HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW (APR)

HUMAN SERVICES PROGRAM
Hilo

Feb. 15 2019

Review Period
July 1, 2017 to June 30, 2018

Writer: Sandra K. Claveria
Initiator: Lucy Jones

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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	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. Designed to provide students with an overview of human services field, including history and perspectives on strategies of intervention and prevention. Emphasizes self-awareness, and examines the attitudes, knowledge, and skills necessary for a career in Human Services. Provides a diverse group of students with a basic understanding of cultural awareness through place based pedagogy. Guest speakers and visits to various agencies in the local community give students insight into the Human Services profession.

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	2017
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_hser_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the	• #1The lack of assessment data is a major concern of CERC.

| 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. | • #2The program need to take an objective look at its purpose, credential and curriculum.

#1 I have been working with and continue to collaborate with our assessment coordinator to work toward doing and completing assessments needed.

#2 The CERC report made many important points about the gaps in the 2015-2017 Human Services CPR, and the Dept. is grateful for the opportunity to rethink goals, curriculum, and design of the HSER. CO. Some of the points that are made by the CERC have already been reversed by the fact that the CO is embedded within the

LBRT - SOC. & PSY. Concentrations. So, in essence, the new design has allowed the CO. to indeed serve two goals: 1) Those students who want to stop out at the CO. level and enter the workforce and 2) Those students who want a direct pathway to UHH Sociology and Psychology majors or other 4 year programs/degrees. This will be covered in the next HSER. CPR in 2017-2020. |

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>

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	HEALTHY! It is exciting to see that we moved from cautionary to healthy.
Efficiency	CAUTIONARY. Though it is cautionary he fill rate has been going up from 53.9 to 83.4%
Effectiveness	CAUTIONARY. 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.
Overall Health	CAUTIONARY. We continue to work on improving expectations.
Distance Education	N/A
Perkins Core Indicators (if applicable)	We are glad that we have achieved 100% for each of them.
Performance Funding Indicators (if applicable)	N/A data not available
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	Continue to work on other pathways to assist our students to be employable in the community, e.g. Community Health Worker. Also working with MOA's with University of Manoa for on-line BA in Social Science and possibly a BSW.

understand the program's data but are not discussed above.	

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.

No changes to the program.

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 __2/13/2019_..

☐ 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

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.   **This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.**
  • We realize that there are assessments that haven't been done and we will continue to meet with Assessment Coordinator to complete needed assessments for our program. Will be working with others teaching the classes.   • At our Program Coordinators Council meeting held on Jan. 27 here in Hilo, much of the discussion confirmed that similarity of expectations of our programs where student success was the goal. I realized that I need to work with other coordinators to best serve our students at Hawaii Community College.   • There is a need to find out what nonprofit and for profit agencies are looking for in the employees.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each 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 each 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: Deal with getting assessments done   Met with Dept. Chair, Assessment Coordinator, two peers who teach some of the Human Services classes in Palamanui and Hilo. Collaborated to revise CLO's and keep our PLO's. Unfortunately update for Fast Track was not done but will work to get it done as soon as possible.   Need to set date, time and place to complete assessment by July 2019.

Action Item 2:Collaborate with other Program Coordinator
Seek information on a class being taught at Leeward Community. HSER 100 Get information from Gwen Williams. Have a discussion with Elliot High on how he has worked towards getting the Alpha changed from SOSE to HSER. Looking at the programs in other Community College and see what would be best for our students and their success.

Action Item 3: Community Outreach
Work with a student willing to create a survey and have her reach out to the community to see what the needs are and to best prepare our students to be qualified to meet the needs.

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.

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 2015-2021 Strategic Directions: 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 AY17-18.

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 AY17-18, including Initial and "Closing the Loop" assessments.			
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO#s)**	**PLO alignment (PLO#s)**
NO COURSES ASSESSED in AY18			

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.
Unfortunately the above assessment information is unable to be filled but we will try our utmost to get it done. Need to inform other colleagues the importance of working together to get assessments done as soon as we can with the assistance of the Assessment Coordinator.
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. **NA**

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

> **Describe the program's intended next steps to improve student learning, based on the program's overall AY17-18 assessment results.**
>
> Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

When assessments are completed we can work together to have an action plan for 19-20.

PART 4: ADDITIONAL DATA

Cost Per SSH <mark>(to be provided by Admin)</mark>
 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   _____

<mark>*This section applies to NURS only.</mark>

Hi Sandra,

Thank you for joining us via Skype because you had a lot of valuable mana'o to share. Thank you for your kind words. You gave me an affirmation that I doing my job. Yes, big time! Our CERC big question is why is our program a stepping stone to help students discover their own strength to persevere and go on to get their AA and BA/BS. I have so many learners, especially previous addicts, who think that the only thing they can work at is the certificate and then realize they can go further and secure their AA (our programs' get them a third of the way there). The entire time I meet with them and discuss long-range plans to go for their BA is social work or psych/soc. and then if they want even more $ and autonomy, an MA/MSW, etc.. I have had many over the years that pursue their BA/MSW degrees. According to the catalog, after our students receive their Human Services Certificate, they are suppose to be able to work in the community. This is why I don't counsel them to pick the certificate as a major unless they have an AA, BA or MA. I know our community does not have much to offer as far as employment and with only the 21 credits they would get the menial jobs so I encourage them to continue. We are entirely in synch around this commitment.

I was told by our assessment coordinator that I should collaborate with you on your HSER 100 class because it relates to what I teach in my HSER 110 along with dealing with social issues in our community. I have attached my current HSER Self Exploration syllabus. But see if you can get a desktop version of the Corey's, *I Never Knew I had a Choice* text book that I currently order as an IDAP digital version for our learners. We use an online platform called Mind Tap through Cengage that the learners love.

I will be attaching the 2 requirements for our Liberal Arts with concentration on Soc or Psy and including HSER cert in the process. Thank you so much for attaching those. I spoke to our Chair. He is interested in pursuing this initiative. These connection started first with one of my students who graduated with an Liberal Arts and Human Services cert. and went on to get her Sociology degree but used her practicum as coming back to

HawCC and informing my HSER students about the Sociology program at UH Hilo campus. They found and influx of students going up and majoring in Sociology. Isn't that great. Then our Dept. Chair and administration worked with their counterparts at UH Hilo to create this concentration to Soc and Psy. We have many learners who are funneled into the BSW program at Manoa. They are so much more prepared to have gone through our certificate program. It is imperative that we provide our learners with skills~micro skills, group facilitation skills and case management skills to offer them more doors that will open for their future employment. A degree in psych or soc without skills learned in HS or SUBs brings them no closer to a higher earning job in human services and usually just more debt.

As you stated at our meeting, our students are ones who come in not ready for Eng. 100 and need to take remedial class first, so all of that is being worked out. It is slowly changing and we may need to revise.

Mahalo again for all that you know and am willing to share. I appreciate your kindness. And I, yours. I don't think that I can do what you did with all the wonderful leis, etc. given to the PCC members. That was so thoughtful of you. I appreciate you and look forward to meeting in May. Again, thank you for sending the info on the articulated pathways.

With aloha,