

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES
ANNUAL INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES, COMPONENTS, AND MEASURES

HUMAN SERVICES PROGRAM

Introduction:

Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.

The Human Services Certificate of Completion 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 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 Service program aligns with the College's mission and imperatives by providing this specific vocational preparation curriculum which community agencies recognize as "value-added" to a liberal arts background in evaluating employability of program graduates. This program provides an optimum synthesis of practical experience and academic study which affords a two-year student the opportunity to more clearly define either personal and/or vocational goals, gain minimum competencies which can be applied to entry-or mid-level employment in the human service area and/or act as a stepping stone to pursue a four-year Liberal Arts or professional program.

PROGRAM MISSION STATEMENT:

Educate and prepare our students through nurturing and guidance with skills and knowledge to become competent Human Services providers. Encourage and assist students to pursue a baccalaureate education to be able to be employable in the vast occupational opportunities in Human Services.

PROGRAM STUDENT LEARNING OBJECTIVES

The underlying foundation for these outcomes is knowledge, skills and a positive attitude of people who work with people in a variety of occupations under the umbrella of Human Services. It allows students with an awareness of sense of self, sense of place and sense of confidence in making cognitive choices for their future.

E ho'ala hou a pa'a pono-Going through the process of knowing who I am to make things right.

Through reflection of values and self awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives.

Ike-Individuals searching with insight

Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

Malama a pa'a pono-Doing things with righteousness.

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns in working toward prevention as well as intervention programs.

Part I. Quantitative Indicators for Program Review

**Annual Report of Program Data for Human Services
HAW CC Program Major(s): HSER**

Demand Indicators		Fall of Year		
		2005	2006	2007
1	New & Replacement Positions (State)	224	224	12
2	New & Replacement Positions (County)	40	40	1
3	Number of Majors	28	17	21
4	SSH Program Majors in Program Classes	21	27	60
5	SSH Non-Majors in Program Classes	210	324	435
6	SSH in All Program Classes	231	351	495
7	FTE Enrollment in Program Classes	15.40	23.40	33.00
8	Number of Sections Taught	4	6	8

Demand Health
Unhealthy

Efficiency Indicators		Fall of Year		
		2005	2006	2007
10	Average Class Size	19.25	19.50	20.63
11	Fill Rate	81.05	84.78	82.50
12	FTE BOR Appointed Faculty	1.00	1.00	1.00
13	Majors / FTE BOR Appointed Faculty	28.00	17.00	21.00
14	Majors / Analytic FTE Faculty	46.67	17.00	16.54
15	Program Budget Allocation	\$75,717.00	\$48,767.00	\$64,690.20
16	Cost per SSH	\$166.05	\$143.86	\$130.69
17	Number of Low-Enrolled (<10) Sections	2	1	3

Efficiency Health
Healthy

Effectiveness Indicators		2005	2006	2007
		19	Persistence (Fall to Spring)	46.43
20a	Number of Degrees Earned (Annual)*	0	0	0
20b	Number of Certificates of Achievement Earned (Annual)	0	0	0
20c	Number of Certificates of Completion Earned (Annual)	21	16	22
21	Number Transferring (to UHM, UHH, UHWO)	0	0	1
Perkins - Campus Actual **				
22	1P1 Academic Achievement	100	75	75
23	1P2 Vocational Achievement	100	88.89	100
24	2P1 Completion	25	33.33	25
25	3P1 Placement Employment/Education	100	100	66.67
26	3P2 Retention Employment	100	75	100
27	4P1 Non Traditional Participation	16.33	24	15
28	4P2 Non Traditional Completion	12.5	25	0
Perkins - State Standards **				
22	1P1 Academic Achievement	81.81	81.92	81.87
23	1P2 Vocational Achievement	90.00	90.00	90.42
24	2P1 Completion	36.00	37.33	38.17
25	3P1 Placement Employment/Education	71.00	71.72	71.07
26	3P2 Retention Employment	90.00	92.00	92.00
27	4P1 Non Traditional Participation	14.81	14.60	14.60
28	4P2 Non Traditional Completion	12.86	12.73	12.19
29	Faculty FTE Workload	0.6	1	1.27

Effectiveness Health
Unhealthy

Overall Program Health

Cautionary

*All degrees and certificates are counted based on fiscal year.

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** Perkins data are for CTE programs only. From report on 2006-2007 Perkins activity year

Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

The overall health of this program is Cautionary. Demand is Unhealthy. The ratio of majors to new & replacement positions in the County is 21:1. According to the data, there is only one (1) new and replacement positions in the County. This seems an inaccurate figure since agencies continue to request for workers. The SSH Non-Majors is extremely high indicating many students take HSER courses as electives.

The fill rate of 82.5% is Healthy. Majors/FTE BOR appointed faculty is 21, a Healthy number. SSH in all program classes increased 41% (144/351) yet cost per SSH decreased.

Persistence fall to spring is Unhealthy. However, this low number is relative to the number of SSH non-majors -- Students are taking selected HSER courses as electives. Number of Certificates of Completion Earned increased 37.5% (6/16). Perkins Indicator 1P2 Vocational Achievement, 3P2 Retention Employment, and 4P1 Non Traditional Participation are all above state standards.

Strengths:
1. Many non-majors see value in taking HSER courses.
2. Community agencies recognize HSER CC as “value-added” to a liberal arts background when employing graduates
3. Extensive community partners. A new Advisory Board was recently created.
Weaknesses:
1. With only one (1) full time instructor it limits expansion of program

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

Changes Made	Why?
Created Program and Course Student Learning Outcomes and Course Outcome Guides	All programs were required to have intended learning outcomes.
Added one section of HSER 110 each semester in the evening beginning Fall 2007	In response to community needs and maximum enrollment in other sections.
Added one additional HSER 193 class beginning Spring 2008	To accommodate increase in majors and program interest.
Develop assessment tools to evaluate student achievements.	The program completed an assessment plan for one SLO with an artifact from fall 2008 scheduled for external assessment spring 2009.

Part III. Action plan

1. Received Perkins funding to integrate writing skills in HSER 193. Collaborating with English Professor to create tools to guide students in their writing.
2. Continue ongoing discussions to align and articulate HSER Program throughout the UHCC system.
3. Continue to develop assessment tools to evaluate student achievements.

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

Task:	Academic Yr.	Who is responsible	\$ amount & budget category Except R/M	Best fits which ADP Goal*	Addresses which strength or weakness
1.hire 1 FTE instructor	2009-10	Program Coord.	\$55K, P	A,E	S1,W1