HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Human Services

Date: 2/14/17

Review Period
July 1, 2015 to June 30, 2016

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	**Program Description** In 2014-15, the Human Services Program changed from offering a Certificate of Completion to a **Certificate of Competence**. This change is reflected in the 2014-2015 catalog. The Program consists of 21 credits of coursework including an introductory course in human services and two practicum courses. Practicum students are placed in a variety of local human services programs to observe and apply skills, values and knowledge learned in the classroom. Other required courses for this program are English, Psychology, and two Social Science electives. The Human Services program provides a specific vocational preparation curriculum that community agencies recognize as "value-added" to a liberal arts background when evaluating the employability of program graduates. This program provides an optimal synthesis of practical experience and academic study that affords a two-year student the opportunity to more clearly define either personal and/or vocational goals; gain minimum competencies that can be applied to entry-or mid-level employment in the human services area; and/or go on to pursue a Bachelor's or professional degree in this or a related field. .
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	**PROGRAM MISSION STATEMENT: The Human Services Program** educates and prepares our students through nurturing and guidance with skills and knowledge to become competent Human Services providers. We encourage and assist students to pursue a baccalaureate education and to be employable in the wide occupational opportunities available in Human Services.

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2012
URL	Human Services
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	The last Comprehensive Review for this program looked at ways to help improve the program and explore ways to strengthen its connection to transfer degrees at UHH. Human Services students can now get their Human Services Certificate as well as pursue a Liberal Arts Degree with a Concentration in either Sociology or Psychology with an embedded HSER Certificate in the requirements as a direct pathway to a major in Sociology or Psychology at UHH. Continue to work on a needs assessment that will explore and investigate the needs of the community.

QUANTITATIVE INDICATORS

ARPD Data
Please attach a copy of the program's ARPD data tables and submit with the Program Review document.
   a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR
   b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: <u>http://www.hawaii.edu/offices/cc/arpd/</u>

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period. Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	The Demand call was Healthy! However, the program can handle more majors. Majors are low due to enrollment obstacles with financial aid. The majority of the program graduates transfer to UH Hilo.
Efficiency	The Efficiency call was Cautionary. Students need to fulfill their Liberal Arts Degree so they need to take classes from that requirement before completing the Human Services requirements. As a new campus, Pālamanui is still building their program on campus, so class size is smaller and needs to be built up.
Effectiveness	The Effectiveness call was Unhealthy. Since HSER is a three semester program, students complete the program in December. Since retention rate is calculated on a Fall to Spring basis, this area will always be low and not reflect the true retention rate of the program.
Overall Health	The Overall Health is Cautionary. As cited above, due to systemic ways of gathering data, it is difficult for the program to register as healthy. It remains to be seen whether the change of embedding the certificate into the new LBRT Concentrations will increase enrollment. However, ways of gathering this data need to be explored, since the increase will register for the Concentration and not for the certificate itself.
Distance Education	N/A In AY15-16, the program did not offer any courses via distance education.

Perkins Core Indicators (if applicable)	
Performance Funding Indicators (if applicable)	Data on the APRD lists "0" for all 3 years, on items #35 and #36, which is incorrect. Seeking correct data from Records Office.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	Enrollment is down college-wide. Provide more support services to students to help them get through the program. (LBRT with HSER)
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Although the actual number of majors in the program is small, it doesn't tell the deep impact this program has on students and their educational journeys. Many of the students who begin in this program are remedial students with a passion to excel but who also come with fear and shame that they are not good enough. Also, pride may block them from believing in themselves. This program helps to inform, ignite and instill in students the belief that they can pass the English and Math requirements, many have found daunting in their school years. This program helps them to develop strategies to persevere in their learning. Once they realize their own potential to excel they are more apt to push through their fears. This program gives hope to those who come with all the socio-economic issues of the population they hope to serve. The curriculum shows them how their experience, once reflected on, can be the foundation that helps them to connect to others as a helping professional. This all relates to Human Services because a student's passion to help others starts with a belief in one's self.

Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	

	N/A IRO data was not requested.
Discuss changes made as a result of the IRO data.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	In AY 15-16, it was identified that many students wanted to use HSER 110 as one of their SSCI Area Requirements. A Fast Track (FT) submission was made through curriculum to change the CLOs to more closely match the benchmarks of Areas of Knowledge: SSCI. HSER 110 was submitted and accepted as meeting GE – Social Science in F 2016. Although, this was not a formal program change, it is a significant action which should be reported. That is, in F 2015, ENG 22 was paired in a Learning Community (LC) with HSER 110. About half of the students from this cohort went on to take another 6-credit coordinated studies LC with PSY 100 and SPCO 151. This integrated learning model proved to be a very effective retention strategy, and a number of students from this cohort were identified as student leaders/mentors. Unfortunately, this effective student success strategy was discontinued in AY 16-17, because the ENG department offered ENG 22 in an ALP model to meet the strategic goal. It is strongly recommended that this strategy be allowed to be an alternative to the ALPs model as it engages students as evidenced by their responses on surveys.
New certificates/degrees	N/A

Personnel and position additions and/or losses.	The lecturer who had been teaching HSER courses for the past 5 years decided to retire at the end of AY 15-16. A suitable lecturer replacement was found who will begin teaching the HSER courses in AY 16-17.
Other major/meaningful activities, including responses to previous CERC feedback.	We have three of our previous Human Services graduates who have gone on to get their Bachelor's Degree who are teaching Psychology, History and Social Science classes.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* **OR** *the program successfully integrated new strategies/technologies***.)**

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	High Touch with students, very cohesive cohorts. The belief in self and helping each other to continue their educational journey is the strength of this program. Data is needed that will help continue to monitor students who may struggle in the transfer from HawCC to UHH. Three of our Human Services graduates who have gone on to earn their Bachelor's Degree have become lecturers in Psychology, History and Social Science classes at HawaiiCC.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	Students who are most attracted to this program and can use it in their lives also are the same students who struggle with English reading and writing, and math. Many of our students spend a long time in developmental courses and coming to the HSER 110 class opens the door for them to find skills and tools to work through their fears.
Discuss changes and actions taken to address those challenges, and any results of those actions.	Faculty work with each individual student to help get them through their remedial course and to believe in themselves. As described above, in F 2015, ENG 22 was paired in a Learning Community (LC) with HSER 110. About half of the students from this cohort went on to take another 6-credit coordinated studies LC with PSY 100 and SPCO 151. This integrated learning model proved to be a very effective retention strategy, and a number of students from this cohort were identified as student leaders/mentors. Unfortunately, this effective student success strategy was discontinued in AY 16-17, because of the onset of the mandated ALPs for all remedial ENG offerings. It is strongly recommended that

	this strategy be allowed to be an alternative to the ALPs model as it engages student as evidenced by their responses on surveys.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	The program can use help with the continuous collaboration with other resources on campus. (e.g.) Financial Aid, Counseling and Advising services and tutoring and academic support services. Also, more training with faculty and staff to be culturally competent and responsive to different learning styles.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	As stated earlier: making the connection with UHH Sociology and Psychology programs.
Discuss the results of the action plan and the program's success in achieving its goals.	We now have program requirements for such programs
Discuss any challenges the program had in implementing that action plan or achieving its goals.	All of this took time to accomplish. The challenges our students have with program action is that they need to complete remedial classes prior to accomplishing the program requirements for such programs.

- Did the program review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

X☐   Reviewed website and will submit change request to webmaster.

<table>
<tr><td colspan="2">Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at
http://hawaii.hawaii.edu/web-developer</td></tr>
</table>

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	**Benchmarks and Timelines for implementation and achievement of goals.**
Action Goal 1: Advocate for HSER students with STAR coordinator.	**Benchmarks/Timelines:** Ongoing throughout 16-17
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? The more students who can understand how best they can attain their HSER Certificate and their whole education. Looking for student success.	
Action Goal 2: Gain clarity on the new Liberal Arts pathway tracks in Sociology and Psychology and how it can help our students**.**	**Benchmarks/Timelines:** Ongoing

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Having clarity on utilizing the STAR program and understanding the requirements for the New Liberal Arts pathway tracks in Sociology and Psychology will assist students to better understand the educational pathway that will lead to making wise decisions and student success.

Action Goal 3:	Benchmarks/Timelines:

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the program's current operating resources.
We need to know our budget early.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)
Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s). **<mark>Please attach copy of industry validation for the year under review and submit with the document.</mark>**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
FAMR 230 Human Dev.	Fall 2015	CLO1: Demonstrate an understanding of the various theories of human development and behavior CLO2: Describe biological, cognitive, and psychosocial development for each life-span period. CLO3: Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture. CLO4: Apply human development theories and concepts to personal, social, educational, and occupational experiences.	Liberal Arts PLO 4 and 5
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
No Closing the Loop conducted			

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab	FAMR 230: "Three Generations" paper involves interviewing

report, hula performance, etc.);	
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	FAMR230: Instructor conducted the assessment.
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	FAMR230: All students in the course were assessed.
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	FAMR230: The Rubric indicators were theory, application and integration.

Expected Levels of Achievement
- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed

FAMR 230	A random selection of 20% was drawn from the stack of student assignments in three classes, with the anticipation that 70% would meet or exceed expectations..

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	FAMR 230: On Friday, May 22, 2015 this assessment was made by faculty members of the Social Science department. Out of 21 papers, 14 met or exceeded the expectations, 7 did not meet the expectations. This means that 70% met or exceeded the expectations as anticipated in the assessment plan.

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	FAMR 230: **Strengths:** Students easily grasped the goals of this assessment and gave clear understanding of the various age groups. **Weaknesses:** The requirement for good grammar, punctuation and general writing ability needs to be made clearer for the students.
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	NA

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	NA
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	NA
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	Work with assessment coordinator to better understand what assessment is and how to do it well. The program is committed to conducting our assessment on schedule going forward.
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	ON GOING!

Part VI. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____