

# **HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **HUMAN SERVICES PROGRAM**

**November 26, 2008**

**Assessment Period: July 1, 2005 to June 30, 2008**

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*Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAII COMMUNITY COLLEGE**  
**Human Services Program**  
**Comprehensive Review Report**  
**2007-2008**

**Program Effectiveness**

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 are willing to 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.

# Hawai'i Community College

## Instructional Program Assessment Plan For Learning Outcomes

### Certificate of Completion – Human Services Program

Submitted by: Sandra K. Claveria

May 2, 2008

Semester:

Student Learning Outcome (program level) for Assessment\* (taken from Appendix):

**PLO #1 E ho'ala hou a pa'a pono-Through reflection of values and self awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives.**

X-HSER 110 Section 1

Y-HSER 110 Section 2

Z-HSER 193 Section 2

**Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:**

My Hermeneutical Perception-A final paper with 5 concepts students have learned that they can be utilized in their life and educational journey. (3-5 typed pages.) Students can also add pictures to this project.

**Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. See attached**

**Step 3. Set the Performance Rate**

**Step 4. Describe the method used to collect the artifacts:**

Collect copies of all student project from all 3 classes, HSER 110 – 2 sections HSER 193-1section Collection will be done by Dec. 15, 2008 Put each class in separate envelopes
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**Step 5. Describe the sampling method used to collect the data:**

Randomly pull 30% from each envelope to create final sample for review
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**Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):**

Evaluator(s):
1 Advisory board member
2 Graduate
3 Employer

**Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data.**  
This team uses rubric to assess each of the student's work.

**Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review**

**Appendix**  
**Human Services Program**  
**Program Learning Outcomes (program level)**

**1. E ho'ala hou a pa'a pono**

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

**2. Ike**

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

**3. Malama a pa'a pono**

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.

**Matrix of Student Learning Outcomes (program level) by Course (add more columns and rows as needed)**

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
HSER 110	X	X	X				
HSER 193	X	X					
HSER 293			X				

**Student Learning Outcomes (program level) to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above**

Fall semester		Spring semester	
Year 1 (2008/09)	PLO 1		PLO 2
Year 2 (2009/2010) PLO 3		PLO 1	
Year 3 (2010/2011) PLO 2		PLO 3	
Year 4 (2011/2012) PLO 1/2		PLO 3	

**Changes made as result of review of program courses and curricula.**

<b>Changes Made</b>	<b>Why?</b>
Created Program and Course Student Learning Outcomes and Course Outcome Guides	Required. Program Courses did not have.
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.

**Program Strengths and Weaknesses**

<b>Strengths:</b>
1. 82.50% fill rate, 2007; 3 year average over 82%
2. Number of majors remains consistent (Healthy)
3. Perkins standards are consistent and high
4. Certificate of completion Graduates increased
5. Demands remains steady, showing increases in SSH and number of sections taught
6. New Advisory Board appointed
7. Received a grant for integrating writing skills in HSER 193 in collaboration with English Professor
<b>Weaknesses:</b>
1. For a Certificate of Completion only program, the data is difficult to utilize particularly in the area of Effectiveness.
2. The data for new and replacement positions for the State and County is inaccurate and program is unable to use in analysis.

**Action Plan for Program Improvement:**

<b>TASK</b>	<b>ACADEMIC YR.</b>	<b>WHO IS RESPONSIBLE</b>	<b>Best Fits which ADP Goal</b>	<b>Addresses which Strength/weakness</b>
<b>Continue ongoing discussions with HSER Program throughout the system with Focus on alignment and articulation</b>	<b>2008-2010</b>	<b>Human Service Faculty Member</b>	<b>Goals: 1,2,3,&amp;4</b>	<b>#5</b>
<b>Implementation and continued development of Program Assessment</b>	<b>2008-2012</b>	<b>Human Service Faculty Member</b>	<b>Goals: 1,2,3,&amp;4</b>	<b>ALL</b>

**Top 6 cost items- None at present**

**Repair and Maintenance-None at present**

**Equipment Depreciation-None at present**

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

<b>Demand Indicators</b>		<b>Fall of Year</b>		
		<b>2005</b>	<b>2006</b>	<b>2007</b>
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

<b>Efficiency Indicators</b>		<b>Fall of Year</b>		
		<b>2005</b>	<b>2006</b>	<b>2007</b>
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

<b>Effectiveness Indicators</b>		2005	2006	2007		
19	Persistence (Fall to Spring)	46.43	58.82	52.38		
20 a	Number of Degrees Earned (Annual)*	0	0	0		
20 b	Number of Certificates of Achievement Earned (Annual)*	0	0	0		
20 c	Number of Certificates of Completion Earned (Annual)*	21	16	22		
21	Number Transferring (to UHM, UHH, UHWO)	0	0	1		
<b>Perkins - Campus Actual **</b>						
22	1P1 Academic Achievement	100	75	75	<b>Effectiveness Health</b> <b>Unhealthy</b>	
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		
<b>Perkins - State Standards **</b>						
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		
<b>Overall Program Health</b>					<b>Cautionary</b>	

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

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