HAWAI'COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

HUMAN SERVICES PROGRAM

APRIL 2, 2007

Sandra K. Claveria

COMPREHENSIVE PROGRAM REVIEW
HUMAN SERVICES PROGRAM
SANDRA K. CLAVERIA
MARCH 27, 2007

PROGRAM DESCRIPTION

The Human Services Certificate of Completion program provides a more specific vocational preparation which community agencies are willing to recognize as "value-added" to a liberal arts background in evaluating employability of program graduate. This program provides an optimum 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 four-year Liberal Arts or professional program. The 21 credits of coursework for the certificate include 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.

Program Admission Requirements

Admission to the Human Services Certificate Program is open to any high school graduate or person 18 years of age or older who can profit from the instruction. There are no pre requisites to enrolling in the Human Services 110 class. Students from many different disciplines enroll in this class .Students are taken with the skills they have and are "nurtured" with remedial coursework and counseling if necessary. Many of the students are older, returning students, some seeking job retraining, and the majority are female, a good number of them single parents.

ANALYSIS OF THE PROGRAM

Program Demand/Centrality

In 2006-2007 there were 27 applicants to the Human Services and 18 student majors. This could be attributed to the separation of the Substance Abuse Program. Overall the Human Services Program demonstrated continued healthy program indicators in most areas.

Program Efficiency

The program continues to demonstrate good program efficiency as the SSH per Faculty exceed satisfactory level in all areas.

Program Outcomes

According to the Perkins III Fall 2006 – 2007, Human Services CC students have performed satisfactorily in academic and vocational achievement. Graduation rate (2P1) increased significantly, from 25% to 33.3%. The program surpassed the standard in employment (3P1) with 100%; those who were employed were able to retain employment. Non tradition participation (4P1) and completions rates remained steady.

Response to last year's plan of action

- New program coordinator hired August 2006

Information on external factors affecting the program:

According to the Hawaii County Occupational Employment trends the following information was received:

- From 2002 to 2012, 54 percent of the job gains will fall under two occupational divisions-service; and professional and related occupations.
- Service occupations, by far the largest occupational group, will provide jobs to 30 percent of the count's workforce which includes healthcare support occupations.
- Service occupations will account for 49% of the total openings.
- The second fastest growing occupation in Hawaii County, 2002-1012 is Social & Human Service Assistants 390 (2002 to 690 (2012) 51.3%.

Other factors that may affect the program would be:

- Economy
- Employment boom
- Unavailable services
- Non profit agencies that assist students to return or attend college

Plan of Action (2007-2008)

The program continues to demonstrate continuing demand and high efficiency as well as highly favorable program outcomes. The program will continue to deliver quality services to students as well as adapt to meet the changing needs of the community.

- New program coordinator/instructor to evaluate program
- Research direction needed for expansion
- Program coordinator/instructor will continue to work on updating completing SLO and CLO.
- Recommend new Advisory Board
- New Program coordinator/instructor will work with new Advisory Board to recommend program curriculum expansion and/or enhancement
- Add HSER 110 class for students who work during the day
- Hire lecturer to teach one HSER 110 night class

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program's standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand), class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor : Rockne Freitas
Dean of Instruction: Doug Dykstra
Department Chair: Mary Goya

CONTENTS

PROGRAM DESCRIPTION……...2

PROGRAM STUDENT LEARNING OBJECTIVES…….2

PROGRAM GOALS...……...3

PROGRAM HEALTH INDICATORS 4

PERKINS III CORE INDICATORS..... 5

OCCUPATIONAL DEMAND: Hawai'i County-1998-2008……..6

ANALYSIS OF THE PROGRAM……7

PLAN OF ACTION (2007-2008)…….8

Appendix A: Program History and Admission Requirements…….9

Appendix A: Program History and Admission Requirements……..10

Appendix B: Certificate Requirements……11

Appendix C: Faculty..... 12

Appendix D: Advisory Committee 13

Appendix E: Definitions of Data Elements 14

Appendix E: Definitions of Data Elements 15

PROGRAM DESCRIPTION

The Human Services Certificate of Completion program provides a more specific vocational preparation which community agencies are willing to recognize as "value-added" to a liberal arts background in evaluating employability of program graduate. This program provides an optimum 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 four-year Liberal Arts or professional program. The 21 credits of coursework for the certificate include 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.

PROGRAM STUDENT LEARNING OBJECTIVES

The underlying foundation for these outcomes is knowledge, skills and a positive attitude of people who work with people. It allows students with an awareness of sense of self, sense of place and sense of confidence in making 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.

Through reflection of values and self awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives.

Mana'o: Student's need to look at self and in the knowing of self, they can respect others and accept their differences as well as their similarities.

Ike-Individuals searching with insight

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

Mana'o: Student's can learn more about what's out there in the community and where they can be a part of its growth.

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.

Mana'o: Students can take what they've learned and put it into action to deal with the many social issues that exist in the community and become change agents for the community.

PROGRAM GOALS: HUMAN SERVICES CERTIFICATE

The following objectives articulate the major functions of the program:

1. To serve the pre-service needs of those preparing themselves for careers in human service, social service and other related fields;

2. To provide supplemental training to those individuals presently employed in human service, social service occupations;

3. To prepare those students who expect to go on to four-year and graduate degrees in human service/social service fields by offering introductory coursework and field experience, supplemented by skill building, that will support them to successfully complete advanced level study and training;

4. To provide non-majors with academic knowledge and basic concepts and theories about Human Services as an applied social science.

PROGRAM HEALTH INDICATORS

INDICES	MINIMUM LEVEL	ACTUAL LEVEL	SATISFACTORY LEVEL
PROGRAM DEMAND/CENTRALITY: Fall 2006			
Number of Applicants	30	27	35
Number of Majors	22	18	28
Student Semester Hours/FTE/Faculty (AL 210/0.6)	180	330.2	220
Class Credit Hours	12	18	15
Number of Classes Taught	4	6	4
PROGRAM EFFICIENCY: Fall 2006			
Average Class Size	15	19	15
Student Semester Hrs/ FTE Faculty (210/0.6)	180	429	225
Equiv. Class Credit Hrs/FTE Faculty (8.8/.6)	15	20.5	15
Percentage of Small Classes 2/4	20%	33	20%
PROGRAM OUTCOMES: Fall 2004 - 05		**Actual Levels**	
Credits Earned Ratio – General Education		100%	
Credits Earned Ratio – Vocational Education		100%	
Degrees and Certificates Awarded (2003-2004)		25%	
Placement Further Education, Employ, or Military		100%	
Program Retention – Fall to Spring		100%	
Retention in Employment		100%	

Non-Traditional Program Participation	16.33%
Non-Traditional Program Completion	12.50%

2005-2006 PERKINS III CORE INDICATORS

Core Indicators	# in Denominator	# in Numerator	Adjusted Level	Actual Level
Academic Achievement (1P1)	8	6	81.92%	75.00%
Vocational Skills (1P2)	9	8	90.00%	88.89%
Degrees & Certificates (2P1)	9	3	37.33%	33.33%
Placement/Employment (3P1)	4	4	71.71%	100.00%
Retention:Employment & Transfer (3P2)	4	3	92.00%	75.00%
Nontraditional Participation (4P1)	25	6	14.60%	24.00%
Nontraditional Completion (4P2)	4	1	12.73%	25.00%

OCCUPATIONAL DEMAND
Hawai‘i County – 1998-2008

Occupational Title	Openings Due to Growth	Openings Due to Separations	
Code: 27308 Social/Human Service Assistants	10	10	20
Code: 31521 Teacher Aides, Paraprofessional	10	*	10
			Total New Demand: 30

Source: Employment Outlook for Industries and Occupations, Hawai‘i County, 1998-2008. Table 5, Average Annual and Total Job Openings.

- Employment estimate is less than ten, but not equal to zero.

ANALYSIS OF THE PROGRAM

Program Demand/Centrality

In 2006-2007 there were 27 applicants to the Human Services and 18 student majors. This could be attributed to the separation of the Substance Abuse Program. Overall the Human Services Program demonstrated continued healthy program indicators in most areas.

Program Efficiency

The program continues to demonstrate good program efficiency as the SSH per Faculty exceed satisfactory level in all areas.

Program Outcomes

According to the Perkins III Fall 2006 – 2007, Human Services CC students have performed satisfactorily in academic and vocational achievement . Graduation rate (2P1) increased significantly, from 25% to 33.3%. The program surpassed the standard in employment (3P1) with 100%; those who were employed were able to retain employment. Non tradition participation (4P1) and completions rates remained steady.

Previous Year Plan of Action (2005-2006)

The program demonstrates continuing demand and high efficiency as well as highly favorable program outcomes. The program will continue to deliver quality services to students as well as adapt to meet the changing needs of the community.

- The program is now in the process of hiring a new program coordinator/instructor**.**

Response to last year's plan of action

- New program coordinator hired August 2006

Plan of Action (2007-2008)

The program continues to demonstrate continuing demand and high efficiency as well as highly favorable program outcomes. The program will continue to deliver quality services to students as well as adapt to meet the changing needs of the community.

- New program coordinator/instructor to evaluate program
- Research direction needed for expansion
- Program coordinator/instructor will continue to work on completing SLO and CLO.
- Recommend new Advisory Board
- New Program coordinator/instructor will work with new Advisory Board to recommend program curriculum expansion and/or enhancement
- Add HSER 110 class for students who work during the day (Night class)
- Hire lecturer to teach one HSER 110 night class

Appendix A: History and Admission Requirements

Program History

The Human Services Certificate Program was created and proposed by Psychology Professor Trina Nahm-Mijo in 1987, when Hawai‘i Community College was still administratively a part of the University of Hawai'i at Hilo. The program grew out of a needs assessment survey of human service agencies in Hilo done by Professor Nahm-Mijo in 1983 and the student demand for the Introduction to Human Services course and the two-semester practicum sequence in Human Services from 1983-87. The Human Services Certificate Program was intended as an applied social science emphasis (Pre-major) embedded within the Associate of Arts degree program. The program was designed with a stepladder concept in mind by providing students with an opportunity to synthesize practical vocational experience with academic study. With this kind of integrated experience, students could: (1) more clearly define either personal and/or vocational goals; (2) gain minimum competencies which could be applied to entry or mid-level employment in human services; (3) and/or act as a stepping stone to pursue a four-year Liberal Arts or professional program. Chancellor Kormondy approved the campus-based certificate in Spring 1988. The first certificate of completion in Human Services was granted in Spring 1990 and with the separation of Hawai'i Community College from the University of Hawai'i at Hilo in 1990, future certificates were granted by Hawai'i Community College under the auspices of the University of Hawai'i Chancellor of Community College's Office.

By Fall 1991, the demand for courses and the certificate of completion in Human Services grew, and West Hawai'i Education Center began offering courses and the certificate through a cohort model. In 1994, Hawai'i Community College received a two-year Federal grant from the Administration of Aging to offer a specialized certificate in Human Services designed to serve the needs of Older Hawaiians who desired to work with human service agencies in a Kupuna

(Elders) capacity especially with Hawaiian families and youth-at-risk. Under this grant, the program graduated two cohorts of Kupuna through this Kupuhou Program.

In Spring 1999, a full-time Coordinator/Instructor in Human Services, Ms. Roselyn Smith, was hired to stabilize and develop the program.

In Summer, 2000, a non-credit to credit training program for Therapeutic Aides was started in partnership with the Office of Continuing Education and Training and Na Laukoa, a
non-profit human service agency. This training was approved by the Felix Staff/Service Development Institute (FSSDI) under the auspices of the Department of Health, Child and Adolescent Mental Health Division to meet the requirements for Therapeutic Aides, Levels I, II and III.

In Fall 2004, the Certificate of Completion in Substance Abuse Counseling was established in response to the methamphetamine crisis occurring on Hawaii Island, the lack of certified substance abuse counselors to address the crisis, and the lack of addiction studies coursework available to satisfy certification and recertification contact hours required by ADAD.
In Fall 2004, the HSER program was modified to remove the Substance Abuse Counseling Certificate Program from its umbrella. This modification took effect in Fall 2005.

In Fall 2004, the process for hiring a new program coordinator for the HSER program was initiated and it is expected that the new program coordinator will begin employment on August 1, 2006, prior to the start of the Fall 2006 semester.

Program Admission Requirements

Admission to the Human Services Certificate Program is open to any high school graduate or person 18 years of age or older who can profit from the instruction. There are no pre requisites to enrolling in the Human Services 110 class. Students from many different disciplines enroll in this class .Students are taken with the skills they have and are "nurtured" with remedial coursework and counseling if necessary. Many of the students are older, returning students, some seeking job retraining, and the majority are female, a good number of them single parents.

Appendix B: Certificate Requirements

Certificate of Completion Human Services

HServ 110	**Introduction to Human Services**	**3**
HServ 193	**Human Services Practicum I**	**3**
HServ 293	**Human Services Practicum II**	**3**
Psy 100	**Survey of Psychology**	**3**
or		
Psy 170	**Psychology of Adjustment**	**(3)**
Eng 22	**Intro to Expository Writing**	**3**

Electives:

AJ 101, 210, ANTH 200, ED 105, 131, FAMR 230, PSY 170, 230, 275, SOC 100, 218, 251, 290, WS 151 AND/OR

Soc. Sci. option courses approved by HServ. Coordinator 6

TOTAL 21

Special Instructions
* To receive a certificate HSER majors must earn a “C” or better in each HSER course.

Appendix C: Faculty

Regular Faculty

Name	Tenure Status and date	Degrees Held	Rank

Human Services Certificate
Instructor/Coordinator: Sandra K. Claveria, M.Ed. (Hired Aug. 2006)

Part-time Faculty

Name	Tenure Status and date	Degrees Held	Rank

HSER CC

Lucy Jones-Voisey		West Hawaii Lecturer	BA, Ph.D.

Appendix D: Advisory Council:

Advisory board are appointed for 2 consecutive years. The previous board members term have expired. A new advisory board is being appointed to work with the new program coordinator/instructor in the fall of 2007.

HSER CC

Appendix E: Definitions of Data Elements (All data includes West Hawai‘i)

A. Program Demand/Centrality:

1. Number of Applications: Total number of applications received complete and incomplete.

2. Number of Majors: Major declared/on file during the semester.

3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.

4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.

5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.

2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.

    a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.

    b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.

c. Assigned time is to be extracted from FTE calculations …similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.

3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.

4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (Remedial/Developmental): Percentage of program majors enrolled in ESL 9, ESL 13, ENG 20R, ENG 20W, ENG 51, LSK 51, MATH 22, and MATH 50 who passed with a grade of A, B, C, D or CR.

2. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.

3. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.

4. Credits Earned Ratio (Overall): Combination of C.1., C.2., and C.3. above.

5. Graduate Placement Rate: Students who graduated with a certificate/degree in the PAST academic year and found work in that field.

6. Degrees Awarded: The number of certificates and degrees awarded during the PAST academic year.

7. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999. Students registered in Fail 2001 who started in Spring 2001 or Fall 2000.)