iii. Student evaluation of the assignment will be incorporated in the future to move closer to closing the loop on assignment assessment.

iv. While this assignment is continually revised by the instructor after each semester, the Program Coordinator and instructor now collaborate at the end of each semester to discuss student progress in general, and examine assignments specifically to tighten them up and make them more effective. This process will continue and we will ask the Social Sciences Dept. Chair (who is on the Assessment Committee) for input as well.

D) Assessment Strategy/Instrument

The 2 courses assessed in the period of this review are both counseling skill development courses. Unlike Math and other areas where grades items are either right or wrong, courses that evaluate attitudes and skills necessarily must have different and more qualitative evaluation criteria. Development of grading rubrics is challenging, and we continue to work toward more objective and measurable criteria. This is an evolving process. All grading is done on a point scale with 100-90% = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 & below = F. Please refer to the PLO Assessment section for specifics.

E) Results of Program Assessment

Results of Program Assessment

PLO 1 – HSER 245 Fall 2011 – of 16 students completed the assignment and course.

Exceeds	Meets	Needs Improvement	Insufficient
A – B	C	D	F
12 or 75%	4 or 25%		

PLO 4 – HSER 140 Spring 2012 – of 29 students in 2 sections that completed the assignment and course.

Exceeds	Meets	Needs Improvement	Insufficient
A – B	C	D	F
21 or 73%	8 or 27%		

Refer to PLO Assessment for more detail.

F) Other Comments

Human Services Program Coordinator (Lee Stein) Contributions to the Community

- Lee Stein is the Principal Investigator of the Hawaii Child Welfare Continuous Quality Improvement Project housed at UHMC. With release time of 1 course per semester, she supports 5 staff - 3 on Maui and 2 on Oahu - who provide external quality assurance for Child Welfare (Protective) Services statewide. The efforts of this project, in close collaboration with CWS over the past 7 years, has contributed to: significant qualitative and quantitative advances in child safety; reductions in unnecessary Foster Care placements; and has supported early prevention and intervention efforts that have built family strengthening early intervention efforts across the state that help familes become more healthy and resilient.
    - Actively participates on the Maui Economic Opportunity Advisory Council for the B.E.S.T Program - a reintegration program for offenders re-entering the community.
    - Serves on a UHMC - Judiciary/Drug Court task force to help improve the possibility of Drug Court participants succeeding in coursework at UHMC.
    - Provides pro-bono consultation to the 2nd Circuit Judiciary Family Court Drug Court regarding complex issues facing clients with addiction.
    - Provides pro-bono expert testimony in Family Court regarding Domestic Violence issues.

Malama Lahui Kanaka -To Serve Humanity. The Human Services Program Coordinator has been the faculty advisor to the Human Services Club for 6 years. This provides program students the opportunity to engage in Service Learning Projects, develop leadership skills with close mentorship, and make significant contributions through social service agencies to some of Maui's most vulnerable community members. Over that 6 year period club members have raised over $5,000 for specific projects for "adopted" agencies. Club projects have inspired many students to begin or continue to volunteer at programs that they feel a commitment to. These kinds of activities sponsored by the HS Program develop a sense of self-efficacy in our students - the sense that they can make a difference in their community. This value of service to others is central to the helping professions.

Mentoring - The Coordinator is continually looking for students who have often unrecognized yet extraordinary potential for academic success to mentor. These students are generally overcoming great challenges in their lives yet they have survived brilliantly, accessing resources within themselves and in the community to come to college. These students are encouraged to see themselves in a new light that includes bringing their persistence in the face of significant barriers to open doors they never imagined possible. Out of 7 club presidents over the years, 2 students showed extraordinary potential. When they approached graduation from the program both of these students were nominated by Lee and have received the highly coveted Jack Kent Cook Foundation Undergraduate Transfer Scholarship (the only recipients in the UH CC system). Krista Dusek graduated with her AS in Human Servicves in 2005 and went on to UH Manoa to the Bachelor in Social Work Program. She then received the JKC Graduate Scholarship in 2008 and was accepted into the highly ranked UT Austin Master in Social Work Program where she graduated in 2010 (Lee attended her graduation). She now works for Communities in Schools of Central Texas as the Site Coordinator At Manor High School, a large school for at-risk students. She supervises 5 staff members, 2 college interns supporting 1,200 students. Lee and Krista maintain regular contact.

Stephanie Harrison was the second JKC nominee who received support to transfer from the HS Program to the UHWO BASS Program. She will graduate in Spring 2013 with her BASS degree and is in the process of applying for the JKC Graduate scholarship. Her interest is in Clinical Psychology and she has applied to

UH Manoa and UT Austin. The Lee is supporting Stephanie in this next step toward realizing her academic and career dreams.

G) Next Steps

Action Plan:

HS Program Coordinator's continued collaboration with and accountability to Industry.

The Program Coordinator and Advisory Committee will meet in November 2012 to review program and service provider developments and begin to plan for future course/professional training developments.The Advisory Committee is appraised of assessment improvements and each member is given a copy of the Program Review to be kept abreast of program developments.

- Agenda items include brainstorming about persistence and retention rates with Advisory Committee.
- Emerging needs in the community.

Program developments since last review:

As a result of the college wide effort to improve program and course assessment, the HS Program Coordinator, with support and input from the Advisory Board, has begun implementing widespread changes that will enhance our assessment efforts and lead to evidence that will increase our student and program success.

- The Program Learning Outcomes have been reduced from 5 to 4 with approval of the HS Advisory Committee
- The course SLOs for 10 existing HSER courses have been revised to meet new assessment guidelines of 3-5 SLOs with 4-5 Competencies.
  - o Course SLOs now build important themes from course to course throughout the curriculum providing the scaffolding for higher level of attitudes/values, knowledge and skill attainment in our students.
  - o This has challenged the Program Coordinator and lecturer to revisit all course assignments. This is an ongoing process that will continue for some time.
- As a result of recommendations of the HS Advisory Committee, one lower division Aging course and four 300 level courses have been developed to meet the more advanced needs of the workforce. They will be approved by the Curriculum Committee and Academic Senate in November 2012.These courses begin the beginning of the program meeting the upper division needs of our community social service agencies and workers. The courses are:
  - o HSER 345 - Diversity in Aging. This course represents the development of an Aging track in the program.
  - o HSER 245 - Human Service work with the Older Adult was developed as the foundation for the upper division course.
  - o HSER 365 - Motivational Interviewing
  - o HSER 360 - Trauma Informed Care

- o HSER 350 - Women and Addiction: Why Gender Matters
- Two new Certificates of Competence (9 credits) were developed and will be approved by the Curriculum Committee and Academic Senate in November 2012:
  - o Certificate of Competence in Aging
  - o Certificate of Competence in Health Navigation

Planned pedagogical or curriculum change to improve learning include:

- More specialization certificates will be developed - especially in aging.
- Additional Aging courses will be developed.
- A continued effort will be made with both program lecturers to tighten up assignments and assessment strategies. We will meet during the week after classes end in December and again during the holiday break to strategize assignments and assessment for Spring classes.

- HSER 245 per PLO assessment improvement plans:
  - o A future improvement is that next time the course is offered students will be given an opportunity to rate this, and all course assignments. It is hoped that this will provide important feedback on how helpful the assignments were in relation to student internalization of the skills and concepts and achievement of the course SLOs and relevant PLOs. Students will also be asked for suggestions of ways to make the assignment more meaningful. This will inform the revision of the assignment and work toward the continual quality improvement of the assignment and student learning.
  - o While this assignment is continually revised by the instructor after each semester, the Program Coordinator and instructor now collaborate at the end of each semester to discuss student progress in general, and examine assignments specifically to tighten them up and make them more effective. This process will continue and we will ask the Social Sciences Dept. Chair (who is on the Assessment Committee) for input as well.
- HSER 140 per PLO assessment improvement plan

- Six core values of the strengths perspective will be utilized in this assignment in the future rather that leaving it more open ended.
- As part of the in-class preparation for this assignment, additional values will be assessed in a practice sample so that confusion regarding the assignment can be clarified in class before actual work begins on the assignment. This will provide an opportunity for students to reflect on and practice the application of these additional values via this process so that the learning can be internalized and the concepts can be used in their day to day lives when interacting with others.
- Student evaluation of the assignment will be incorporated in the future to move closer to closing the loop on assignment assessment.

- While this assignment is continually revised by the instructor after each semester, the Program Coordinator and instructor now collaborate at the end of each semester to discuss student progress in general, and examine assignments specifically to tighten them up and make them more effective. This process will continue and we will ask the Social Sciences Dept. Chair (who is on the Assessment Committee) for input as well.

Targeting Persistence and Retention Rates

- While these rates have improved considerably since last review period, the Program Coordinator will meet the Academic Counselors and Department Chairs to discuss strategies to implement that may continue to improve these rates.

Work to improve the accuracy of the data that is used to rate Overall Program Health and Perkins data.

With more accurate numbers the program rating would improve in the areas of Demand, Effectiveness and Perkins indicators. The Efficiency indicators were rated Healthy this report year because 3 FTE faculty were counted when there is only one. While reducing the FTE count will undoubtedly lower the ranking, it will support the need for an additional FTE position for the program to thrive.