

SOLANO COLLEGE ACADEMIC PROGRAM REVIEW  
**Abridged Two-Year Report** for Programs  
Receiving **Perkins Funds (CTE)**

# HUMAN SERVICES

2017

## **Assessment Schedule**

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

\*If it is the first time a course is taught, the SLO must be assessed that semester.

### **School of Applied Technology and Business**

2017-2018 – Program Review

2018-2019 – SLO Assessment

2019-2020 – Curriculum Review + Abridged Program Review (CTE)

2020-2021 – PLO Assessments

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

2023-2024 – SLO and PLO Assessments

### **School of Health Sciences & Counseling**

2017-2018 – PLO Assessments

2018-2019 – Program Review

2019-2020 – SLO Assessments

2020-2021 – Curriculum Review + Abridged Program Review (CTE)

2021-2022 – PLO Assessments

2023-2024 – SLO Assessments

### **School of Social & Behavioral Sciences**

2016-2017 – SLO Assessments + Abridged Program Review (CTE)

2017-2018 – PLO Assessments

2018-2019 – SLO Assessments + Abridged Program Review (CTE)

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

2023-2024 – Curriculum Review

### **School of Math & Sciences**

2016-2017 –SLO Assessments (1<sup>st</sup> half), Curriculum Review (2<sup>nd</sup> half)

2017-2018 – PLO Assessments (1<sup>st</sup> half), SLO Assessments (2<sup>nd</sup> half)

2018-2019 – SLO Assessments (1<sup>st</sup> half), PLO Assessment (2<sup>nd</sup> half) + Abridged Program Reviews (CTE)

2019-2020 – Any outstanding PLO/SLO assessments

2020-2021 – Program Review (all)

2021-2022 – SLO Assessments

2023-2024 – Curriculum Review

### **School of Liberal Arts and Library**

2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)

2018-2019 – PLO Assessments

2019-2020 – SLO Assessments + Abridged Program Reviews (CTE)

2020-2021 – Any outstanding SLO/PLO Assessments

2021-2022 – Program Review

2023-2024 – SLO Assessment

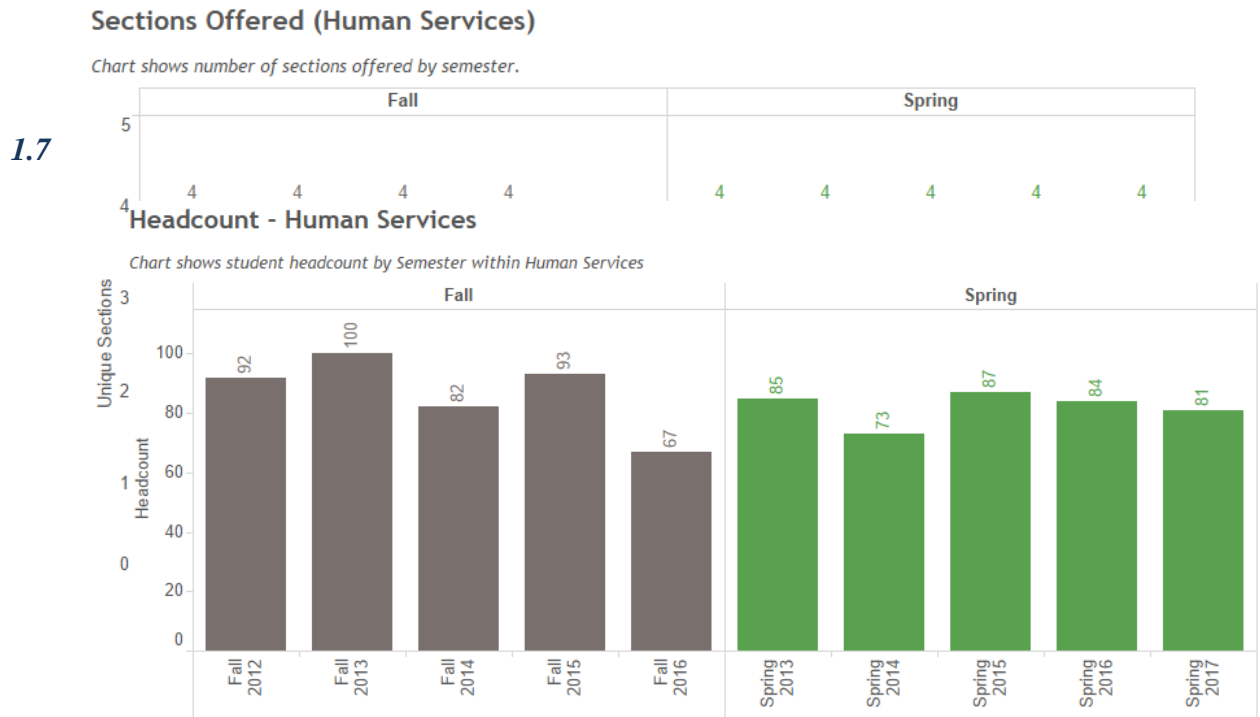
In addition to the regular six-year cycle of comprehensive self-studies, Career Technical Education Programs including baccalaureate programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator by March 1st.

## PROGRAM OVERVIEW & MISSION

**1.1 Program Introduction.** Please provide a one or two paragraph introduction to the program including any significant programmatic changes that took place in the last two years.

Created to meet the needs of the local community, the courses within the Human Services Program at Solano Community College, are intended, but not limited, to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services. Graduates gain specific knowledge and skills to create alliances and facilitate change, run groups, and case manage a diverse population; this is achieved through classroom instruction and training, and the completion of 200 hours of applied experience through 2 required internships; some obtain full time employment as a result. Currently, we collaborate with over 50 agencies within Solano County. The adjunct pool increased and the need for a full time faculty person remains in order to expand the program

**1.3 Enrollment.** Using data from Institutional Research and Planning (ITRP), show the number of sections offered and headcounts over the last two years, and provide an explanation for any trends.



Program enrolment remains relatively steady. There hasn't been a huge push to increase student enrollment given the lack of faculty who can commit to the course offerings. They are varied by night and day to meet student needs, however, the adjuncts are practitioners who often are only available for one class at night. A proposal for a new faculty hire continually gets denied given the numbers, so the program enrollment remains stable but cannot expand. A concerted effort will be made moving forward to market the program in order to increase enrollment and perhaps lend support for the approval of a new faculty hire in the future. Also note, that students often transfer without completing the program which is a sign of a successful program but not reflected in enrollment.

**Future Outlook / Labor Market Data.** Report on labor market projections for occupations in your discipline area. The California Labor Market website allows employment projections by occupation at the state and county level: <http://www.labormarketinfo.edd.ca.gov/> “Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools”: <https://www.calpassplus.org/>.

**TOP Code(s):**

- 210400 Human Services

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
119151	Social and Community Service Managers	16,100	720
211093	Social and Human Service Assistants	47,200	1,850
	<b>Total</b>	<b>63,300</b>	<b>2,570</b>

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

**Source:** <http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Consistent with the above table, we find that the value of this program remains consistent since its inception—to help serve the needs of the community. When looking at Labor Market Data for Social and Human Service Assistants, we find that employees on average made \$17.25 an hour—with those in the 75<sup>th</sup> percentile being paid \$21.033 per hour. Projections of Employment (Outlook or Demand) are promising for students trained in Human Services. Between 2010-2020, employment is estimated at 34,600 with 42,200 being projected (a 22% increase). This results in 7500 additional openings for net replacements in California alone! What is evident is that the Human Services Program provided at SCC does not only benefit our local community, but abroad as well.

**1.8 Advisory Boards.** Describe membership on the advisory committee and summarize recommendations from committee members. Attach minutes (2 meetings per year).

### Human Services Program Advisory Board Members

Katherine Schwartz, LCSW Aldea, Executive Director Behavioral Health

[kschwartz@aldeainc.org](mailto:kschwartz@aldeainc.org) Cell 415-264-8186

Laura Kelly, AK Bean, Supervisor, Management

Dorothy Laney, NAMI, President

[teancum@aol.com](mailto:teancum@aol.com)

Joann McIlvery, Retired Social Worker and HS Instructor

[jmcilvery@comcast.net](mailto:jmcilvery@comcast.net); [jomac6@sbcglobal.net](mailto:jomac6@sbcglobal.net)

Marianne Flatland, SCC Counselor & Instructor

[Marianne.Flatland@solano.edu](mailto:Marianne.Flatland@solano.edu)

Brenda Tucker, SCC Counselor & Instructor

[Brenda.Tucker@solano.edu](mailto:Brenda.Tucker@solano.edu)

Saki Cabrera, HS Program Coordinator & Instructor

[SCabrera@solano.edu](mailto:SCabrera@solano.edu)

Ron Pederson, DPO Ron Pearson, Probation Department

[Ron.Pearson@prob.cccounty.us](mailto:Ron.Pearson@prob.cccounty.us)

Minutes are attached for the past 2 years. In short, they encourage the revision of the AA in Human Services to include more courses on development and issues associated with various populations served, such as substance use. They share resources which we incorporate to keep students up to date and appreciate the well trained interns from the Human Services program at SCC.

**1.9 Core Indicator Report.** Review the Perkins core indicator report for your TOP Code at Solano from the last two years ([https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_coreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx) ). What are your areas of strength and which areas need improvement?

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
2104 HUMAN SERVICES	77.78	97.56	95.16	62.07		

Performance Rate Less Than Goal is Shaded  
**Total Count is 10 or Greater**  
*Total Count is Less Than 10*

We find that students are often unprepared to meet the rigor of the training. To this end, we now have textbooks available for students to check out for the semester. We are working on obtaining a tutor for Human Services at the Academic Success and Tutoring Center. Finally, we are working with counselors to ensure they understand the rigor of the program when they refer

students and going to develop an orientation to ensure they learn how to prepare for the first day of class.

Students are becoming gainfully employed as a result of their training in Human Services program at SCC. Employment includes case managers, human services specialist, Domestic violence advocates, and group facilitators. However, many also transfer to further their education and do not complete their certification or AA at SCC. I learned that the college needs to develop a more effective tracking system to obtain this data more consistently, therefore, increased collaborating with the Dean of R& P will occur. That means this number may reflect a poor response rate given anecdotal data suggests differently where many students are employed as a result of this program.

**1.10 Duplication of Services.** State if the program provides any unnecessary duplication of other state funded manpower training programs in the college's service area. Faculty can utilize Cal Pass for data (<https://www.calpassplus.org/>).

The program has not provided any unnecessary duplication of other state funded manpower training programs in the college's service area.

## ASSESSMENT

**2.0 PLO/SLO Analysis (Optional).** Review the status of Program and Student Learning Outcomes. Have there been any changes over the last two years, are assessments being completed, and have any of the findings led to programmatic and/or course-level improvements?

We continue to learn from these invaluable assessments to make changes. For example, a proposal to reduce class size for HS 55 was the result of reviewing course work and outcomes.

## CURRICULUM

**3.0 Course and Program Offerings.** Please note any changes to courses offerings (deletions, additions, prerequisite changes) and/or changes to degrees or certificates over the last two years. Include any significant changes to course times, locations, and/or course modality.

HSS 55 was approved for a reduction in class max size from 35 to 24. A minimum of 1 section of each course has been offered every semester, enabling students to graduate on time and meet pre-requisites for other courses. All courses continue to be offered on different days and at various times (morning, afternoon and evening) to meet the needs of diverse student schedules. This continues to be a challenge given the lack of faculty, but the goal is to make this education and training available to everyone.

## STUDENT EQUITY & SUCCESS

**5.0 Demonstrated Effectiveness.** Using data from Institutional Research and Planning (ITRP), report on the number of certificates and degrees awarded in the last two years. Assess whether students are gaining employment upon completion of coursework.

Human Services	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Associate in Arts	19	15	4	19	20	10	17	13	13	6
Certificate of Achievement	22	21	29	27	21	25	25	17	14	10

As stated before, students do obtain employment, however, many also transfer to further their education and do not complete their terminal AA degree or certificate at SCC. We now are educating students about being dual enrolled so they can complete their certificate while completing their BA at another institution. Students are becoming gainfully employed as a result of their training in Human Services program at SCC. Employment examples include case managers, human services specialist, advocates, and group facilitators.

## RESOURCES

**6.0 Perkins Funding.** Provide a summary of how your program utilized Perkins funding over the last two years.

Funding has been used to increase resources to optimize classroom instruction such as i-clickers & e-devices, increase access to course materials such as textbooks, and professional development, e.g., conferences and varied trainings.

## GOALS & PLANNING

**7.2 Program Goals.** Ensure that your program’s goals are up-to-date and are based on current analysis of data (enrollment, labor market, core-indicators, industry changes, advisory recommendations, etc.).

**Following are the goals for the Human Services Program,** based on the last Program Review Self-Study Report. Be sure to make changes to the chart below, and the Program Review Update Form.

### PROGRAM OVERVIEW & MISSION

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals

Program is up-to-date; no goals at this time			
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			
Will review PLOs fall 2017, as we review SLOs etc.			

### ASSESSMENT

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Assessment is up-to-date and ongoing; no goals at this time			
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			
We will review SLOs and update mapping to revised GELOs and ILOs fall 2017.			

### CURRICULUM

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Delete/modify course(s)	Change course titles to HS; Develop Proposal and submit for approval	HS Coordinator initiated	4
Other	Reduce maximum enrollments for each course; develop and submit a proposal for review	HS Coordinator to initiate	2
Create new course(s)	Expand the program; offer new courses	All faculty	1
Review/change course scheduling	Expand the program; offer multiple sections in multiple sites	All faculty	3
Rationale for above goals (and priority ranking), as relevant: Limit 100 words.			



Expand the HS Program (1&3): New courses will be created, e.g., Meeting Consumer Needs using a Case Management Model, and revising the AA to include courses in development and other related areas, e.g, substance use, abnormal psychology, and personal and social adjustment to prepare students to serve consumers. With new faculty and increased enrollments, a future goal is to offer courses at multiple sites.

Reduce maximum enrollments for each course (2): In all Human Services courses, a lot of activities are provided, thus having a large class size poses more challenges for diversity of teaching modalities to be further introduced into the class or where all students each get the opportunity to thoroughly engage and critically evaluate their experience as well as others'. Thus, the goal is to propose the following reductions in class maximum enrollments: HS 53 & HS 54 to 20. Student feedback is being collected and will be included in the proposal. Comparisons to other similar courses offered at SCC with lower class maximums will also be used as evidence to support our proposal, e.g., counseling and CDFS courses

A future goal is to have all the courses in HS housed in SBSS (4). With expected faculty retires in the future and staffing challenges for Coun 62, we will propose moving Coun 62, Coun 64 A & B into SBSS so that the courses are regularly staffed and under 1 administration. HS Coordinator will work with Deans and current faculty to develop a transition plan, should there be support.

### CAMPUS & COMMUNITY INTEGRATION

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Other	Develop bi-annual Advisory Board Meetings; confirm membership and schedule one per semester	HS Coordinator lead	<b>Goal Met</b>
Other	Obtain new professional contacts with Human Services agencies in Solano County; Attend community events & meetings	All faculty	<b>Ongoing</b>

Rationale for above goals (and priority ranking), as relevant: Limit 100 words.

We continue to benefit from The Advisory Board to ensure we are including the knowledge and skills students will need to meet consumer needs. We will continue to seek new community partnerships for internship placements.

### STUDENT EQUITY & SUCCESS

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Data shows student success and equity across all modalities and demographics; no goals at this time			
Textbook access (NEW)	Link students to library	All faculty	<b>1</b>
HS Tutor (NEW)	Have an HS Tutor at the ASTC	HS Coordinator initiated	<b>2</b>
<p>Rationale for above goals (and priority ranking), as relevant: Limit 100 words.</p> <p>Many students are not prepared for the first day of class so we are emailing them to inform them about textbooks available for check out in the library and other resources such as ASTC. We also announce it in class. We are working to obtain an HS tutor housed at the ASTC given many students are asking for it.</p>			

#### PROFESSIONAL DEVELOPMENT

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
No professional development goals at this time			
Keep Current with field KSAs	Attend trainings and yearly national NOHS conference. Read field material and learn new assessments.	All Faculty	<b>1</b>
<p>Rationale for above goals (and priority ranking), as relevant: Limit 100 words.</p> <p>Faculty are responsible to keep abreast of field trends, new assessments, populations that are increasing in service need and anything that can enhance increased knowledge and skills based on varied student ability in order to effectively train students so they can be prepared for employment.</p>			

#### RESOURCES

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Expand part-time pool	Advertise adjunct position and create hiring pool	HS Coordinator lead	<b>1 (Goal met but is ongoing)</b>
Add/replace full time position	Advocate for a new faculty full time position	HS Coordinator lead	<b>2</b>
<p>Rationale for HR goals (and priority ranking), as relevant: Limit 100 words.</p> <p>We expanded the part time adjunct pool, however, most of them can only accept a night course offering given they are practitioners. We will again request a full time HS position in order to staff all courses and enable increased course offerings.</p>			
Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/upgrade classroom/lab technology, equipment, instructional materials	Purchase Equipment like clickers and tables to support an optimal teaching environment	All faculty	<b>Goal MET but ongoing</b>
<p>Rationale for tech/equipment goals (and priority ranking), as relevant: Limit 100 words.</p> <p>We will train faculty on i-clickers. Allows for honest feedback on sensitive topics given the anonymity. Immediate feedback allows for rich deep classroom discussion without projecting on others. Facilitates the “I” statement which is an invaluable part of training. Will continue to incorporate new instructional materials based on best practices in the field and faculty advisement.</p>			
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Facilities are up-to-date; no goals at this time			
<p>Rationale for facilities goals (and priority ranking), as relevant: Limit 100 words.</p>			

<b>Library Resource Goals</b> (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Library resources are up-to-date; no goals at this time			
Rationale for library goals (and priority ranking), as relevant: Limit 100 words.			
We will continue to suggest books for the library based on field trends.			
<b>Other Resource Goals</b> (add below)	Planned Action	Person(s) Responsible	Priority ranking
Create a HS program budget	Review prior HS budgets, program needs and develop a budget	All Faculty, HS as the initiator	<b>Ongoing</b>
Rationale for other goals (and priority ranking), as relevant: Limit 100 words.			
We will continue to develop a budget and proposal for funding to support the HS program overall, which includes an emphasis on student needs, program goals, curriculum development, program expansion, and faculty expansion and professional development.			

**SIGNATURE PAGE**

*Please include all full-time faculty and as many part-time faculty as possible.*

**The undersigned faculty in the Human Services Program, have read and have had the opportunity to provide feedback on the attached program review self-study, dated**

\_\_\_\_\_  
*Sally Cabanis 9/29/17*  
Faculty Name

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Faculty Name

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Faculty Name

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Faculty Name