

# Human Services



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## 1. Program Description

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This certificate prepares students for entry-level 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.

Upon successful completion, students are prepared to:

PLO1: Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self awareness.

PLO2: Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

PLO3: Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.

## 2. Analysis of the Program

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According the ARPD data, the overall health of the Human Services program at Hawai'i Community college is *healthy*. This is due to several factors. Although there are only five official HSER majors, we know by the number of graduates (34 HSER certificates), there are numerous Liberal Arts (AA) majors who are not counted as HSER majors, though they are pursuing the HSER certificate. Students who are HSER certificate enrollees are encouraged to pursue the Liberal Arts degree, even though this affects the enrollment data for our program. The number of HSER majors increased by one student from four in AY17/18 to five in AY18/19. The total number of HSER courses taught remained the same.

Our efficiency indicators put our health for this category as *cautionary*. The average class size went down from 18 to 15, and the fill rate decreased from 83.4% in AY17/18 to 65.6% in AY18/19, a drop of 17.8%. This indicates that scheduling practices were not adjusted for lower enrollment. The number of low enrolled classes remained the same (three). The practicum courses HSER 193/293 are limited to 15 students, so they are often counted as low enrolled.

Our effectiveness indicators put our health for this category as *healthy*. Although completion decreased by 5%, from 78% to 73%, withdrawals decreased while persistence increased considerably. Persistence Fall to Spring increased from 50% to 60%, and persistence Fall to Fall increased from 0% to 20%. Most significantly, certificates awarded increased by 35%, from 22 to 34 certificates awarded. One explanation for the higher persistence and increase in number of certificates may be the embedding of the HSER Certificate within the A.A. PSY Concentration and the A.A. SOC Concentration, which began to be offered in the 2017-2018 AY. Another advantage to A.A. students who take the HSER 193/293 practicums is that students can transfer to UH Hilo and receive credit for the Global and Community Citizenship (GCC) requirement.

Currently, there are no distance education (DE) courses, although Dean Wilson recommends an HSER 110 DE course. The Perkins Indicators demonstrate that one category was met: 1P1 Technical Skills Attainment. The Perkins Indicators that were not met were 2P1 Completion, 3P1 Student Retention or Transfer, and 4P1 Student Placement. Given that the official program numbers are low (five), these indicators represent only a fraction of students taking HSER classes.

While the analysis above is based on ARPD data, STAR Academic Logic indicates in Fall 18, there were 40 HSER majors. By Spring 19, 20 of these students were still listed as HSER majors along with 16 new students.

Beginning AY19/20, the HSER program coordinator will collect a roster of HSER 193/293 students matched with their practicum placements.

### **Hilo Campus**

The Human Services Program in Hilo is very involved with our Kauhale and with our larger community in a variety of ways. HSER students volunteered in the **Hawaii Community College Day** and **Earth Day Fair** and collaborated with mental wellness efforts in the **Love is Louder** event. Students also gave presentations about the HSER Program to cadets from the Youth Challenge Program and to various local high school students visiting the Hilo campus.

HSER students also continue to serve the community with their involvement with the **Family Peace Walk** and the **Recovery and Suicide Awareness Vigil**. Furthermore, HSER students participated in events such as the **YWCA Walk a Mile in Her Shoe event**, the **American Cancer Pink Out** event, and the **Malama Ka Pili Pa'a Cancer Group Softball Tournament**.

In the creation of the "Unity with Aloha" RISO club, HSER students collected slippers for the homeless, worked with the DOE to obtain school supplies for elementary through high school students in Ka`u, and collected stuffed animals for the Children's Justice Center and for various residential care centers for the elderly in our community. HSER students also volunteered in community Trick or Treat events, as well as various church activities within their local churches.

HSER 193/293 Hilo practicum placements included:

- YWCA
- Habitat for Humanity
- Connection Charter School
- Keaukaha Elementary School
- Keaau Elementary and High School
- Kapiolani School
- Waiakea High School
- Hawaii Community College Student Government
- Hale Kea at Hawaii Community College
- Hui Malama Ola Na Oihi
- Queen Lili'uokalani Children's Center (now Liliuokalani Trust)
- Prosecuting Attorney's Office
- Child and Welfare Services
- Salvation Army Family Intervention Services
- Hope Services

- Hawai'i Island Food Basket
- Lili'uokalani Center
- Aging and Disability Resource Center
- Hilo Adult Day Care
- Life Care Center of Hilo

### **Pāalamanui Campus**

One significant program action on the Pāalamanui campus, is the HSER 110 course facilitating two community service events for Pāalamanui every semester. One of those events, the **OneLove Escalation Domestic Violence** film event, offers education and awareness of domestic violence issues by showing a film (of an intimate relationship in college that escalates in violence), followed by peer facilitated, small group discussions after the film. HSER 110 students are trained by the non-profit OneLove foundation as peer facilitators. HSER 193/293 student government representatives and the mental health counselor or Pāalamanui mental health intern are present, when possible. The second community service event is an end of the semester party **Holiday Party** or **Spring Fling**, focusing on the community building/celebratory aspect of human services, while addressing the human service problem of food scarcity. This party includes a potluck, games, stress management tips and a canned food drive.

HSER 110 and HSER 193/293 Pāalamanui students also participated in various campus events including the **Pāalamanui Wellness Day Event** hosted by HSER 193/293 student government interns, the **Ho'ōla Nā Pua Sex Trafficking Presentation** at Kealakehe High School assisted by HSER 193/293 interns, the **Hirosaki University Student Presentations** hosted by HSER 193/293 students, and **Ke Ala Pono - Pāalamanui: A forum for student voice** hosted by HSER 110 students and facilitated by HSER 193/293 student government interns.

HSER 193/293 Pāalamanui practicum placements included:

- Hawai'i Island Big Brothers and Big Sisters
- Salvation Army
- Lōkahi Substance Abuse Treatment Center
- Bridge House Clean and Sober Living
- Ho'ola Na Pua (non-profit to help sex trafficking victims)
- Queen Lili'uokalani Trust
- The Pregnancy Center
- The YWCA teen drug court
- Kona Historical Society
- Neighborhood Place of Kona (non-profit to support children and families)
- A'o Na Opio Mai Kaloko Mai (fishpond restoration)
- Kealakehe High School SPED Special Education Program
- Kealakehe High School (teaching assistant)
- HawCC student government
- Pāalamanui trail restoration

Given that last year's report was a Comprehensive Program Review, all goals in that report have not yet been achieved. These goals include:

1. To monitor HSER majors and foster an increase in the number of majors enrolled and ensure that students interested in these courses have access to adequate financial aid. Strategies include:
  - Strategy 1: Monitor HSER majors to ensure students understand their options in STAR-GPS.
  - Strategy 2: Work with department colleagues on how to increase opportunities for HSER Program majors to complete their education in a timely and cost effective manner.
2. To ensure the HSER Program meets current industry needs of Hawai'i Island, program faculty will conduct outreach to various potential student employers in the social services field with the purpose of confirming that the attitudes, values, skills and knowledge taught in the HSER Program reflect the professional standards, ethics, practices and prevalent trends in the expanding field of human services. Any necessary changes resulting from this outreach project will be implemented within the end of the next review cycle.
  - Strategy 1: Program faculty will increase collaborations and enhanced communications with local agency directors and staff to ensure the HSER Program is meeting/teaching current industry needs.
  - Strategy 2: One potential strategy to accomplish this goal is to request HSER 193/293 practicum students draft/conduct an outreach survey with local social service agencies during AY18-19. HSER 193/293 students in the following year can analyze the results and collaborate with faculty on developing program improvements based on the survey findings.
3. Program faculty have identified HSER 110, a GE-designated course with no prerequisites, as needing further support to ensure that students who register for the course are aware of the subject matter and requirements necessary to pass. Faculty seek to ensure that the students registering for HSER 110 are appropriate for the course in regards to their interest level in the content and their commitment to college level work. In order to support student success among non-major students, especially those from the trades and other public service programs, the HSER faculty will collaborate with faculty academic advisors and the Counseling Center staff to explain what Introduction to Human Services is, what students need to do in order to successfully complete the course, and to help advise students into HSER 110 whom it will benefit the most.
  - Strategy 1: Program faculty plan to develop a brochure for HSERV 110 that would be distributed to faculty and counseling faculty/staff. Also, faculty will seek opportunities to talk about this course in other department's monthly meetings and in other appropriate venues over the next two years.
  - Strategy 2: To develop the brochure, we'll work with External Relations staff and counseling faculty/staff.
4. HSER faculty require additional support for professional development in order to maintain program relevancy/currency and to ensure that educational and programmatic

improvements are adequately preparing students for careers in human services. Hence, additional professional development is critical for program improvement.

- Strategy 1: Faculty require support for receiving funds to attend (and possibly to present at) a minimum of two professional conferences per year, one on O'ahu and one on the mainland.

### 3. Program Student Learning Outcomes

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a) *List of the Program Student Learning Outcomes*

Upon successful completion, students are prepared to:

PLO1: Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self awareness.

PLO2: Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

PLO3: Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.

b) *Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.*

Assessed in 2018-19:

**Program SLO1:** HSER 110 (CLO2 & CLO3), HSER 193 (CLO2, CLO3, & CLO4), HSER 293 (CLO1, CLO2, & CLO4)

**Program SLO2:** HSER 110 (CLO2), HSER 193 (CLO1, CLO2, & CLO4), HSER 293 (CLO2 & CLO4)

**Program SLO3:** HSER 110 (CLO1), HSER 193 (CLO2 & CLO3), HSER 293 (CLO2, CLO3, & CLO4)

c) *Assessment Results*

*(See color graph of PLO results at the end of this section.)*

HSER 110

Five sections contributed artifacts to the assessment for a total of 21 papers assessed out of 77 students enrolled (27% of all students enrolled).

Goal: 70% meet the standard.

CLO #1

Met Standard: 11 (52%)

Developing Proficiency: 10 (48%)

Did Not Meet Standard: 0

CLO #2

2019 Hawai'i Community College ARPD  
Program: Human Services

Met Standard: 11 (52%)  
Developing Proficiency: 10 (48%)  
Did Not Meet Standard: 0

CLO #3

Met Standard: 14 (67%)  
Developing Proficiency: 7 (33%)  
Did Not Meet Standard: 0

HSER 193

Two sections contributed artifacts to the assessment for a total of 4 research papers and 2 portfolios assessed out of 12 students enrolled (50% of all students enrolled).  
Goal: 75% meet the standard.

CLO #1

Met Standard: 2 (33%)  
Developing Proficiency: 4 (67%)  
Did Not Meet Standard: 0

CLO #2

Met Standard: 5 (83%)  
Developing Proficiency: 1 (17%)  
Did Not Meet Standard: 0

CLO#3

Met Standard: 5 (83%)  
Developing Proficiency: 1 (17%)  
Did Not Meet Standard: 0

CLO#4

Met Standard: 4 (67%)  
Developing Proficiency: 2 (33%)  
Did Not Meet Standard: 0

HSER 293

Two sections contributed artifacts to the assessment for a total of 3 research papers and 2 portfolios assessed, out of 21 students enrolled (29% of all students enrolled).  
Goal: 80% meet the standard.

CLO #1

Met Standard: 3 (60%)  
Developing Proficiency: 2 (40%)  
Did Not Meet Standard: 0

CLO #2

Met Standard: 4 (80%)  
Developing Proficiency: 1 (20%)  
Did Not Meet Standard: 0

CLO #3

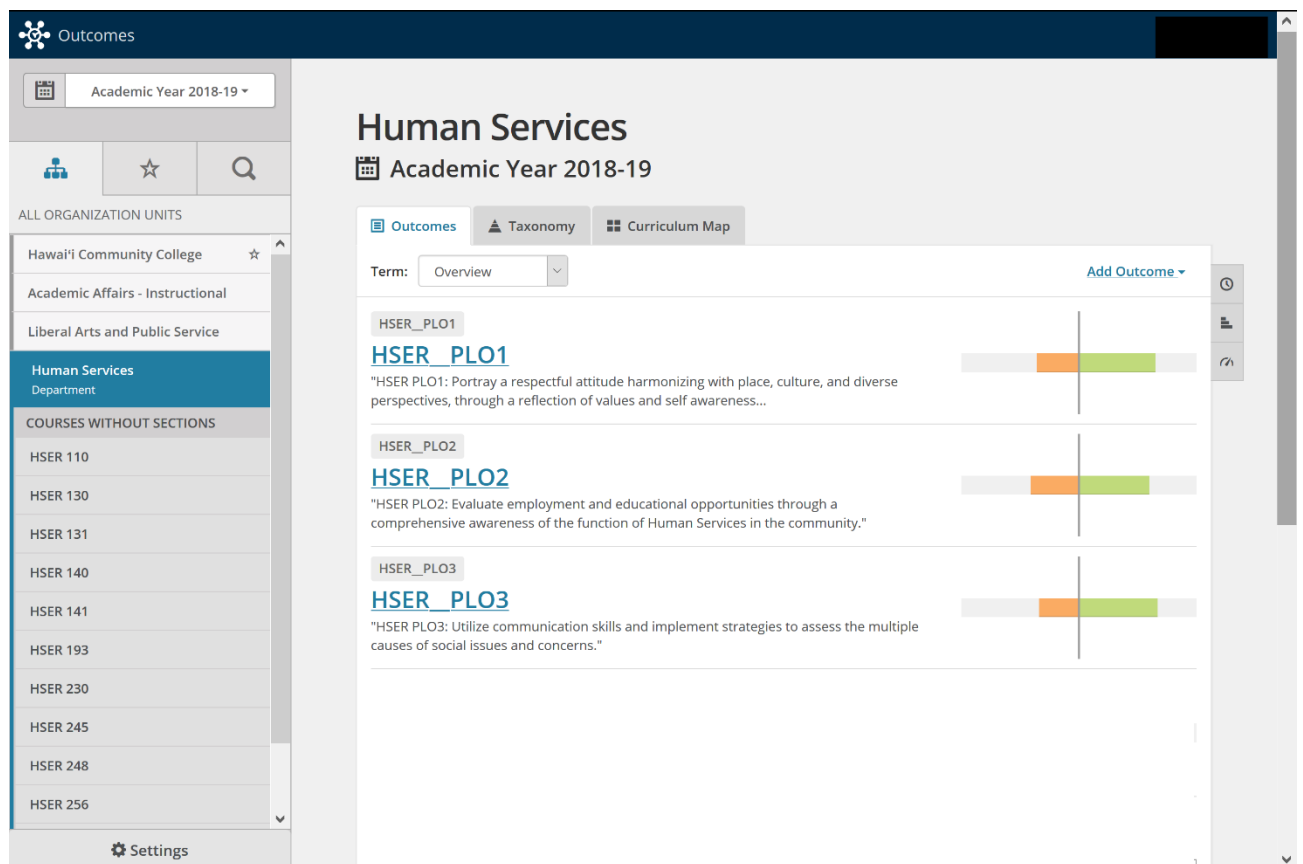
Met Standard: 4 (80%)  
Developing Proficiency: 1 (20%)  
Did Not Meet Standard: 0

CLO #4

Met Standard: 3 (60%)  
Developing Proficiency: 2 (40%)  
Did Not Meet Standard: 0

**HSER Program  
AY18-19 Assessment Results**

**Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet**



d) *Changes that have been made as a result of the assessments.*

HSER 110 - Course Learning Outcomes were rewritten and the summative assignment artifact was reviewed. Future tasks including drafting an improved assessment rubric for the summative assessment artifact.



HSER 193 - Student practicum placements must fulfill requirements for human services organizations or activities.

HSER 293 - Student practicum placements must fulfill requirements for human services organizations or activities.

## **4. Action Plan**

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*Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

Perkins grant - We will apply for Perkins funding to support a peer mentorship/counseling and tutoring program for personal and academic growth and emotional support to improve retention, persistence, and personal/professional development of human services students. Activities will include implementation of a peer mentor program to offer peer mentor training, participation in human services and wellness events, and cultural enrichment rooted in the Native Hawaiian host culture.

A 15-credit Certificate in Community Health Worker will be proposed in the 2019-2020 AY. In collaboration with UHMC and a TAAACCT Grant, 23 Certificates of Competence (10 PAL and 13 Hilo) were awarded in 2017-2018 to Big Island residents. In the 2018-2019 AY, in collaboration with EdVance and Hi-Net 6 non-credit CO's in Community Health Worker were awarded. As described in the Analysis section of this report, a follow-up survey of the 23 CO graduates to see if they are employed and in which fields could also be drafted and conducted by HSER 193 and/or 293 practicum students. The results would be helpful in assessing the viability of the certificate for our island. There is state legislation which supports the hiring of Community Health Workers in Community Health Centers.

Assessment - Courses will be assigned to lead core faculty in HSER to assess according to a revised assessment schedule. HSER 110, HSER 193, and HSER 293 are due to be assessed AY19/20.

## **5. Resource Implications**

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We would request that HSER 193/293 not be cut for low enrollment as we build up the program at Pāalamanui.

We would request funds for professional development for HSER faculty to attend conferences on the Hawaiian Islands and the mainland.