Program Review/Follow-up Transmittal

General Information

The attached report is (check one):   ☒ Program Review (published every 4th year)

☐ Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2009-10

The report contains information on the follow unit(s) (enter names of all units/programs:

Human Services

Report Abstract:

Program Review for Academic year 2009/2010 for Human Services prepared by S. Bolz and S. Cabrera. The program Student learning Outcomes are to equip/prepare students with basic knowledge necessary for Human Services employment; students with developed entry level skills for Generalist Human Services employment; students transferring to four-year institutions. The Institutional-Level Outcomes ("Core Four") for Human Services courses include: IA, 1B, 1C 1D; IIA, IIC, IID; IIIB; IVA, IVB, IVC. The specific SCC Strategic Direction and Goal(s) supported by this program include: Goals 2; 3; 7. Trends are: increase in enrollment; high retention; increase in FTES generated; good completion rate; positive student feedback. Factors and outcomes of the program are: program is solidly established; new faculty hired; courses offered at new Vallejo center; curriculum review completed; regular meetings taking place to oversee the program; SLOs completed and assessed. Changes needed: need full-time instructor/coordinator position with release time assigned for program coordination; consolidation of program in ONE department; reduction in class size to ensure quality learning; continue technological advances in teaching environment.

Signature: _[signature]_ **Date:** May 4, 2010

Faculty/Staff Representative
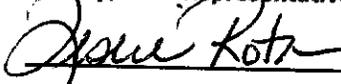
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Dean/Director
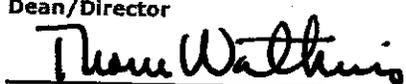
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President/Academic Senate
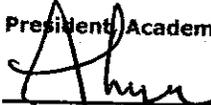
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Vice President
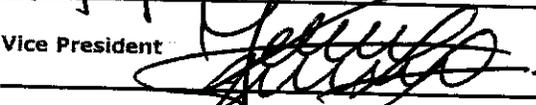
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Superintendent/President

2010 Program Review and Analysis

Part I   Outcomes

1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes ("Core Four") of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

The goals of the Human Services (HS) program are:
- To equip students with basic knowledge necessary for Human Services employment.
- To develop entry level skills for Generalist Human Services employment.
- To prepare students for transfer to four-year institutions.

The student learning outcomes for each Human Service course are completed and can be accessed on the SCC internet.

The Institutional-Level Outcomes ("Core Four") for every Human Services courses includes:

Core I: Communication
IA Read, 1B Write, 1C Listen 1D Speak/Converse

Core II: Critical Thinking/Information Competence
IIA Analyze, IIC Research, IID Problem Solving

Core III: Global Awareness
IIIB Social Diversity/Civics

Core IV: Personal Responsibility/Professional Development
IVA Self-Awareness/Self-Management, IVB Social/Physical Wellness, IVC Work Place Skills

The program outcomes include the following:

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
1. Students with basic knowledge necessary for Human Services employment.	- Critical Reflections - Class Discussions and Activities - Mock Interviews	- Baselines - Case work paperwork - Agency Report - Agency Presentation - Complete Career Development - Special Populations Binder - Special Populations Report - essay exams - multiple-choice exams - short-answer exam - take-home written assignments - class presentations - mock case file portfolio

2. Students with developed entry level skills for generalists Human Services employment.	• Critical Reflection Exercises • Communication skills in group setting • Small group design/facilitation/participation • Team participation • Case management skills applied to hypothetical case scenarios	• Mock Interview • Case work paperwork • Agency Report • Oral Presentations • Field Assessments • small group role-play • team assignments written and • oral • response and/or term papers • essay exams • multiple-choice exams • short-answer exam • take-home written assignments • class presentations • mock case file portfolio
3. Students transferring to four-year institutions.	• Discussions with professors regarding transfer	• Application/acceptance to four-year institution • AA/AS degrees or required units to transfer

2. **The specific SCC Strategic Direction and Goal(s) supported by this program include:**

Goal 1: Quality Teaching and Learning
 Obj: 1.1, 1.2, 1.3, and 1.4
Goal 2: Student Access
 Obj: 2.1, 2.2 and 2.4
Goal 3: Institutional Diversity
 Obj: 3.1 and 3.2
Goal 7: Community Relations
 Obj: 7.1, 7.2 and 7.3.

Part II   Analysis (2004-2008 academic years)

1. **Identify and explain the trends in:**

Enrollment— Enrollment within the Human Services program has varied since 2004, showing increases and decreases in overall enrollment. For example, in 2004, 284 students were served; 259 students were served in 2005 (a decline of 9%.) The program is currently showing a significant growth trend. In 2007, 225 students were served; this represents an increase of 6% when compared to the number served in 2006 (212 students). In 2008, 340 students were served demonstrating a 51% increase when compared to 225 students served in 2007. To successfully meet this growth trend, the numbers of sections offered increased 50%, going from 8 in 2007 to 12 in 2008.

The FTES generated since offering the Human Services courses in 2004 has mirrored this trend—also showing a tremendous increase in the recent years. FTES generated in 2008 increased 58% when a comparison is made with the prior year (22.84 FTES in 2007 and 36.16 in 2008).

Retention— The average percent retention has varied over the years; a range of 80% in 2005 to 91% in 2007. In 2008, the average percent retention was 87%. When assessing retention rates per semester, there are no clear trends as to whether students served in the

Fall versus Spring are better retained. The average retention rate over the past two years (2007/08; 2008/09) remains above 85%, another indicator of success.

Fill rate— The percent fill rate also shows an increase over the past 3 academic years. It went from 63% in 2006 to 72% in 2007 and 73% in 2008. This mirrors the growth trend of the Human Services program overall in the recent years.

Other— *Program completion rate* – From 2005/06 to 2008/09 a total of 152 HS Certificates and/or HS A.A. Degrees were awarded.

HUMAN SERVICES	Certificate	Degree	Grand Total
2008/09	23	16	39
2007/08	20	14	34
2006/07	13	16	29
2005/06	27	23	50

Student Feedback - Routine qualitative student evaluations are conducted every semester to obtain feedback from students who are enrolled in Human Services courses; see the Dean of Fine and Applied Arts for detailed feedback. Overall, there is a great appreciation for the training provided to further enhance students' basic knowledge necessary for Human Services employment and development of entry level skills for Generalist Human Services employment. In addition, the experience has shown to be beneficial to their personal development in various positive ways; following are examples:

- Excerpt from a 2009 essay submission to The National Institute for Staff and Organizational Development (NISOD) selected as one of the top ten finalists in the *Community College Week* NISOD Student Essay Contest tilted, "*When The Student Is Ready the Teacher Appears*". "*I had been struggling in college and had many setbacks before, feeling like a loser. Most of my previous experiences had not been fun, pretty, or easy. I had to learn the hard way! Determined to start over, I enrolled in a Human Service class taught by Dr. Cabrera. I have learned to actively listen; I have learned that learning is a continuing process that can change a life in a single moment. I have learned that with Dr. Cabrera every moment with her is a teaching moment. I have learned how to apply her universal teaching strategies to my own life. I have learned how to talk to faculty and staff more effectively. Out of respect for Dr. Cabrera, I refer to her as my teacher. When the student is ready the teacher appears.*" **A female student assessed as developmentally disabled who tutors college students**

- *Prior to this class (HS 53 Serving Special Populations) I had never thought of this subject; how valuable and important it is. I had heard of the term before, but not in the same context as I have to understand and realize it. I can learn by listening, by visual, by example, and other methods. I'll be guided by the R.E.S.P.E.C.T.F.U.L. model (D'Andrea & Daniels, 2005) and know my success is within reachable distance.* **A middle aged returning male student of Filipino descent who used what he learned to assist his schizophrenic cousin seek services**

- *Taking HS classes has cemented all feelings and desires that I have had in regards to being a helper. One of the most important things I have learned is that we all have a lens of our own and through it may make us very bias if we do not stop and think of what the true meaning of respect is. The model, along with the Human Agency profiles, I will treasure and use through my road to becoming a Human Service Professional. Each time I attended class I walked away with what I called a "nugget for my treasure box." You made the class interesting and I learned valuable information I hope to carry with me for the rest of my education and career*. **A Native**

American female student who was celebrating recovery from alcohol and other abuse and serves consumers at a non-profit local agency

- *The first day I enrolled in Introduction to Human Services I came to class feeling hopeless; in my eyes my life had taken a turn for the worst. In the inside I was torn, but at the very first lecture, I knew this class was going to provide the healing I needed. I learned to empower and not enable people we serve. This class helped me to have a healthier outlook on everyday issues and to be more effective in my family and in relationships with others.* **An African American female teenage student who transferred to earn a B.A. in psychology**

As you would expect, the Human Services program is serving the needs of diverse students wanting to advance in their career choices. However, it also is having a positive impact on their personal lives that is likely to positively affect generations to follow. Human Services is now well established as a major and as a certificate program. The program also continues to serve local community Human Service agencies in their demands for qualified generalist (paraprofessional) Human Service workers.

2. **How do the above trends relate to the factors and outcomes identified during the last review?**

   a. Overall, the trends indicate that the Human Services Program continues to provide all courses needed to equip students with basic knowledge and entry level skills needed for generalist Human Services employment and career advancement. The number of courses offered has increased as well as the diversity in students served and sites where courses are offered. A new instructor was hired to enable more course offerings and courses have been offered at the Vallejo Center (e.g., Spring 2009) and HS 51 Introduction to Human Services is currently scheduled at the Vacaville Center for Fall 2010.

   b. Course content is current and rigorous. Curriculum review was successfully completed to ensure course content is current with California Community Colleges Chancellor's Office. Instructors use technology and multimedia and tap into diverse ways of learning (e.g., visual and tactile). Instructors attend trainings and collaborate to share strategies in the spirit of providing best practices. The advisory board also ensures the quality of the program is optimal.

   c. Instructors and counselors regularly provide students with information to facilitate transfer into four-year institutions and agency placements. This is done via specific student requests where instructors meet with students individually and via coursework, e.g., Coun 63 Field Work and job development activities completed in various HS courses.

   d. A few of the goals in the prior review were not met in light of a lack of resources and/or need to meet the current student demand. They will be reviewed by current instructors to determine whether they are still pertinent and feasible to implement. They include: the development of a Spanish language Counseling Skills course for Human Services Workers and the provision of an Empowerment Skills for Family Workers elective course to include to the Human Services major.

   b. A prior outcome that remains viable and currently not met is the need for release time for the coordination of the program. We surmise this is to budget restraints. However, as the demands on faculty to continue to coordinate, instruct and actively participate in campus-wide initiatives increases, so does the possibility of burn-out, therefore finding a solution soon is crucial to the continued success of the Human Services program.

Part III   Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

- The entire range of courses required to complete the Human Services major and /or the 23 unit certificate program continues to be offered. The number of courses and sections offered increased to an average of 6 sections per semester to meet the increase in enrollment.
- M. Flatland continues to sustain contacts with our Human Services fieldwork/practicum sites and added new sites to the program. We work closely with currently 28 Human Services/Social Service agencies in the county.
- A total of 83 students completed the 21-unit Human Services Certificate Program, and a total of 69 students graduated with an Associate's Degree in HS between 2005/06 and 2008/09.
- The curriculum review for all HS courses (HS 51, 52, 53, 55, 60, 61), updating course outlines, textbooks, and program and student learning outcomes was completed in Fall 2009.
- A Human Services instructor's committee meets every semester for program development and review.
- The Human Services Advisory Committee has met regularly. It has provided valuable links to the Health and Social Services community in Solano County.
- In 2008, a new Human Services Instructor with extensive formal and applied experience in Human Services was hired; she is formally trained in psychology, program development, research and evaluation and was a Director of Human Service programs for over 15 years.
- In 2009, Counseling 63 was revised into a 2 semester course to meet the current needs of HS students, inclusive of the provision of increased time in the field over time in order for them to further develop entry level skills for Generalist Human Services employment.
- An operational plan was developed in Fall of 2009 to improve quality teaching and student learning in the Human Services program.
- Student Learning Outcomes (SLOs) for all Human Services classes, inclusive of the Program SLOs, were completed in 2009.
- Program faculty meets monthly to review and discuss program related issues, inclusive of professional development.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

- The Human Services major is in need of a full-time instructor/coordinator position to oversee this program. Currently, we have 2 half-time HS assignment of faculty members who are 50:50 percent assigned to the Psychology and the Human Services departments. The additional responsibility of program coordination entails participating in off-campus HS engagements, building and maintaining a dense network of community relations to Human Service agencies and representatives, chairing the HS Advisory Committee, mentoring new HS faculty, developing new courses in the HS major, guiding course modifications as needed through curriculum process, maintaining a data base on HS students and performance, scheduling HS courses each semester and finding faculty to teach them, writing program reviews and 3-year plans, etc. Extensive work is required to organize courses, asses student capabilities and needs, (many of them with complex disabilities), and to

build/maintain a viable Human Services fieldwork/practicum network between the campus and the community. A full-time position in HS with coordinator release time is needed.

- In order to accomplish the above listed goals, arranging release time for the coordination of the program should be considered a priority. We anticipate a full-time position with an 80% Human Services teaching and a 20% coordination assignment and the hiring of additional part-time faculty to meet the demands of the program.

- In order to increase the quality of teaching and student learning, a reduction in class size is needed. In particular, the following enrollments are suggested based on expertise in content and instruction; reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20.

- To facilitate coordination of the HS Program, the courses HS 51,52,53,55 and COUN 62,63 (COUN 64 as of 2010/11) need consolidation into **one** Human Services Program and Division. The HS Department affairs e.g. scheduling, curriculum review, program review, hiring of faculty, budget decisions, require working collectively and consistently within one division to increase quality teaching and learning.

- Increase media resources for classroom use to increase quality teaching and student learning; purchase DVD's related to course content for increase knowledge in diverse areas and application.

- Create a more suitable environment for quality teaching and learning. This would require the purchase of chairs and desks to allow for group activities.

- Create a technologically advanced classroom for a more suitable environment for quality teaching and learning. The installation of response systems would allow for timely feedback to case scenarios allowing greater application of diverse situations. Having all HS courses conducted in smart classrooms would allow instructor video access and use of Power Point for instruction and training.