Human Services, Community Service Option
Honolulu Community College
2006 Annual Assessment Report
Associate of Applied Science

College Mission
- Serve the community as an affordable, flexible, learning-centered, open door comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission
The Human Services - Community Service Option program’s mission is to prepare individuals for employment as human services workers and to support those who wish to transfer to Baccalaureate human services and social work programs.

Part I: Quantitative Indicators for Program Review

External Demand
Labor Market & Student Applications
Available data show that the current annual jobs and projected 2005-2012 job outlook for the general occupational cluster miscellaneous community and social service specialists are 1351 and 385 respectively in Honolulu County…and 1867 and 542 within the State of Hawaii.

There were 49 applicants to the Human Service Community Service Option program in Fall 2004, and 22 applicants to the program for the Spring 2005 Semester. Overall, among those Fall and Spring applicants, 68 appear to have been accepted by the college and admitted to the program, while 3 appear to have cancelled applications, or been redirected etc. Among those accepted and admitted, available data show that 35 actually enrolled in the semester initially applied for.

- Overall, our sense of the labor market and its relationship with the number and enrollment yield of applicants to our program is satisfactory.

Internal Demand
Registration headcount of actively enrolled students in Fall 2004 and Spring 2005 show that the Human Services Community Service Option Program Major carried 60 Fall and 54 Spring respectively in the Certificate of Achievement program and in the Human Services Community Service Option Degree program.
There were also program non-majors enrolled in Department classes—257 Fall and 268 Spring respectively in Fall 2004 and Spring 2005—generating 849 Fall and 800 Spring student semester hours overall respectively.

We see from available data these students are primarily from Kapiolani, Manoa, and Leeward.

Enrollment by program majors and non-majors is unclear due to cross-listed data for Fall 2004 and Spring 2005 respectively.

Then, augmenting coursework within the department, 308 Program Majors were enrolled in a total of 2554 student semester hours of coursework in other departments in the Fall 2004, while 290 enrolled for 2191 student semester hours outside the department in the Spring 2005 semester.

- Our sense from comparing major’s average credit hours within department classes is that…the data is unclear due to cross listed data across four subjects; SOSE, FAMR, SW, KLS. These course designations are used to aid in transferability of credits for the students.

**Internal Efficiencies**

**Scheduling and Instructional Faculty**

The department had 1 Full Time Equivalent (FTE) faculty in Fall 2004, and 1 in Spring 2005.

Average Class Size in Fall 2004 and Spring 2005 cannot be computed due to the complexity of the course offerings in the program and the way that the analyzations are performed.

Cross-listed data makes this difficult to accurately compute. The department utilized 1 Full Time Equivalent (FTE) BOR approved faculty in Fall 2004 and Spring 2005 respectively. There were an additional 4 Part Time Lecturers teaching in Fall 2004, and 5 for Spring 2005.

Overall In Fall 2004, Full Time BOR approved faculty delivered 7 sections, taught 17 course credit hours, and were associated with generating unknown number of student credit hours within the department.

In Spring 2005, Full Time BOR approved faculty delivered 6 sections, taught 12 course credit hours, and were associated with generating unknown number of student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was unknown due to cross listed data in Fall 2004, and
unknown in Spring 2005. The ratio of program majors to FTE faculty was unknown respectively in Fall 2004 and Spring 2005.

- Our sense of departmental operating efficiencies from considering these data is that it is difficult to determine due to cross-listed data.

**Instructional Outcomes**
As reflected in available data for the 04/05 academic year, the department awarded 13 certificates, and 17 degrees.

**OVERALL**
The HSERV (Community Services Option) program has demonstrated the following with regard to program demand, efficiency and outcome measures:

**Program Demand:**
This program demand indicator falls above the satisfactory level at 2.6. (Healthy)

**Program Efficiency:**
This program’s efficiency indicator falls above the minimum level at 63.3. (Cautionary)

**Program Outcomes:**
This program outcomes indicator falls above the satisfactory level at 83.3. (Healthy)

- Given consideration of these demand, efficiency, and outcomes indicator data together, our sense of overall program health is that we are a healthy program.

**Part II: Assessment Results for Program SLOs**

**Program Outcomes**
1. Prepare students to work as human services workers to serve clients or carry out other supportive human service agency functions.
2. Provide information and guidance to students who wish to transfer to a Baccalaureate human services or social work program.

**Measurements**
1. Graduation and/or employment rates.
2. Initiate and maintain a record/log of information and guidance provided to students; actual transfer rates (to UHM, HPU, etc).
Part III: Curriculum Revision

Courses are reviewed every semester by the Instructors of the class for relevancy and updated accordingly. Program SLOs are used as guidelines for learning outcomes.

Part IV: Analysis of Data

Due in part to the nature of the cross-listed and unclear data no analysis is possible at this time. With the upcoming separation of Human Services and Early Childhood education things should become a bit clearer. Also needed is a consistent registration or coding of students coming into the major that can then be tracked across the course alpha designations (SOSE, FAMR, KLS, SW).

Part V: Action Plan

Improve analysis and data gathering of student outcomes and work to improve any areas of weakness.

Part VI: Budget Implications

To be completed by the end of the Spring 2006 semester.