



Human Services (HMSV) Program Review - Instructional Program Plan for Year 2014 - 2015

Program Title: Human Services (HMSV)

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Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

The Human Services program was created in 1998 to meet the critical need of training workers to serve the most disadvantaged and disenfranchised residents in San Mateo County. These individuals and families were not receiving the continuum of care they needed. Our program rose to this challenge, offering courses to county employees and college students which are grounded in the strength-based philosophy of human services.

In the ensuing seventeen years, program instructors, well-schooled in the day to day work of human services, have taught students this client-centered approach and produced graduates whose helping skills have rippled out into the communities they serve. As the only community college-based Human Services program in the county, our program has helped shape the workforce in San Mateo County, sending educated, effective advocates into the field.

Our program offers a variety of certificates which build upon each other as a student advances toward an Associate's degree. Current certificates include: Promotor Education and Employment Project, Community Health Worker, Human Services, and an Area of Specialization in Family Development. Once students achieve their A.S. degree in Human Services, they may transfer to a university to complete their Bachelor degree. Notre Dame de Namur, in tandem with Cañada's University Center, offers an Evening Degree Completion Program in Human Services, enabling students to earn for their B.A. on our college campus.

The Promotor component of our program stands as an example of our long-standing partnerships with community providers. Cañada College and El Concilio of San Mateo County work together to empower indigenous workers to deliver effective services within their community, through family-centered and culturally competent approaches. These workers then focus on improving the health of community members, while reinforcing the traditional, cultural strengths the community offers.

Community relationships such as those developed with San Mateo County Human Services and El Concilio are vital to the success of our students. These relationships serve to expand our awareness of current needs, and sustain the bridges to resources for clients, while offering employment opportunities for students. The program maintains relationships with many community agencies through our Human Services Advisory Board...



The core of our program consists of three main courses: Introduction to Human Services, Introduction to Counseling and Interviewing, and Introduction to Case Management. Our Family Development component is composed of two core courses: Introduction to Family Support: Building Respectful Partnerships and The Life Cycle of the Family. Our Patient Navigator Certificate, which is currently in development, will include our three core courses and other essential courses in health. Developing the Patient Navigator curriculum is at the top of our current action plan. Other action plan items include updating all of our current certificates and reactivating and reintroducing HMSV 160.

The students who gravitate to Human Services have a strong desire to help those in need and to give back to their communities. Our students represent a microcosm of the student population of Cañada College. Fifty-eight percent of our students are Hispanic and there is a 5:1 ratio of female to male students in the program. The majority of our students are over forty years of age and are working adults supporting families.

Often, these motivated, idealistic students have lives that consist of multiple day to day challenges and have received social services themselves. Frequently they pursue Human Services because they want to make the experience of seeking assistance and coping with problems better for someone else. These students need additional mentoring and advising to support their success and ensure their persistence to graduation.

The faculty consists of dedicated individuals with strong backgrounds in the day to day work of the helping professions. When the program began, faculty members were specifically chosen because of their work in the community, so that they could teach from the literature and from experience. Currently, the Human Services faculty is composed of five adjunct assistant professors. The program is seeking to augment its ability to serve Cañada students by hiring a full-time faculty member. This hiring would remedy multiple difficulties currently faced by the program.

The lack of a full time faculty represents the greatest challenge for the program. The Human Services program is a popular course of study at Cañada. We are proud to have an abundance of students interested in our vision and values. However, the combination of our consistent numbers, and students who require additional support, makes the hiring of a full-time faculty crucial to the continued success of our program. In addition, this faculty member would: support the adjunct faculty, be accountable for necessary statistical data, including SLO's and PLO's, engage in community outreach, act as a liaison with outside agencies and function as student recruiter. Having these tasks centralized will allow the adjunct faculty to focus on their primary mission of teaching and supporting students while our program grows.

Other challenges that face our program include the lack of an internship coordinator. This staff would manage the oversight and monitoring of students and community sites, as well as networking with community agencies to expand student opportunities. We see this position as necessary to our program as a fulltime faculty. In addition, student recruiting in the Spanish community has become more important due to the recent addition of a required co-occurring ESL course. This requirement resulted in the Spanish HMSV courses being cancelled in fall 2014 for the first time in the program's history. We need to implement focused and creative recruiting to sustain our Hispanic population in the program.

Despite the challenges faced by the program, 2015 finds the Human Services in good health. Economic and social conditions, and the governmental responses to them in San Mateo County, has resulted in the development of new and expanded social services and an increased demand for human services workers. Our students and faculty remain committed to social justice and serving all communities in need. We will continue to strive



for success and to meet our challenges with the help of our colleagues in the community and here at Cañada College.



Program Context

- 1. Mission:** Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical, Basic Skills, Transfer, Lifelong Learning

If your program has a mission statement, include it here.

Mission: The Human Services program at Cañada College educates students in the strength-based philosophy of helping individuals and families in need of economic, health-care assistance, and social support. Students learn effective communication, counseling, case management, and cultural sensitivity skills; enhancing their ability to work well with our diverse local communities.

Vision: The Human Services program is dedicated to producing future practitioners in the helping professions who are committed advocates for their clients, teaching and empowering the populations they work with, such as families in crisis, elders, veterans, immigrants, women and children, people with disabilities, and those dealing with domestic violence, homelessness and other difficult social issues.

- 2. Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

Currently, the Human Services (HMSV) courses are not part of A-G requirements at our local high schools and we do not have an articulation agreement with the high schools for any of the HMSV courses. The college has programs allowing high students to take courses including HMSV while they are still in high school. Any changes in the HMSV program and the course outlines will not impact the high school enrollment since the courses are degree applicable and transferrable to CSU campuses.

The articulation with CSU campuses has not changed; most HMSV courses are transferrable to CSU campuses as electives. Students may also receive credit, depending on the University, for Social and behavioral Sciences, Cultural Diversity, and General Education for Associate degree and CSU GE Breadth.

If there are any changes to any HMSV course outlines in the future, we will work with the Articulation Officer to identify the course equivalent at 4-year institutions, and to ensure that the course outlines meet the CSU course objectives in order to keep the transferability. We will also work with faculty members in other disciplines to ensure the cross listing between disciplines are congruent such as HMSV and Early Childhood Education (ECE).



Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

The following recent initiatives have impacted the Human Services field in our community:

I. Affordable Care Act

- a) Individual Mandate: requires all Americans to have health insurance.
- b) Expansion of Medi-Cal and the roll-out of Covered California, the health insurance exchange.

In San Mateo County, as of March 2014, these changes have led to:

- 25,761 new Medi-Cal cases
- 26,671 enrollments in Covered CA
- 52,423 new individuals connected to health coverage

Over 52,000 County residents successfully signed up for health insurance during the 2014 enrollment period with over 24 in-person enrollment locations available to help. Local efforts in supporting these residents made San Mateo County Health System the highest enrollment government entity in the state. The Health System estimates that more than 30,000 County residents still need affordable health coverage and may qualify for financial help. (From the County of San Mateo Health System News release dated 11/13/2014.)

II. AB-109 Public Safety Realignment

- a) As of October 1, 2011, certain non-violent, non-serious felony offenders are released from state prison to Post Release Community Supervision provided by the San Mateo County probation department. As of March 2014, the Probation Department was supporting 377 individuals.
- b) San Mateo County's AB109 collaboration continues to evolve adding partners, services and enhancements. The Service Connect program is the treatment & social service component of AB109. A few of the services being offered are:
 - Human Services Agency is helping reentrants get public benefits and has added financial readiness curricula
 - Health clinics are providing mental health and medically needed services
 - Vocational Rehabilitation Services is helping reentrants with job readiness and job placement
 - A Day Reporting Center – One-Stop has been opened
 - Peer mentoring is being provided

III. AB-12: Allows dependent children under Juvenile Court Supervision to voluntarily remain in foster care until age 21. As of January 2015, 102 non-minor dependents are currently being served in San Mateo County. Goals and Benefits:

- Foster youth will be able to maintain a safety net of support while experiencing independence in a secure and supervised living environment
- Extended time to assist youth in becoming better prepared for successful transition into adulthood and self-sufficiency through education and employment training opportunities.

IV. Family Stabilization Program: Katie A. Initiative Partnership with San Mateo County and Star Vista. Katie A. Initiative mandates the Department of Mental Health and Children and Family Services to develop policies and guidelines to ensure that the mental health and medical needs of each child is met to promote the safety, permanency and well-being of all children served.



Goal: to improve mental health services to all children and young adults under the custody of Department of Children and Family Services (DCFS) and/or to those at risk of entering the child welfare system.

Supportive Hotline Calls since March 2014:

- 26% Redwood City
- 20% San Mateo
- 12% East Palo Alto
- 38% Bi-Lingual

These initiatives have impacted the delivery of Human Services in San Mateo County and resulted in:

- Increased demand for Human Services workers
- Development of new services
- More individuals and families enrolling in services

These initiatives were developed as an effort to improve the quality of life to the foster children, re-entry individuals and families in need, and assist them in becoming more active and positive members in our community. These services cannot be achieved with the current number of para-professionals and professionals in the human services field.

The Affordable Care Act needs para-professionals to help new clients to register in the medical plan of their choice. Our community needs more qualified individuals with training in customer relations, client services, and community services to ensure we meet the increased demand for services in our community. The Human Service program at Cañada College provides this training through the various certificates we offer.

These Initiatives have affected the current human services workers who have had to expand their responsibilities with additional clients and services. These additional services are more challenging with the number of people in the workforce. Our graduates are high quality candidates for trained to work in this field. Our certificates are stepping stones to other more advanced degrees in human services and social work.

The Human Services faculty are well qualified individuals who work in the field and bring current information and the hands-on experience of working with diverse populations. Many of the current human services professionals are retiring and some will leave San Mateo County due to the high cost of living in the area. Our community is in need of trained individuals to meet the increased demand for services.

Our students are, and will continue to be, in high demand by employers who are searching for motivated and well trained individuals.

Human Services Advisory Board Meetings:

October 23, 2014

March 27, 2014

November 14, 2013



Looking Back

3. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

As of fall 2014, all HMSV courses have been updated in CurricUnet and are in alignment. The HMSV courses will follow the college CTE review cycle to ensure that we are teaching up-to-date material relevant to our changing times and community needs. The HMSV program is in the process of researching the possibility of creating a new Patient Navigator (PN) Certificate and updating our current certificates to address the needs of our community, employers and in response to the new initiatives outlined in this report. If it becomes feasible to create this certificate, all curriculum will go through the proper channels for review and approval.

The Human Services faculty continues to meet on a regular basis to review and update curriculum to meet current needs in the Human Services field. Beginning fall 2014, the HMSV program reinstated the State ESL/ESOL co-requisite requirement for students enrolled in our HMSV courses that are taught in Spanish. The goal is to help the students improve their English proficiency level and increase their self-confidence as well as their marketable job skills. Despite rigorous recruiting efforts, the fall 2014 Spanish HMSV courses were cancelled due to low enrollment.

Beginning fall 2013, HMSV added a 1-year cohort program titled Patient Care Navigation (PCN) that is being taught at the Menlo Park Center on Tuesday, Wednesday, and Thursday evenings with some short courses on Saturdays. This is a 2-year 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 (PEEP) Certificate and will be qualified to navigate/assist clients find the healthcare and family support services they need. In spring 2014, 23 out of 23 students graduated, and we anticipate that all of our current students will graduate in spring 2015. For students who wish to continue their education, this program can lead to other Human Services and the Allied Health professions.

Prior to the PCN cohort, 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 nights on the main campus. Beginning fall 2014, we switched these nights. The English versions of these courses are being taught on Tuesday nights at the Menlo Park Center and the Spanish version on Wednesday nights on the main campus. We switched these nights to accommodate the remaining PCN courses and faculty, with the hope that changing the evening and location will enable more students to enroll and succeed in the program.

The Human Services curriculum was updated in 2013-14 and will be reviewed for our first two year cycle in 2015-16 and every two years thereafter, per the college CTE curriculum review cycle. Two new textbooks were added to reflect current information in the human services field. HMSV 100 new textbook is *Human Services in Contemporary America*. The new textbook for HMSV 115 is *Essentials of Intentional Interviewing: Counseling in a Multicultural World*. In addition, the faculty will continue to meet on a regular basis to discuss the program and the community needs to ensure that the students are well prepared for the workforce.



4. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.

Responses to recommendations/comments received on last year's program review:

1. Incomplete SLOAC:

The HMSV program consists of all adjunct faculty and finding time to evaluate SLOs has been a challenge. The faculty have created a new rubric to address all of the requested information and will evaluate and submit their SLO results at the time of grading each semester. Beginning fall 2014, the faculty will be reviewing one SLO rather than all SLOs, with the hopes that we will be able to go more in depth and provide more valuable feedback.

2. Curriculum development plan:

The faculty updated the curriculum for HMSV 110 in spring 2014, HMSV 100 in spring 2014, and HMSV 115 will be reviewed in spring 2015 and begin using the new textbook in fall 2015.

HMSV 262, 264, 265, and 266 were linked to ESL 901 for 2014-15. Unfortunately; the courses were cancelled due to low enrollment. The courses will be offered again in 2015-16 and the faculty will be discussing a plan to increase enrollment and support the students.

3. No data or reflection of PLOs in TracDat:

The PLO assessments and data are in TracDat. There is a possibility that the information could have been incorrectly entered and hard to find. The faculty are evaluating program success based on the certificate/degree earners. Beginning spring 2015, the faculty will place more emphasis on analysis of the results.

4. Full time hire requested, but no justification included:

The faculty submitted and presented a full-time faculty request in fall 2014. Our request was not granted. We will submit an updated request in fall 2015. The Human Services program needs a full-time faculty member in order to establish a sense of coherence to the program, provide leadership, and advance the program mission and vision in tandem with those of the college. Although the current adjunct faculty is a group of committed individuals, it is beyond the scope of their positions to address all of these critical tasks. A full time faculty member would ensure that students receive any additional support that they might need, support the adjunct faculty, be accountable for necessary statistical data, engage in community outreach, and act as a liaison with outside agencies. Having these tasks centralized will allow the adjunct faculty to focus on their primary mission of teaching and supporting students while our program grows.

5. HMSV classroom/instructional equipment relationship between MPC and Cañada:

The HMSV program has taught courses at the MPC for 10+ years and will continue to offer courses at the MPC each semester. The college also offers other courses such as ECE, CBOT, HSCI, MEDA, and PSYC at the MPC. The classroom is in need of equipment upgrades to reflect the current technology and better serve the faculty and students.

The results of our 2013-14 goals are below:



1. 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.
 - a. We met this goal with additional meetings held in November, January, February, March and April.
2. 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.
 - a. This goal is an ongoing process. Since the faculty are all part-time, this continues to be a difficult goal to achieve. We concentrated on updating our PLO/SLOs, completing the SLO results, better defining what we would like to report, how to report results/reflection/action plan/follow-up. We also added more information to our PLO rubric to include all Certificates in the program rather than only A.S. Degree earners.
3. Cultivate and share internship partnerships and community contacts related to the HMSV field.
 - a. This continues to be an ongoing process. Faculty attended meetings in the community, attended workshops, helped the student's line up internships, and shared contact information. In addition, the AACI program paid for a short term temporary employee to assist with this process. This employee went out in the community introducing our program and discussing possible internship opportunities. Although this position ends this spring, our faculty will continue this process.
4. Enhance partnership with the ESL Department for student success in the ESL/Spanish HMSV courses.
 - a. We did not meet this goal. Despite rigorous recruiting efforts, our Spanish HMSV/ESL courses were cancelled due to low enrollment. The faculty have been discussing ways to reach out to the community and increase enrollment for fall 2015.
5. 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.
 - a. The HMSV field is growing and there is a demand for more workers, in part because of the new Affordable Care Act. The HMSV program has addressed this need by partnering with AACI to create a Patient Care Navigation program. This program is in its second year and trains students to help patients/clients navigate the health care system and needed social services. Also, the HMSV faculty are in the process of evaluating our current certificates with plans to update certificates and create a new Patient Navigator certificate in 2015-16 to reflect current market trends.
6. Continue to promote programs in high schools, communities, and community based organizations, and attend community events and meetings.
 - a. The college Campus Ambassadors continue to receive information about the HMSV program that they can present to the high schools and at community events. The HMSV program is represented at numerous college and community meetings and events, as well as advisory boards and site visits.



7. 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.
 - a. We met this goal and held an Advisory Committee meeting in November 2013, March 2014, and October 2014, with another scheduled for April 2, 2015.

5. **Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.**

Other than the partnership with AACI, which ends in spring 2015, the Human Services program has not received any new resource allocations. Currently, the HMSV program consists of five part-time faculty. Three faculty work full-time in the field, one teaches at two colleges, and one recently retired from the field. The faculty has requested CTE funding to update the current certificates and create a new Patient Navigator Certificate to better address the current market needs.

The Human Services program submitted a full-time faculty request in fall 2014. While the enrollment numbers may not support this request; the faculty feels strongly that a full-time faculty member is necessary to build cohesion, grow the program, and improve student success. With the new healthcare laws and the increased number of people needing services, the need for more Human Services workers is critical. In addition to teaching, a full-time faculty member would be able to meet with, and assist the adjunct faculty with all the program responsibilities. This faculty member would also be able to help cultivate more connections with the community. As a result, we believe that the program will be strengthened and lead to increase enrollments, improved student success, and a better prepared workforce. In the absence of a full-time faculty member, we would like to request a minimum of 3 units of release time (7.5 hours per week) for a faculty coordinator to help with these tasks.

The HMSV program has a dedicated college counselor who assists the Human Services students. This has increased awareness of the program, the availability of the certificates, degree, transfer, and career options. To accommodate and reach all students in the program, and to maximize the counseling services, an Educational Plan Worksheet (EPW) was created to capture students' academic goals and to help develop their Students Educational Plan (SEP). The counselor follows up with students over the phone, email, and/or individual appointments to answer any questions regarding the requirements for certificate, degree petitions, transfer requirements, how to use Degree Works, and to complete the certificate application.

To serve the students more efficiently, the counselor created and maintains a database to capture the number of students in the program, and collect information regarding their goals. The counselor also developed and maintains a database that reflects the cross listing of the courses which increase students' awareness of the option of obtaining more than one certificate or degree. The counselor also reviews the academic status of each student and intervenes when needed to ensure student retention and progress, by providing personal and referral services in addition to academic counseling. This helps encourage students to stay in the program and complete their HMSV Certificate. Students are encouraged to pursue a degree and consider transferring to four-year University

Other services provided by this counselor to increase students' retention are:

- Newsletter informing student of deadlines, the events, and academic policies
- Workshops on educational options, resume and interview techniques, how to complete degree and certificate petitions, and how to use Degree Works



- Classroom presentations
- Follow up and case management
- Assisting students with registration
- Dedicated HMSV counseling one night week on the main campus and one night a week at the Menlo Park Center

This counselor also collaborates with HMSV faculty, staff, and administrators, and takes part in the advisory board meetings to help improve and/or develop new Certificates and services in order to enhance the program and increase students retention and completion rate.

As a result of this dedicated counselor, the retention and completion rate among students in the HMSV program has increased, as reflected in the chart below:

Certificates	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Family Development	3	6	22	5	34	10	13
PEEP	0	3	7	5	16	4	28
Community Health Worker	2	3	7	4	13	6	15
Human Services	2	3	8	7	10	6	11
Human Services Degree	0	0	5	7	10	3	10
Total	7	15	36	21	63	29	77

This reflects a 22% increase in Certificate and degree recipients from spring 2013 to spring 2014, and 38% from fall 2012 to fall 2013. This particular counselor is critical to the continued success of the students' progress and completion of certificates and degrees.

Current State of the Program

6. Connection and Entry:

- A. **Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.** Per the PRIE website: <http://canadacollege.edu/programreview/datapackets1314.php#Instructionalprogram>

By comparing the Productivity Data for all the CTE programs in the Business Division, we can see that the HMSV program has very similar data. One can also see that all the other programs, with the exception of HMSV and LEGL, have a coordinator and full time faculty. We believe that this improves productivity, student success, and retention, and strengthens the program. Cañada is the only campus in our district that offers a HMSV program and we feel that with additional support that this program can grow to be an asset to the district and our community.

Productivity 2008/09 – 2013/14 per the PRIE data

5-yr Average	FTES	Load	Fill Rate	Coordinator	FT faculty
HMSV	36.43	422.2	78.14%	0	0
CBOT	83.98	483.0	70.48%	1	1
ECE	182.1	540.4	80.02%	2	2
FASH	98.77	523.4	72.44%	1	2
INTD	67.96	374.4	67.86%	1	1
MEDA	72.23	426.4	80.50%	1	2
LEGL	26.79	448.4	62.68%	0	0

- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?**

The following are the current 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	

The HMSV department offers the following Certificates:

- Family Development (area of specialization)
- Promotor Education & Employment Project (PEEP)
- Community Health Worker
- Human Services (Certificate and A.S. Degree)

The current cycle of HMSV course offerings is working well. Students are able to complete their certificate in the designated 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.

Our HMSV courses are offered in the evenings, with a few Saturday courses. We have found that the majority of our students are working adults and cannot attend daytime courses. We believe that if our courses were articulated with 4-year universities, that our enrollments would increase. The HMSV



counselor will be researching this further. College assistance with program marketing would be very helpful. Currently, we use our website, flyers, word of mouth, and site visits. We need more support and suggestions.



7. Progress and Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

5-Year Average: Success & Retention 2009/10 - 2013/14 per PRIE

	Success Rate %	Retention Rate %	Comments
College Goal	70.0	84.0	
HMSV	81.4	87.4	HMSV exceeds the college goal

Ethnicity	Success Rate %	Retention Rate %	Comments
African Am.	64.6	75.6	3rd largest population
Asian	59.2	74.0	
Filipino	93.3	96.6	
Hispanic	88.8	92.4	largest population
Native Am.	72.3	82.0	
Unknown	81.0	90.0	
White	78.6	83.2	2nd largest population

7 of our 11 courses are taught in both Spanish and English, and supported by the PEEP program. 2013/14 we added a Spanish cohort for the PCN program with extra funding and support built in to the program, which helped the students' success and retention.

Gender	Success Rate %	Retention Rate %	Comments
Female	81.4	87.6	
Male	82.0	88.0	

Age	Success Rate %	Retention Rate %	Comments
Under 18	100.0	97.8	
18-22	74.6	81.2	
23-28	73.8	83.2	
29-39	82.0	88.8	
40-49	84.0	88.4	
50-59	84.8	89.4	
60+	88.0	93.2	

Enrollment Status	Success Rate %	Retention Rate %	Comments
Continuing Student	83.4	88.2	
First Time Student	68.6	85.0	
First Time Transfer Student	57.3	65.2	
Returning Student	75.4	86.0	
Returning Transfer Student	86.4	89.8	

Day/Evening	Success Rate %	Retention Rate %	Comments
Day/Evening	74.8	78.6	The only daytime courses we offer are on Saturdays.
Evening	81.8	88.0	The HMSV program is primarily an evening program due to the students and faculty availability.

- B. **Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.**

Not Applicable

- C. **Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?**

Twice in the past 5-years the Spanish HMSV courses have been linked to an ESL course as required by law. This has not been successful. Our students state that because of time and financial constraints they cannot attend another course. In 2014/15 we linked these courses and had to cancel the courses due to low enrollment. This is going to affect all of our statistics, which helps explain the ups and downs seen in our data. The majority of our students are Hispanic, female, between the age of 23-59, and working adults.

5-year Average	
Male	14%
Female	82%
Hispanic	58%
23-59	69%

Four of our HMSV courses (262, 264, 265, 266) are taught at the Menlo Park Center and the maximum class size is 36 due to the size of the room. Currently, the faculty are discussing/evaluating the possibility of updating the HMSV Certificates and creating a Patient Navigator Certificate to better reflect the current job market.

8. SLO Assessment:

- A. **Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.**

For the past three years, all of the HMSV SLOs have been assessed every semester that the course is taught. To date, the faculty have not looked at, or evaluated, this information as a whole. One of our goals for 2015-16 is to revisit our process in order to make the data more meaningful/useful. As of fall 2014, the faculty will be evaluating one SLO for each course taught with the hopes that this will allow us to track more specific data. The plan is to begin with SLO1 in fall 2014 and move to the next SLO each semester. The faculty will be taking an in depth look at each SLO to review/update/evaluate all aspects of each individual SLO to refine and focus the data.



- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.**

The HMSV program consists of all adjunct faculty with fulltime jobs, so it is very difficult to get together as a group, and email has not proven to be efficient. The faculty have met on Saturdays to address the administrative duties that are in addition to teaching (annual review, PLO/SLOs, curriculum, TracDat, graduation). So far we are just keeping up with program demands and have not spent any time with evaluation. One improvement that we will implement in 2015-16 will be to change how we evaluate our SLOs as stated above.

PLO Assessment:

- A. Describe your program's Program Learning Outcomes assessment plan.** Each spring the HMSV department evaluates one PLO using a rubric created by the faculty. Within each PLO we evaluate the student success for each of our certificates. All results and supporting documents are in TracDat.
- B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?**

The faculty has not reviewed this in-depth or make any analysis. We have discussed it, but it is very difficult to find the time to follow up. We did make a change in what we evaluate. The first year we only evaluated the A.S. Degree earners. Now we evaluate all of our Certificates and Degrees. This year we will be evaluating PLO3. Our next step is to find some time to discuss and analyse the results.

Looking Ahead

9. Strategic goal and action plans:

- A. How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment?

Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible Party	Resources required
Explore articulation agreements for our HMSV courses with Notre Dame de Namur University, San Francisco State University, and San Jose State University.	2015-2016 Soraya will report her findings to the HMSV faculty at the fall 2015 advisory meeting.	Soraya Sohrabi will work with the college articulation officer and the Universities.	Time
Revise our current Certificates and create a new Patient Navigator Certificate to better reflect the current job market requirements and community needs	2015-2016	HMSV Faculty: Dora Collado Jess Miller	Time and funding
Review, update, and reactivate HMSV 160: Serving Diverse Populations. This course has not been offered in a while and it is important to the program and our students learning experience. This course will enable students to better serve the population in our community.	2015-2016 Offer course in summer 2016	HMSV Faculty: Dora Collado Jess Miller	Time
Revise SLO reporting to concentrate on one SLO for each course each semester. Provide more detailed information, reflection, and how we can improve. PLO/SLO data and compare to the college ILOs.	2015-2016 PLO/ILO -Spring 2015 & Spring 2016 SLO – Fall 2014 & Spring 2015	HMSV Faculty: Dora Collado, Carlos Bravo, Jess Miller, Wanda Nalls, Joe Hennen	Time to meet as a group, time to work on projects.
Submit a full-time faculty and a 7.5 hour per week coordinator request and present to the college.	2015-2016	HMSV Faculty: Dora Collado, Carlos Bravo, Jess Miller, Wanda Nalls	Time
Curriculum Review: review all HMSV courses to update information where needed to better reflect our teaching methods, materials, and the current job market skills required to ensure that the students are well prepared for the career of their choice.	2015-2016	HMSV Faculty: Dora Collado, Carlos Bravo, Jess Miller, Wanda Nalls	Time to meet as a group, time to work on projects.