Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
HUMAN SERVICES PROGRAM 2013- 2014

Department/Program Title: HUMAN SERVICES   **Date submitted:** March 28, 2014

0. Key Findings:

In 2012-2013, 89 students earned their Certificates of Achievement from Cañada College and 9 of those students also received their Associate in Science degree (AS) in Human Services. 45% of these students graduated with honors. The Human Services certificates awarded were:
    34 Family Development
    18 Promotor Education & Employment Project
    15 Community Health Worker
    22 Human Services

In addition, 7 students earned their Family Development Credentials from University of Connecticut School of Human Services after completing the credential examination from the University.

Cañada College continues a strong partnership with Notre Dame de Namur University by offering the Human Services Bachelor's degree on the Cañada College campus. Currently, there are approximatly 140 students in the program and approximately half of these students have taken classes at Cañada, either before or during their tenure with Notre Dame de Namur, per NDNU's HMSV Program Director.

Our partnership with El Concilio of San Mateo County continues to enhance our student's opportunities and help prepare them for entry level positions in the Human Services field. This collaborative effort continues to be an important asset to the students and the program.

The Human Services program continues to have a diverse student body. Many of these students are first generation college attendees. The Family Development and Portfolio courses are offered in Spanish and English which makes them very attractive to a high percentage of Hispanic students; especially to those who do not feel confident with their English skills. Students in the Spanish HMSV courses are required to co-enroll in an English Second Language (ESL) course to improve their English and marketable job skills.

Having a dedicated college counselor to specialize in the Human Services field has helped increase the understanding and awareness of the program and its requirements. This counselor continues to work with the students in the program, helping them develop their Student Educational Plan (SEP), achieve their certificates, degree's and transfer options. This particular counselor is critical to the continued success of the students' progress and completion of certificates and degrees.

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1. Planning Group (include PT& FT faculty, staff, stakeholders)
List of names and positions:
Carlos Bravo, Assistant Professor
Dora Collado, Assistant Professor
Joe Hennen, Assistant Professor
Jess Miller, Assistant Professor
Wanda Nalls, Assistant Professor

2. Writing Team and Contact Person:
Carlos Bravo, Dora Collado, Jess Miller, and Wanda Nalls

3. Program Information

A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:
Carlos Bravo, Dora Collado, Joe Hennen, Jess Miller, and Wanda Nalls

FT Faculty None
PT Faculty Carlos Bravo, Dora Collado, Joe Hennen, Jess Miller, Wanda Nalls
FTE 1.31 average for year
FT Classified None
PT Classified (hrs/wk) None   **Volunteers** None   **Student Workers** None

B. Program Mission and Vision

Mission: The Human Services Program at Canada College was developed in cooperation with State and County Departments of Mental Health, Rehabilitation, Vocational Rehabilitation, and Human Services. The program is designed to train personnel to provide value-based services for families in need of temporary social, health, and economic assistance. State and County agencies, non-profit and private providers of services, social workers, psychologists, and medical personnel work in this field. Courses taken at Cañada College are transferable to Notre Dame de Namur University Human Services Bachelor Degree program.

Vision: The program's vision is to create careers in the helping professions, training future practitioners in teaching problem solving, advocating, empowering and caring for the populations they work with, such as elders, veterans, immigrants, women and children, and people with disabilities.

C. Expected Program Student Learning Outcomes

Students completing this program will be able to:

PSLO-1 Demonstrate their ability to view the client as a whole person in the context of family and community in assessing the client's strengths and needs.
ASSESSMENT TOOLS: quizzes, mid-term and final exams, and written assignments. All tools will collectively assess the students' ability to recognize when the strength-based empowerment approach is being used.

PSLO-2 Demonstrate a working knowledge of human services providers in San Mateo County, including emergency and non-emergency services.
ASSESSMENT TOOLS: quizzes, written assignments, portfolio, and student presentation based on project on community resources.

PSLO-3 Demonstrate an understanding of the qualities and characteristics of effective human services professionals.
ASSESSMENT TOOLS: Written assignments. A grade of C or higher will indicate success.

PLO Results for AS Degree earners will be evaluated yearly in person using a rubic.

4. Response to Previous Annual Program Plan & Review

The IPC feedback from the 2012 Annual Report is inquiring about the success of the ESL corequisite for the HMSV courses that are taught in Spanish. The HMSV Department has linked all Spanish language HMSV courses with ESL and a review will be completed at the end of each semester. While the HMSV faculty agree that this requirement is important for the overall development of our students and will enhance their job opportunities; the faculty has heard from some students that this requirement can also be a barrier to enrollment in the program for some students. Some of the barriers that students have stated are: the cost of the additional courses, the time commitment for the additional courses, the extended time to receive their certificate/degree, the delay in their working career due to extended time required in school and the need to work or family commitments. As faculty, we have discussed this issue and continue to try to determine how we can best support the students, so that they can achieve their educational and personal goals in a timely manner. The HMSV and ESL faculty met this spring and the corequisite requirement is in place for 2014-2015. We will reevaluate this corequisite at the end of each semester to determine how to best support the students.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

As of this semester, all HMSV courses have been updated and are in alignment. These courses will be reviewed a minimum of every two years.

The Human Services Department and faculty continue to review and update curriculum to meet current needs in the Human Services field. By requiring students to take ESL/ESOL concurrently with Human Services courses taught in Spanish, the students are improving their English proficiency level and increasing their self-confidence as well as their marketable job skills.

Beginning fall 2013, the HMSV Department added a 1-year cohort program titled Patient Care Navigation that is being taught at the Menlo Park Center on Tuesday, Wednesday, and Thursday evenings with some short courses on Saturdays. This is a partnership with Asian Americans for Community Involvement (AACI) based out of San Jose. The focus of this curriculum is to teach entry level knowledge that will assist the student to work in a non-clinical role as a community health care advocate, healthcare navigator, and health and wellness coach. Graduates of this program will earn the Cañada College Promotor Education and Employment Project Certificate and will be qualified to navigate/assist clients find the healthcare service they need. For students who wish to continue their education, this program can lead to other Human Services and the Allied Health professions.

Traditionally, the English version of HMSV 262/264 and 265/266 have been taught on Wednesday nights at the Menlo Park Center and the Spanish version Tuesday on the main campus. Beginning fall 2014 we are switching these nights. The English version of these courses will be taught on Tuesday nights at the Menlo Park Center and the Spanish version on Wednesday nights on the main campus. We are hoping that changing the evening and location will enable more students to enroll in these courses.

> **All curriculum and SLOAC updates must be completed when planning documents are due.**
> SLOAC = Student Learning Outcomes Assessment Cycle
> Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
>   **Curriculum Committee** http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/
>
> ### A. Attach the following TracDat and Curriculum data in the appendix:
> - List courses, SLOs, assessment plans, and results and action plans attach report from TracDAT folders in SLOAC sharepoint).
>
> - List courses with COR's over 6 years old (attach documents from Curriculum Committee)

As of this semester, all HMSV courses have been updated and are in alignment. These courses will be reviewed a minimum of every two years.

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

The following are the HMSV cycle of course offerings:

Fall	Spring	Summer
HMSV 100	HMSV 100	HMSV 160
HMSV 115	HMSV 110	HMSV 672
HMSV 120	HMSV 161	
HMSV 262	HMSV 264	
HMSV 265	HMSV 266	
HMSV 672	HMSV 672	

*There are additional courses related to the Human Services field from other disciplines that are required.

Fall	Spring	Summer
CBOT 430	CBOT 430	CBOT 430
HSCI 100	HSCI 100	
HSCI 430	HSCI 430	
HSCI 431	HSCI 431	

The current cycle of HMSV course offerings is working well. Students are able to complete their certificate in the designed 2-year cycle. Many of these courses are part of the required curriculum for multiple HMSV certificates enabling dedicated students to receive more than one certificate by the end of the two years.

Certificates and degrees offered are:
- Associate in Science Degree - Human Services
- Certificate of Achievement - Human Services
- Certificate of Achievement - Community Health Worker
- Certificate of Achievement -Promotor Education and Employment Project (PEEP)

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

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The Human Services Department consists entirely of adjunct faculty. The faculty meet as a group on the paid district flex days, but this has not been enough to address the data review that is necessary to evaluate and explain the data from the website listed above. The faculty have also met on Saturdays to discuss the results from these data packets.

Enrollment Patterns and Course Offerings: Student enrollment has remained fairly consistent. We belive that the lack of a full-time faculty member may also affect the consistency of the program, the ability to recruit students, and overall department cohesiveness. The retention and success rates remain relatively high and is due in large part to the dedication of the adjunct faculty and their willingness to support the students' needs.

It is our hope that as the economy improves, and our cohesiveness as a program strengthens, so will our enrollment. We will strive to increase our overall enrollments by 10% in 2014-15.

Department Efficiency: In 2011-12, the load was 441; in 2012-13 the load was 381. One reason was due to linking the Spanish HMSV courses with the ESL course. The department is working closely with the ESL Department to create a marketing flyer explaining the benefits of requiring the ESL courese the HMSV courses.

Student Performance Profile: Great news; the student success and retention rates increased! In 2011-12 the student success rate was 77% and the retention rate was 86%. In 2012-13 the success rate increased to 84% and the retention rate increased to 89.7%.

Beginning fall 2014 we will be linking ESL 901 Language Skills for Workforce Careers with the HMSV 262/264 courses. The ESL faculty will work closely with the HMSV faculty to strengthen the students' grammar, reading, writing, speaking, listening, and vocabulary skills. The desired result will be greater student proficiency in the English language, which will enhance their job opportunities and enable them to continue their education if they desire to do so.

Student Goal Orientation: There has been an increase in the percentage of students who state that they are taking courses for career development. In 2011-12 this was 42% and in 2012-13 is category increased to 51%.

Student Demographics – Ethnicity: in 2012-13 there was a slight increase in three of these categories and a major decrease on one.

Ethnicity	2011-12	2012-13
Black - Non-Hispanic	12%	14%
Hispanic	54%	57%
Pacific Islander	3%	4.5%
White Non-Hispanic	15%	9%

Student Demographics – Gender and Age: As is true in most of the helping professions, the majority of our students are female. There was a slight increase in the male population from 12% in 2011-12, and 13.5% in 2013-14. The other populations have remained fairly consistent.

B. **Analyze evidence of Program performance. Explain how other information may impact
        Program (examples are business and employment needs, new technology, new transfer
        requirements)**
    Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

In 2012-13, a partnership was developed with Asian Americans for Community Involvement (AACI) to train students as patient/healthcare navigators. As a result of "Obama Care" and the California Affordable Care Act, the demand for trained individuals in the Health and Human Services field has increased. This partnership was designed to help meet these needs. The first cohort of students began in fall 2013 and will graduate in May 2014 with the Promotor Education and Employment Project (PEEP) Certificate of Achievement.

In 2012-13, a plan was developed to increase the HMSV Advisory Board members and to bring in new members. We plan to have more industry involvement to ensure that we meet the needs of our students, local employers, the community, and that we are providing the appropriate skills for specific employment. The HMSV program marketing materials need to be updated to reflect the current course offerings and to inform the community about what we have to offer. Also, the HMSV program needs to solidify more internship opportunities in the community.

C. Other Considerations

The faculty would like the HMSV/ESL corequisite to be reassessed and possibly offer a 1.5 unit short course to make this more convenient for the students' schedule.

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data. Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
    > Determine the assessments; set the timeline for tabulating the data and analyzing results.
    > Describe what you expect to learn from the assessment efforts.

The faculty are using a rubric to evaluate PLO/SLO assessments in meaningful and timely manner. The HMSV faculty will receive additional training and support regarding PLO/SLO data reporting in the spring of 2014. Better data in TracDat will provide the faculty with a useful assessment tool. This will help the department and faculty evaluate the strengths and weaknesses and enhance program development.

The HMSV faculty evaluated PLO1 for the 2012-13 A.S. Degree earners. 100% of these graduates were successful. Graduates are evaluated on a scale of one to three with three being the highest score. 78% of the graduates receive a score of three, 22% received a score of two, with no one receiving a score of one. Based on this data, our objectives were met successfully. We will continue to review the students progress each semester and discuss our objectives as a department to ensure that we continue to meet the needs of our students and the community.

As a result of reflection, analysis, and interpretation of the data, the HMSV Department has developed specific goals for 2014-15:

- Come together as a department four additional times a year to better coordinate recruitment and retention, to discuss and reflect on the SLO/PLO data assessments, to share best practices and updates in the HMSV field.

- Learn to effectively use TracDat as a tool to submit SLO/PLO data in a timely manner. As a result, the department will have a better understanding of the data trend for this program and how to respond to them in an effective manner.

Action Plan for 2014-15 Goals

The HMSV faculty will meet more often as a group. We hope that this will give us more opportunities to come together as a department, discuss the human services field in general, coordinate our efforts and enable us to work together to achieve the goals we have set for this year. We plan to meet as a group on all the paid college flex days as well as in September, October, February and April. We believe that this additional department time will help us identify and focus on areas for improvement.

- Cultivate and share internship partnerships and community contacts related to the HMSV field.

- Enhance partnership with the ESL Department for student success in the ESL/Spanish HMSV courses.

- Identify positions and skills in the Human Services field where there is increased employment demand and how we can incorporate these skills into our courses.

- Continue to promote programs in high schools, communities, and community based organizations and attend community events and meetings.

- Continue to host two HMSV Advisory Committee meetings a year to ensure that we are meeting the needs of the student, employers, workforce and the community.

8. Resource Identification

A. Faculty and Staff hiring requests

The Human Services Program is in need of a full-time faculty member. While the enrollment numbers may not support this request; the faculty strongly believe that a full-time faculty member will help build department cohesion and effectiveness. The full-time faculty member would be able to focus issues discussed in this report and increase enrollments.

In the absence of a full-time faculty member, we are requesting a minimum of 1.5 units of release time (3.75 hours per week) for a faculty coordinator.

Four additional HMSV faculty coordination meetings per year for 3-hours each on Saturdays with a stipend of $100 for attendance = $2,000.

B. Professional Development needs

The HMSV faculty would like to participate in additional professional development opportunities and will apply for professional development funding. Some of the things that the faculty would like to participate in are:

- Local conferences related to the field
- Online training for personal/professional growth
- Additional department meetings
- Workshops on Cultural Humility, Psychology of Poverty, etc.

Faculty members have attended the Flex Day Activities which includes, but not limited to:

- SLOs/PLOs
- Annual Program Plan
- E-Portfolios for program planning
- Information competency and ePortfolios
- Accreditation Presentation/results
- WebAccess training for faculty

Faculty members continue to pursue opportunities for personal growth.

Jess Miller achieved a Ed.D in Education Leadership from Mills College in January 2014 and co-facilitated a workshop at CAPED, California Association formPost Secondary Education in October 2013 on Motivational Interviewing.

Carlos Bravo will apply for a Summer Program 2014 funded by the National Endowment for the Humanities to study the African American culture and history. If accepted to this program, the faculty member will apply for professional development funding.

C. Classroom & Instructional Equipment requests

The HMSV faculty are requesting a "Smart Classroom" and an overhead projection system in the HMSV lecture classroom at the Menlo Park Center (see equipment details and cost estimate below that was provided by the SMCCCD). This equipment will be used to enhance the students' classroom experience with technology, presentations, and communication skills. In addition, this would bring the classroom up-to-date with technology and safety standards. Currently, there are multiple cables on the floor, running from a portable cart to numerous plugs. These cables are in the front of the classroom and in the path of the students and the professor and are a safety hazard.

CAN Menlo Park Center Smart Classroom Estimate

QTY	Description	Cost	Supplier
1	Electrical/data	$2,000.00	Atlas/Young
1	Projector EPSON PowerLite D6250 XGA 3LCD Projector	$1,600.00	
1	Projector mount Chief RPA projector mount and ceiling plate	$500.00	
1	Screen10' x 10' Dalite Model C screen	$800.00	
1	Blue Ray Blu-Ray player	$200.00	
	Additional AV Roemtech PMA-245H Audio Mixer-Amp; Atlona AT-RGB45SR VGA extender kit; Atlona AT-HDTX-RSNET HDMI transmitter Atlona AT-HDRX-RSNET HDMI receiver, Pixie Control panel; Plus various CAT6 cables, speaker cables and audio cables.	$1,400.00	
1	Labor to move white board, patch and paint, install screen	$2,500.00	Eternal
1	media cabinet	Redeployed?	
	Estimate Total	**$9,000.00**	

Additional items requested include:

- 12 HMSV videos for classroom use at $10 each = $120
- 2 Wireless remote control presentation accessories at $30 each = $60
- 2 faculty laptops for classroom at $1,600 each = $3,200

    HP EliteBook Folio 9470m Ultrabook (ENERGY STAR)
    HEWLETT PACKARD • p/n E1Y62UT#ABA
    STANDARD PRICE:$1,608.20 **HP**

- 2 new whiteboards for the HMSV classroom at the MPC
  6' long, 4'tall at $700 each = $1400
- 1 storage cabinet for classroom materials $400

D. Office of Planning, Research & Student Success requests

- HMSV data online presented in yearly format rather than by semester for ease of faculty review and assessment. Fall data for the current year available by February 1 to be used in program review due in March.

- Help tracking Human Services graduates by degree/certificate earned to accumulate data regarding long-term employment, transfer to 4-year Universities, length of time to obtain employment in the Human Services field, employment locations, and pay scale (possible ways to track: attach an attribute the student for data collection, create a program entrance and exit survey to administer to students and track, create an email list that could be used to solicit information from students).

- Market data for trends/statistics/demographics in the Human Services field available online and easily accessible.

This information would be used to help determine why the enrollments have been declining in this program and what we can do to reverse this.

E. Facilities requests

  None at this time

Annual Program Plan/Review Feedback Form – IPC

Program Human Services   **Division** B, D, W

IPC Member(s)   **Date**
Reviewers   Supinda S, Janet Stringer and Anniqua Rana   **Reviewed** 4/18/14

The purpose of this form is to provide feedback to the Department/Program.

I. Curriculum Offerings	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: This section should include the following:				
1. Status of curriculum updates for all courses.	Click here to enter text.	all courses up to date	Click here to enter text.	Click here to enter text.
2. Status of SLOAC for all courses.	incomplete	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. A description of the complete curriculum offering cycle.	Click here to enter text.	included	Click here to enter text.	Click here to enter text.
4. A plan for necessary curriculum development.	none mentioned	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
About half of the courses are missing results, action plan and follow up in TracDat. There is thoughtful discussion of the need to pair ESL courses with HMSV courses in Spanish. Also presentation of partnerships with NDNU and ACCI.

II. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: The data is prepared by the Office of Research and Planning and is to be attached to this document. This section should include the following:				
1. Identification of trends on data packets.	Click here to	Click here to	included	Click here to

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	enter text.	enter text.		enter text.
2. Identification of program performance.	Click here to enter text.	included	Click here to enter text.	Click here to enter text.
3. Identification of PLOs (Program Learning Outcomes) assessment plan.	Click here to enter text.	included	Click here to enter text.	Click here to enter text.
4. Analysis of PLOs (Program Learning Outcomes) results.	none in TracDat	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
Assessment plan and outcomes for PLOs are included in the program review, but there is no data or reflection in TracDat or the program plan. Outline of degrees and certificates offered and achieved by students is included. Comment on the need to revise and increase industry involvement.

III. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: This section should include the following:				
1. Reflections on Department/ Program needs and goals.	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.
2. An action plan for what is to be accomplished for the next year.	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.

Comments/Questions:
Asking for additional training in PLO/SLO evaluation and use of TracDat.

IVa. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: The request should explain clearly and with supporting data how it will serve Department/Program/Division/College needs. Information from the most recent comprehensive program should be included.				
1. Justification is consistent with	request FT	Click here to	Click here to	Click here to

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accurate data.	faculty, but no justification is provided	enter text.	enter text.	enter text.
2. Justification fits Department/Division/College needs.	minimal	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
Request for full-time faculty member for general reasons, but the position justification is not included.

IVb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: The request should explain clearly how it will serve Department/Program/Division/College needs				
Justification is consistent with Department/Program needs.	incomplete	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
Comments that faculty attend flex day activities, which is great. But, all faculty can apply for funds from professional development to attend conferences and workshops, etc. The faculty in HMSV are encouraged to apply for these funds.

IVc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs including Item description, Number of Items, Total Cost				
1. Complete source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	included	Click here to enter text.
2. Justification is consistent with Department/Division/College needs (uses previous program plan information).	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.

Comments/Questions:
Complete information included. Just not sure the relationship between the MPC and Canada in terms of classroom equipment and renovations.

IVd. Office of Planning, Research &	Incomplete	Complete	Complete	Complete

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Student Success data needs	information	information, some analysis	information, analysis	information, analysis, plan
Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs.				
Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	yes	Click here to enter text.

Comments/Questions:
Thoughtful requests. Tracking students through employment is difficult, but important for programs such as this one.

IVe. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs.				
Justification is consistent with Department/Division/College needs.	none	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
Actually some of equipment request should be included here.

Other/General Comments:
Overall, very reflective of the program needs and students. The program is encouraged to expand the advisory board and increase industry input into the program. The faculty are also encouraged to meet regularly as listed in the action plan. Being creative about the ESL requirement could make a significant impact on the program overall, but you must stay within the rules.

IPC Co-Chair Signature _Carol Rhodes_ Date _4-25-14_

VPI Co-Chair Signature _____ Date _25-4-2014_