HUMAN SERVICES

ANNUAL
REPORT OF PROGRAM DATA
2021

July 1, 2020 through June 30, 2021

UNIVERSITY *of* HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

Written by Claudia Wilcox Boucher
Reviewed by Sandra Claveria

1. Program or Unit 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 oncerned with special needs such as alcoholism, drug abuse, family violence, homelessness, and aging.
The Human Services program is designed to attract students that want to discover their strengths to apply them to service; service to themselves, families and to the community. Many of our learners in the Human Services program have experienced extreme challenges such as addiction, domestic violence, and intergenerational poverty, etc. However, they want to explore higher education. They understand that there are employment and career opportunities in Human Services that they are interested in. For many students the HSER certificate is just a stepping stone to continue with an AA and BA/BS degrees. Teaching faculty and advisors/counselors work together to support students to explore long-range plans for MA/MSW degrees.

We also attract students that work towards and receive their Human Services certificate and work in the community. Most students will choose a pathway of Liberal Arts and get a HSER-certificate in the process.

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

The Human Services program's overall status is shown as "processing health indicators." The strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics is as follows:

Demand Indicators and demand health for Human Services is Healthy. In both the State and County of Hawaii the industry demand indicators are strong. The number of majors is increasing and holding steady. The program has 33% of student majors that identify as Native Hawaiian. There is one full-time faculty member and another who only teaches courses that spill over (night class offerings and a specialty interest course).The HSER program offered 11 classes during 2020-21 all of which transitioned from in-person to synchronous using the ZOOM platform with 39 SSH Program majors and an impressive 600 SSH non-majors in program classes. The HSER 110 course always attracts 20-30 students per class.

Efficiency Indicators are also healthy with increasing growth in average class size of 19 and a fill rate of 85.2% with only one FTE BOR appointed faculty. The program has shifted to courses taught out of the Manono campus but serving island wide due to usage of primarily technology-based modality of teaching. Historically, HSER courses are in-person, high touch, and interactive classes, and faculty has requested teaching support assistance to keep the standard high (using UHH interns and student employees).

The overall condition of the program is healthy. There is ongoing discussion and collaboration with teaching faculty and community Advisory Council members and service providers on meeting trends and grant funding program opportunities (Community Health Worker movement with Bay Clinic and West Hawaii Community Health Center, HOPE Services and Hawaii Island HIV and Aids Foundation.)

The embedding of the HSER Certificate in the AA with PSY and SOC concentrations helps the persistence rate and increases our graduation rates – although may be hard to track as a HSER additive.

The practicum courses are traditionally low enrolled as they were capped at 15 per class, however, we have raised the class capacity to assist with demand and lack of teaching faculty resources. Students that do complete an approved field work placement with an agency or organization can receive credit at UHH for the Global and Community Citizenship (GCC) requirement.

Significant program or unit actions and activities included PCC meetings during the Spring 2021 with Leeward and Maui Community Colleges to continue to collaborate and align common courses. There is increasing opportunities for HawCC students to also take courses at sister campuses to enhance their educational journey. HawCC HSER 110 is closely aligned with Leeward CC HSER 100, and with the introduction of our Community Health Worker program in Fall 2021, there will be more alignment.

The recent retirement of SSCI faculty Lucy Jones and the reassignment of SSCI faculty Elizabeth Shavers to assist the school's Women's Studies offerings results in only one fulltime program faculty, and any additional HSER courses are taught by SSCI faculty Claudia Wilcox-Boucher. There is a need to bring in and train lecturers that will be able to assist with the course demand in the near future.

Fortunately, the CO-Community Health Worker program is in the process of being approved and will hopefully be launched in the Fall 2021. It is important to have qualified lecturers and community support for this program, which will be housed in the HSER program.

3. Program Learning Outcomes or Unit/Service Outcomes

List all Program Learning Outcomes (**PLO**s) or Unit/Service Outcomes (**UO**s) and their alignment to the College's Institutional Learning Outcomes (**ILO**s).

a) Program Learning Outcomes:

PLO 1: Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self-awareness.
PLO 2: Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.
PLO 3: Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.

The Human Services Program is designed to be a hua (catalyst) - stepping stone for students to gain self-awareness and build their academic skills to be lifelong learners that will be engaged and productive citizens to serve others. Hawai'i Island has complex challenges and will always need citizens who want to be employed in Human Services and helping professions.

The program Advisory Council worked closely with the HSER faculty to create the program learning outcomes to ensure that after successful completion, students are prepared to:

- Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self-awareness. The HSER courses embody the ha'alele (departure) perspective to the curriculum by providing a safe, supportive yet challenging environment that will assist students in developing the necessary attitudes, skills, and educational experience that will provide the foundation in their careers.
- Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community. The HSER courses have built an interconnectedness with current service providers, agencies and organizations to assist students with knowing the employment opportunities in Hawai'i. This is a must for the students' huaka'i (journey). As it will assist in their ability to evaluate their future academic and employment journey. The program has HSER alumni who have graduated from the program and transferred to the UHH and UHM to ho'ina (return) back to share and inspire students to continue their educational journey. Establishing positive and supportive relationships is very central to human services.
- Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns. The HSER curriculum is very dynamic and engaging in design. All faculty that teach HSER have attended and integrated AVID strategies and activities into to course work in addition to values and attitudes, active listening, client interviewing, exploration, and action skills. Lastly, the program weaves in cultural perspectives, concepts relating to diversity and ethical competence. Effective communication with clients and

customers is the heartbeat of human services and an important learning outcome as our students use the strategies learned at the college as they assess and work to solve and alleviate the many social issues and concerns in our community.

No assessment was conducted in the year of this Review, however, faculty are preparing for the GE Designation renewal for HSER 110, that is due in the Spring 2022. There is ongoing discussion of the HSER program and preparation for the Community Health Worker course offerings. The UHCC system discussions on program and course alignment is very encouraging as there is strong collaboration with Leeward and Maui course offerings and the BSW program at UHM. This is a strength and a challenge for the future of the HSER program. Due to COVID-19 there is an increase in the need for asynchronous course offerings. In the Summer 2021 HSER 110 was successfully offered and will continue to be offered on a regular basis to strengthen the program course offerings.

Recent changes that have been made as a result of HSER ongoing informal assessments and the impact of COVID-19 have resulted in the need for the HSER primary instructional course offerings (110, 193, 293) to switch from in-person (face-to-face) courses to synchronous zoom offerings. The program recognizes the diverse population served and also created hybrid courses to accommodate the many needs of the students. Supportive school resources such as the Learning Center and Hale Kea are integral supports in HSER 110.

4. Action Plan

Based on findings in Parts 1-3, the development of an action plan for the HSER program must be flexible and able to meet the changing dynamics in the human services industry. Outreach and medical related, entry level positions are increasing as COVID directs the flow of need and resources. This is in addition to the traditional populations and areas that human services professionals serve such as homelessness, domestic violence, child welfare services, etc.

The following was highlighted in the 2020-21 plan and evaluated as follows:

Action Plan 20-21

1. The Human Services program will continue to offer high touch and rigorous courses with aloha and a sense of Kauhale – the learning village where everyone is accepted and valued and has purpose. Whether or not the student decides to major in Human Services, the faculty and teaching instructors strive to help students identify and develop their strengths and go out to the community and serve.
2. Offer more online courses. The senior faculty who is well prepared and certified to teach online courses has agreed to teach HSER 110 online asynchronously in FA20. Faculty will continue to teach the HSER 110, HSER 193, HSER 293 courses synchronously via ZOOM or face-to-face once public health and safety concerns are addressed.

3. As soon as approval is given, offer HSER/CHW 100 in Summer 2020 or Fall 2021 to meet the industry trend identified by the HSER Advisory Council and faculty.
4. Based on data and community need the Human Services course offerings will reflect how best to effectively serve our students considering the trends and employment social service opportunities in Hawai'i. The Advisory Council will continue to serve as an important component of the future of the Human Services program.

Action Item 1: Completed and ongoing.
The HSER program continues to offer high touch and rigorous courses with aloha and a sense of Kauhale. In addition, the program is adding the Ka'ao Model as the 4-stage process compliments the curriculum. Discussion regarding applying for the FYE certification per instructor is encouraged and ongoing.

Action Item 2: Completed and increasing the course offerings.
All faculty teaching HSER went synchronous in Spring 2020 and Fall 2020, Spring 21 and in Fall 21. In August 2021, the lead faculty designed a hybrid format to accommodate the students who registered for in-person learning in addition to synchronous format. In summer 2021, HSER 110 was successfully offered asynchronously by Associate Professor Dr. Lucy Jones. Although Dr. Lucy Jones retired in August 2021, the HSER program will offer HSER 110 asynchronously in Spring 2022 and regularly thereafter. Discussion regarding making HSER 193 (was 192) and 293 (was 292), the field work and seminar courses, either a hybrid or asynchronous is ongoing.

Action Item 3: Completed and creating the Star-build and launch planned for Fall 2022.
Curriculum approval for CO-Community Health Worker was approved in June 2021. Faculty are busy reviewing the course pathway and curriculum from sister UHCC programs with feedback from the HSER Advisory Council and community influencers from agencies and organizations in the field. The CO-CHW is listed in the 2021-22 catalog and will roll out HSER 100 in Fall 2022. Planning for a successful launch with community involvement will be discussed at the HSER Advisor Council meeting in February 2022. Due to lack of faculty resources, and the current hiring freeze on teaching faculty, the program will depend on lecturers that are active in the community and meet the academic employment requirements.

Action Item 4 – Completed and ongoing.
Human Services networks and delivery systems are ever changing as programs and services help meet the needs in dealing with a vast array of social issues and problems people have in our community. The HSER program faculty is involved in community groups and organizations such as food insecurity, prison reform, diabetes support groups, and other ongoing issues to work in tandem with our Advisory Council to monitor the trends and employment opportunities.

The Action Plan for 2021-22 must build on the strengths of the previous plans which have shown continued growth and acknowledge the ongoing and ever-changing challenges:

Action Plan 2021-2022

1. The Human Services program will continue to offer high touch and rigorous courses built on a relationship of aloha and a sense of Kauhale – the learning village where

everyone is accepted, valued, and has purpose. The HSER curriculum will integrate the Kaʻao 4-stage process and AVID strategies where applicable as the HSER program considers becoming a designated FYE course with HSER 110 or 100. Whether or not the student decides to major in Human Services, the faculty and teaching instructors strive to help students identify and develop their strengths and go out into the community and serve.

2. Offer more online courses. The faculty that teach HSER must be able to teach both asynchronous and synchronous courses. Faculty will continue to teach the HSER 110, HSER 193, HSER 293 courses synchronously via ZOOM or face-to-face once public health and safety concerns are addressed. Best practices for HSER 192/292 Fieldwork and Seminar will be explored and discussed as we plan for more asynchronous course offerings.

3. Develop and implement the CO-CHW embedded in the HSER program in Fall 2022. The HSER faculty will continually meet the industry trends identified by the HSER Advisory Council and faculty.

4. Based on data and the community need identified the Human Services course offerings, we will reflect how best to effectively serve our students considering the trends and employment social service opportunities in Hawaiʻi and school resources. The Advisory Council will continue to serve as an important component of the future of the Human Services program.

The HSER faculty stresses that we at Hawaii Community college never forget that we serve our students and the community and that our focus should always be student centered. In creating and writing the curriculum and policies we strive to follow best practices for our students and include their voices.

This action plan aligns with the College's Mission and Strategic Plan.
https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

X I am NOT requesting additional ONE-TIME resources for my program/unit.

☐ **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: _____(4 items max.)

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

The Action Plan for the HSER Program is to welcome and integrate the recently approved CO-Community Health Worker Program and to enhance the HSER 110 course as a First Year Experience-FYE offering.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates

should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

X I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
   O*Net CIP-SOC Code Look-up
   *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.