HAWAIʻI COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW (APR)

HUMAN SERVICE PROGRAM

Oct. 20, 2017

Review Period
July 1, 2016 to June 30, 2017

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Program/Unit Review at Hawaiʻi 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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	**Program Description**
	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.

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. |

Comprehensive Review information (required by UH System)

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	http://hawaii.hawaii.edu/files/program-unit-review/docs/2012_hserv_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.

Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report. | 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.

We will continue to work on other pathways to assist our students to be employable in the community, e.g. Community Health Worker; also working with MOAs with University of Mānoa for on-line B.A. in Social Science and possibly a B.S.W. |

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

<mark>**Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).**</mark>

a) **If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.**

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	Cautionary.
	This data is incorrect because of the following reasons:
	The count of the #of majors, line 2 (7) must be incorrect as seen in the number of certificates awarded, line 20 (22). The program can handle more majors. Majors are low due to enrollment obstacles with financial aid. Students are made to understand that choosing HSER as their major will hinder the amount they will receive for financial aid. Our program helps to increase the number of students claiming Liberal Arts as their Major. Majority of the program graduates transfer to UH Hilo.
	Human Services students are hired in a variety of positions and are not only being employed by the County of Hawaii. They work for non-profit agencies, retail, as well as in some health institutions. Interesting to note is last year it was 12 to 7 and that was healthy and now it is 14 to 7 and it is cautionary. Human Services is a program that empowers students to believe in themselves and it shows in the number of SSH Non-MAJORS and in SSH in All Program Classes.
Efficiency	Cautionary.
	It shows that the fill rate went up 13% which is positive. There is only 1 appointed faculty. It needs to be emphasized that our program helps to increase the number of students claiming Liberal Arts as their major due to financial aid issues.

Effectiveness	Unhealthy: We are a three-semester program. Students complete our program in December, so our retention rate Fall to Spring will always be low because students are fulfilling their Liberal Arts degree requirements. Please note that #19 Persistence Fall to Spring, 25%, is incorrect if there are 7 majors and 22 Certificates awarded.
Overall Health	Cautionary: Human Services Program may be a small program, but it benefits other programs to look healthy with the number of majors (Liberal Arts). We are the stepping stone that empowers students to believe in their potential to achieve their goal in getting their AA degree.
Distance Education	N/A; the HSER program does not offer distance education courses.
Perkins Core Indicators (if applicable)	HSER met 1P1 and 4P1. Did not meet 3P1 because we are not a transferable degree.
Performance Funding Indicators (if applicable)	Unfortunately HSER offers a Certificate of Competence which does not count towards Performance Funding numbers. HSER awarded 22 certificates with the majority of students being Native Hawaiian.
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	HSER numbers are small, but impact is deep. Many of the students who begin in this program are remedial students with a passion to want to excel, but come with fear, shame that they are not good enough, and a pride that may block them from believing in themselves. This program helps to inform, ignite and instill students to believe in themselves and they have the ability to pass the English and Math requirements. Their behavior to keep trying is an important part of this program to give them the skills to continue on. Once they realize their own potential to excel through this program, they are more apt to push through the fear and excel in further courses. The HSER 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.

This program gives hope to those who come with all the issues that prevent them from believing in themselves. This all relates to HSER because the students' passion is to help others, yet it all starts with a belief in self. |
|---|---|

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.
For example, discuss:
- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

- Created Liberal Arts with Concentration in Sociology with Human Services courses embedded in the electives as part of the pathway;
- Created Liberal Arts with Concentration in Psychology with Human Services courses embedded in the electives as part of the pathway;
- Collaborated with Trade Adjustment Assistance Community College and Career Training (TAACCCT) and with University of Hawaii Maui College to create a Community Health Worker program with a cohort of students to be completed at the end of Spring 2018;
- Revised CLOs for HSER 110 in the Course Outline of Record;
- Did a Learning Community with English 22 and Human Services that empowered students with tools to continue on and complete English 100 in the next semester.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

☐ Program faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

✖ Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> *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

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. **This Action Plan should identify the program's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving <u>each</u> goal.**
1. Collaborate with Department Chair on the future of the Community Health Worker Program that is currently grant funded to see if it should be a part of the Human Services Program. 2. Consult with Department Chair, Vice Chancellor of Academic Affairs and Pathway Coordinator on developing other pathways to get students employed faster, e.g., via an online program through the University of Mānoa B.A. in Social Science and B.S.W. 3. Collaborate with colleagues to create another Learning Community that would be an asset to students.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above. **For <u>each</u> Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).**
Action Item 1: Community Health Worker Program Collaborate with Department Chair and with other Community Colleges to see if this program would be an asset to the students, college and community.

Work with Department Chair on community health worker program and its direction.

Action Item 2: Pathway

Work with colleagues to get more students into the pathway to a B.S. or B.S.W.

Action Item 3: Learning Community

Work with Department Chair to identify potential Learning Community partners that will benefit our students' learning and persistence to completion.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program's current operating resources.

Am not receiving adequate professional development opportunities that could add to the enhancement of my students' learning and success.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	

| Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:

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

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program's industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in the program's assessment(s).
<mark>**Please attach copy of industry validation for the year under review.**</mark>

Courses Assessed

List all program courses assessed during AY16-17, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
No assessment done in 16 – 17.			

Assessment Strategies

For each course assessed in AY16-17 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 report, hula performance, etc.);
- a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.

Course Alpha/#:
No assessment done in 16 – 17.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."

Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
No assessment done in 16 – 17.			

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:
- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.
Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

I intend to catch up with my assessment that was due in 2016 for HSER 193 and will be doing my assessment for HSER 293 in Fall 17. I will be working with Assessment Coordinator to complete tasks.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)
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   = $_____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

*This section applies to NURS only.

Hawaii Community College
2017 Instructional Annual Report of Program Data
Human Services

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: HSER   Program CIP: 44.0000

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	136	106	82	
2	*New & Replacement Positions (County Prorated)	27	12	14	
3	Number of Majors	9	7	7	
3a	Number of Majors Native Hawaiian	4	3	4	
3b	Fall Full-Time	18%	0%	25%	
3c	Fall Part-Time	82%	100%	75%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	Cautionary
3e	Spring Full-Time	13%	0%	0%	
3f	Spring Part-Time	88%	100%	100%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	39	39	33	
5	SSH Non-Majors in Program Classes	918	672	786	
6	SSH in All Program Classes	957	711	819	
7	FTE Enrollment in Program Classes	32	24	27	
8	Total Number of Classes Taught	19	19	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	16.8	12.5	15.2	
10	*Fill Rate	73.5%	55.7%	68.2%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	9	7	6.5	
13	Majors to Analytic FTE Faculty	5.1	4.2	4.1	
13a	Analytic FTE Faculty	1.8	1.7	1.6	Cautionary
14	Overall Program Budget Allocation	Not Reported	Not Yet Reported	$102,160	
14a	General Funded Budget Allocation	Not Reported	Not Yet Reported	$101,624	
14b	Special/Federal Budget Allocation	Not Reported	Not Yet Reported	$0	
14c	Tuition and Fees	Not Reported	Not Yet Reported	$537	
15	Cost per SSH	Not Reported	Not Yet Reported	$125	
16	Number of Low-Enrolled (<10) Classes	6	7	7	

**Data element used in health call calculation

Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	80%	76%	78%	
18	Withdrawals (Grade = W)	9	13	14	
19	*Persistence Fall to Spring	36.3%	12.5%	33.3%	
19a	Persistence Fall to Fall	0%	12.5%	0%	
20	*Unduplicated Degrees/Certificates Awarded	31	29	22	
20a	Degrees Awarded	0	0	0	
20b	Certificates of Achievement Awarded	0	0	0	Unhealthy
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	31	29	22	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	3	0	0	
22a	Transfers with credential from program	0	0	0	
22b	Transfers without credential from program	3	0	0	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	100.00	Met	
30	2P1 Completion	51.00	100.00	Met	
31	3P1 Student Retention or Transfer	81.00	50.00	Not Met	
32	4P1 Student Placement	63.87	100.00	Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	0	0	0	
36	Number of Degrees and Certificates Native Hawaiian	0	0	0	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients[1]	8	6	0	
39	Number of Transfers to UH 4-yr	3	0	0	

*Data element used in health call calculation

[1]PY 16-17; Pell recipients graduates not majors

Last Updated: October 29, 2017