

HAWAI`I COMMUNITY COLLEGE  
ANNUAL  
INSTRUCTIONAL PROGRAM REVIEW  
TEMPLATE

HUMAN SERVICES  
PROGRAM

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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**CERC Comments and Feedback** (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Many very helpful suggestions were made. I am working to organize and be able to address the vast recommendations give by the CERC committee

**Program Description** (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

This certificate prepares students for entry- and mid-level entry employment in such diverse settings as group homes and halfway houses; correctional, developmentally delayed, and community mental health centers; family, child and youth agencies; and programs concerned with special needs such as alcoholism, drug abuse, family violence, homelessness, and aging.

I need to make modification to the program description as recommendd by CERC:

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 provides a 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 optimal 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 Bachelor's or professional degree.

## **Part I: Quantitative Indicators**

*NO ENTRY*

## **Part II: Analysis of the Program**

### **Alignment with College Mission and ILOs**

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Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

*Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.*

### **Program Mission:**

The Program mission is to:

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

### **Describe how this program supports the College's mission.**

The underlying foundation for these outcomes is to acquire the knowledge, skills and attitudes necessary for people working with people in a variety of occupations under the umbrella of Human Services. It cultivates in students an awareness of self; sense of place; and self-confidence to make wise cognitive choices for their future.

### **Describe how this program supports the College's Institutional Learning Outcomes below.**

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

*Describe how the Program supports ILO1:*

1. Engage in activities demonstrating understanding of one's relationship with one's community.

Students do a presentation of their involvement with community service and write an essay paper.

(Group or individual)

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. Working towards becoming a part of community involvement that benefits the community as a whole

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

*Describe how this Program supports ILO 2:*

1. Describe career opportunities and educational pathways in the Human Services field.

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Students are required to research and analyze data from various media that will assist them in making wise choices in selecting their career and educational pathway.

Ike-Individuals searching with insight

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

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

*Describe how this Program supports ILO 3:*

4. Articulate a broader perspective of social change and one's role in it.

(Students are required to write a letter to the mayor discussing a social issue and being culturally sensitive to the diversity of people in Hawaii and the host Hawaiian culture. )

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

Develop, through reflection of values and self, a respectful attitude which harmonizes with place, culture and diverse perspectives.

## **Annual Report of Program Data (ARPD)**

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

### **Overall Health-- Cautionary**

#### **Demand -- Unhealthy**

This program is rated Cautionary. This is due to SSH in All Program classes, FTE enrollment in Program Classes and Total number of classes taught have all dropped in numbers. Even with low numbers, the Fall part-time and Spring part-time Native Hawaiians have gone up.

#### **Efficiency -- Healthy**

The program is rated Healthy for efficiency. Review of the data indicates consistency in the class size and fill rate. Low enrollment classes occurs on the West Hawaii Campus.

#### **Effectiveness -- Cautionary**

The persistence Fall to Spring dropped significantly but the successful completion of C and higher went up another 5%. There was a rise in certificates awarded went from 16 to 32.

#### **Distance Education: Completely On-Line Classes**

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e.

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will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

N/A

### **Perkins IV Core Indicators**

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

N/A

### **Performance Funding**

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

N/A

### **Previous Program Actions**

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

<b>Program Actions</b>	<b>Progress Evaluation</b>
19.1 Create a needs assessment that can explore and investigate the needs of the community and how the Human Services program can best serve the community Research the need for modification of Program from Certificate of Completion (21 credits) to Certificate of Achievements (24-27 credits)	I will consult with Dept. chair to create this needs assesment and will decide how we can have it done.
Work with the Department Chair to continue to collaborate with Uh-Hilo to better prepare Human Services studens for transition from Hawai'i CC to UH-Hilo.	Connection with Halaulani has been positive in giving students resources prior to transferring up. Dept. chair is collaborating with the Psc. dept. One of my prior students will be working with the Sociology Professors to come to my classes, making positive connection.
19.3 Collaborate with peers, counselors, lecturers and advisory board to get a broader perspective on improving or enhancing the Human Services program. Continue to work with the Financial Aid officer to discuss financial aid revision that may	Met with Joni, Dept. chair, counseling dept. chair and Grace Funai to collaborate on how to enhance the program. I than collaborated with Kenoa DelaCruz who created a sheet of Liberal Art requirement with an emphasis on Human Services. I have presented to the other HSER classes and informed other faculty, counselors, and lecturers on how to utilize this new form to best guide students to declare Liberal Arts or AJ as their

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affect Human Services students. Collaborate with the registrar to assist students in determining their secondary major as Human Services. This would allow a way to collect data to determine actual number of majors.	primary major and Human Services as their secondary and in doing so we can get better data on it.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Collaboration with resources has been a positive asset in helping to prepare students transferring to University of Hawaii, Hilo.
2.
3.

### **Analysis of Strengths and Weaknesses**

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

<b>Strengths</b>	<b>Using supporting evidence, describe why this is a strength</b>
S1. HSER is a gateway program that inspires and motivates students to continue to pursue their educational goal and graduate	Final Papers written by students talks about their transformation in an awareness and belief in self. I need to create a tool that will capture this data more efficiently.
S2.	
S3.	

<b>Weaknesses</b>	<b>Using supporting evidence, describe why this is a Weakness</b>
W1. I need to find resources that can assist in creating tools to gathering Data and knowing how to compile and collate data.	Requested continuously in CERC report.
W2.	
W3.	

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## **Trends and Other Factors**

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

Still being created.

## **Part III: Action Plan**

### **Goals and Planning**

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Follow through with a needs assessment to see how HSER can better prepare students for employment in the community.	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

- 1.
- 2.
- 3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):



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Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Find a student to do project	Jan.. 2014
Create assessment tool	Feb. 2014
Create list of potential agencies	Feb. 2014
Complete assessment tool/do assessment	Feb. /May. 2014
Collect data, collate data/make a report	Aug to Dec.2014

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Collaborate with Sociology and Psychology Depts of UHH	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Make contact with Sociology Dept. Chair	Feb, 2014
Have dept. chair and prior HSER student sent up presentation to HSER classes (Sociology)	Mar or April 2014
Collect Data of students transferring to these programs	Aug. to Dec. for Spring 2014

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Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Create a survey to capture data to support strengths	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Create survey	Feb. 2014
Distribute survey	End of April 2014

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1		
1P1		
1P1		
1P1		
1P1		
1P1		

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**Part IV: Resource Implications**

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
None requested at present	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

- [Link to Hawaii Community College Institutional Learning Outcomes](#)
- [Link to Hawai'i Community College Strategic Plan](#)
- [Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
N/A	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment	Strength	Weakness
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					(select best alignment; max 3)		
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
N/A	Equipment		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

### Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	PROGRAM LEARNING OBJECTIVES
		The underlying foundation for these outcomes is to acquire the knowledge, skills and attitudes necessary for people working with people in a variety of occupations under the umbrella of Human Services. It cultivates in students an awareness of self; sense of place; and self-confidence to make wise 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.  Develop, through reflection of values and self, a respectful attitude which harmonizes with place, culture and diverse perspectives.
2	<input checked="" type="checkbox"/>	key-Individuals searching with insight  Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.
3	<input checked="" type="checkbox"/>	Malama a pa'a pono-Doing things with righteousness.  Utilize communication skills and implementation strategies to assess the multiple causes

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		of social issues and concerns in working toward prevention as well as intervention programs. Working towards becoming a part of community involvement that benefits the community as a whole
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

**A) Evidence of Industry Validation for CTE Programs** – 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, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

**B) Expected Level of Achievement** – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

THIS IS THE RUBRIC THAT WILL GRADE YOUR PAPER FOR YOUR COMMUNITY SERVICE PROJECT

Components    Exceeds (4)    Meets (3)    Approaching (2)    Does not Meet (1)

a.        Communicate an understanding of community or environmental issues

More than adequate articulation of issues

Articulates issues adequately; adequate evidence is presented

Some articulation of issues; evidence is minimal and/or weak

Does not identify issues

b.        Participate in activities of personal and public concern that are both life enriching and beneficial to the community

More than adequately identifies and articulates connection between self and community and its benefits

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Adequately participates in activities

Shows some participation in activities; evidence is minimal

Did not participate in any activities

c. Demonstrate effective collaborative participation in team work

More than adequately collaborates

Adequately collaborates

Minimal collaboration

Did not collaborate

d. Analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action

Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective with elaboration and depth; offers considerable insight and convincing effective insights of the issues

Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective; offers some insight

Shows some engagement with the topic without elaboration; offers basic observation but rarely original insights

**C) List Course(s) Assessed** – List the courses assessed during the reporting period.

Human Services 110

**D) Assessment Strategy/Instrument** – Describe what, why, where, when, and from whom assessment artifacts were collected.

Engage in activities which demonstrating of one's relationship with one's communities and environments.

ASSESSMENT ASSIGNMENT FOR COURSE LEARNING OUTCOME FOR:

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GELO 8: SELF AND COMMUNITY – Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

A. VOLUNTEER 4-8 hrs. at a human service organization, project or event (to be cleared with Instructor) Start looking as soon as possible for a project that will make a difference in your community.

B. WRITE A REFLECTION PAPER: CLOSELY FOLLOWING THE FOLLOWING GUIDELINES:

- You should number each of your responses, exactly as described below:
  - Paper should be 2-4 pages in length (minimum of 500 words)
  - Format should be double spaces, 12 cpi, and 1 inch margins
  - Review your paper. Have another person read and edit out errors; possibly a tutor.
1. Describe the organization, project or event and the number of hours spent volunteering. Describe specifically what you did as a volunteer.
  2. Describe at least two social issues that have contributed to the need for this service in your community/island/state (e.g.) poverty, domestic violence, health, community bonding, sustainability
  3. Describe how this experience affected you personally and how was it beneficial to the community?
  4. Describe the ways you contributed to the success of your team whether with your classmates or the staff/other volunteers of the organization/event.
  5. Describe at least three things that you have learned about the organization/event that your team volunteered at that you didn't know before. How does this information enhance your college learning experience as it relates to the two social issues identified in Ques. #1.
  6. What are the ways you plan to continue to contribute to your community after the end of the semester?

**E) Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).

Scoring Results:

Of the 22 artifacts scored, 17 (78%) met or exceeded expectations as averaged by 3 raters (2.5 – 4.0) - 3 artifacts (14%) were scored in the Exceeds category (3.5 – 4.0) and 14 (64%) were scored in the Meets category (2.5-3.4); 2 (13%) were scored in the Approaching category (1.5-2.4), and 2 (9%) blank artifacts were pulled putting them in the Doesn't Meet category. (0- 1.4).

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F) **Other Comments** – Include any information that will clarify the assessment process report.  
AY 2012-13 Results:

Strengths:

1. All 4 sections of HSER. 110 offered in Hilo in spring 2013 were included in the sample.
2. Similar to the AY 2011-12 results for PLO (GELO) #8, the raters were impressed by how much the students learned from their 4-8 hours of community service experience as evidenced by their reflection papers. A number of them commented that they went grudgingly into the experience and came out feeling that they had really made a difference in their community and other people's lives. In general, the raters felt that the reflection papers showed a strong connection between the students' experience, their processing of this experience and connecting it to information presented in the classroom. Raters felt that the Reflection paper assignment was an effective means of assessing CLO #5 for HSER. 110.

Weaknesses:

1. The HSER. 110 students from WHI were not included in this assessment.

Observations Arising from this Assessment Round:

- 1) Raters felt that adding a blank artifact representing students registered in the class who had not submitted an assignment represented an important improvement to the validity of the assessment process. Without this correction strategy made to the sampling pool, it seems that the results would be skewed upwards.
- 2) HSER. Instructors assessed that the changes and addition to the wording made to the Reflection Assignment resulted in a higher average score for the random sample of artifacts as compared to the AY 2011-12 results of PLO (GELO) #8.
- 3) HSER. Instructors felt that changes they had made in the classroom in which they spent more time focusing on the connection between services offered by community agencies and the larger social issues that they are trying to address also resulted in higher scores on the reflection assignment.



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G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options.

1) Continue to administer the Community Service Activity and Reflection Assignment as a regular assessment of CLO #5 of HSER. 110 which is also the same assessment for PLO (GELO) #8 for the LBRT. Program.

2) Try to include HSER. 110 from WHI in the artifacts pool. Instruct WHI. HSER. lecturer,

Kim Snodgrass-Holmes, about the community service assignment and reflection paper to

be included as a requirement for the course.