PROGRAM REVIEW: HUMAN SERVICES

Reported: Fall 2013

SOLANO
COMMUNITY COLLEGE

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CONTENTS

SELF-STUDY: HUMAN SERVICES

1.1 Introduction.

The Human Services program is housed in the School of Social and Behavioral Sciences Division. In existence at Solano Community College (SCC) for 15 years, this program is designed to equip students with the basic knowledge and skills necessary for the variety of jobs in the field of Human Services (HS). The courses 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.

A Certificate of Achievement can be obtained upon completion of the 23-unit major with a grade of "C" (2.0) or better in each HS program course. The Associate of Arts Degree can be obtained upon completion of 60 units, including the major with a grade of "C" (2.0) or better in each course, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a pass-no basis. Required courses include:

- HS 051   Introduction to Human Services
- COUN 062   Helping Skills: Creating Alliances & Facilitating Change
- HS 053   Special Populations
- HS 052   Introduction to Group Processes
- HS 055   Case Management
- COUN 064A   Practicum
- COUN 064B   Practicum

More recently, there has been a stronger emphasis on blending theory with practice within the program, as well as actively recruiting students from other disciplines like psychology, where the Human Services training will prove to be invaluable. The added value is that in the Human Services program, students get to engage in a lot of self-exploration, which results in self-growth and their ability to serve with less bias. This is achievable because instructors each have an average of about 15-20 years of experience in the Human Services field which translates into innovative classroom activities and assignments that mirror the complexity of the field and people served.

Having students from different disciplines also adds to the diversity in the classroom, thus making it a richer learning environment. For example, in recent semesters, we have had in increase of males (17% in Fall 208 as compared to 24% in Spring 2013) which provides females the opportunity to learn from their perspectives. The increased academic ability of the mixed disciplines is another positive contribution to the learning process for everyone as is the diversity in age. Students enrolled between age 18 and 20 increased 6% (8% in Spring 2008 compared to 14% in Spring 2013). Having the HS program housed in the same Division and in active partnership with Psychology professors enables this seamless recruitment given two of

the full time HS instructors serve in both Human Services and Psychology programs at Solano Community College. Current data shows an increase in psychology majors taking Human Services courses to 14% from 5% in Spring 2010.

In the future, the HS Coordinator plans to create an email that may be sent to all students at SCC who are interested in such growth. Students don't necessarily have to major in Human Services. They could simply get the certificate by completing the 7 courses or take a few courses they see fit. We see this trend with the nursing majors who constituted 18% of HS program enrollment in the Spring 2013 semester; that is a 17% increase since Fall 2011. We know the learning is invaluable especially when we have students calling back after they graduate and tell us they refuse to take a course at their new learning institution because they already learned the material at SCC. This is especially true for the Introduction to Social Work class offered in the Social Work department, at the University of Sacramento, where it is waived for successful completion of HS 51 at SCC taught by Dr. Cabrera in Spring 2012. This highlights the rigor of the program content and experience of the instructors. Similarly, conducting a student orientation in between semesters would introduce people to the HS program and its support to the community. This may assist with enrollment and also increase community collaborations given they will learn about the internships and community needs met by student workers.

Another goal is to see the program expand in terms of instructors and content offered. For example, we need a new full time faculty person dedicated to this program, are thinking about the development of a CAADAC program, and the creation of a Spanish/English bilingual course to cover the intake process so that everyone feels empowered (given the large percentage of Latinos who speak Spanish in Solano County).

Other goals include the creation of a viable budget and a resource center. The HS program is in need of a budget that is robust enough to enable the purchase of electronic resources such as tablets, pay for field trips, fingerprinting and purchase varied items to support student learning, e.g., case file folders. The budget for the program was removed without notice, thus, students and instructors use their own resources to ensure the tools needs are obtained. The HS Coordinator will work closely with faculty to develop and submit for a program budget. At minimum, having a student directed Resource Center would enable students and community members one place to search for resources, study and network with one another. Currently, there is no transfer model curriculum for Human Services under SB1440.

1.2 Relationship to College Mission and Strategic Goals.

Given the aforementioned, the services provided within the Human Services program at SCC support the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students." The data provided in Table 1 on the next page highlights the specific SCC Strategic Directions and Goals that are supported via the Human Services program.

Table 1. SCC's Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
Obj. 1.1 Create an environment that is conducive to student learning.	Instructors model the characteristics and skills that are taught, using the classroom as a model for service where the environment is free from distraction, filled with active listening; attention to one's non-verbal behavior, inclusive of words and tone used when participating. Being genuine, non-judgmental, and striving for competence is a continuous goal for both students and instructors. Instructors use vignettes, past professional experiences, case files, role play, and critical reflection papers, in addition to textbooks, research, videos, Power Points and guest speakers. As a result, students report having various unexpected moments filled with greater clarity, knowledge and competence that will enable them to serve consumers successfully. The following student feedback demonstrates the successful creation of an environment that is conducive to student learning: "The exercise in which each person in class stood up and pointed to the person that triggered them, whether it be negative or positive, helped to put this in perspective for me. It made me aware of how I might have treated him differently than I would someone who triggers me in another way."

	"One of the most important aspects of HS 51 for me was learning to open up and be honest with myself. I have always thought of myself as being one of the most accepting nonjudgmental people. After participating in many of the activities in this class I have learned that I may actually have some prejudices. I also learned…. to understand the populations I can or cannot serve and not to let my prejudices become discriminating actions." "Listening to all of the individuals in the class was somewhat of a flooring experience, to see 50 different people from all different walks of like all have a pretty incredible story to tell." "Role playing for this class was very beneficial for me. I remember being in front of the entire class and feeling overwhelmed. I was supposed to be the professional and my job was to make the consumer feel comfortable. I had a difficult time remembering what to say or do. It was definitely a learning experience." (Further feedback from students regarding their learning experiences in the Human Services Program can be obtained upon request.)
Obj. 1.2 Create an environment that supports quality teaching.	In addition to the evidence provided in 1.1, different learning modalities are tapped into with the use of: Power Point presentations, videos, charts, role-play, field trips, panel discussions, and lectures. Varied books are used as well as guest speakers.
Obj. 1.3 Optimize student performance on Institutional Core Competencies	Students are referred to take courses in English and attend Basic Skills training offered at SCC.

Goal 2: Maximize Student Access & Success	Program Evidence
Obj. 2.1 Identify and provide appropriate support for underprepared students	In print and verbally, students are made aware of the courses and skills needed to be successful and encouraged to take fewer classes, in a specific order. Instructors will speak and work with students who are not academically prepared and encourage them to complete English courses first and/or obtain a tutor after reading their first writing assignment. Course prerequisites have been added to a few courses to decrease those occurrences. The use of email to assist students beyond office hours and assigning group work also has been effective in providing students with academic support.
Obj. 2.2 Update and strengthen career/technical curricula	To meet the demands of employment, the Field Work requirement was extended; students now take 2 courses (instead of 1) and are mentored by students who have already completed an internship; 200 hours total are required in the field. The implementation of department meetings, curriculum review and program review allow for such changes.

A future change under review is to rename the Field Work courses from Coun 64 A & B to HS 56 & HS 57 given that enrollment is provided solely to Human Services majors. The added benefit is ease of student registration and one administrative unit (e.g., 1 Dean and 1 administrative assistant under one division) to coordinate program needs. For example, to complete this program review only data was provided for HS titled courses, not all HS program courses--which include Coun 62, Coun 64A and Coun 64B. Furthermore, in the past 4 years, we have had 6 Deans, 2 VPs and 3 Administrative Assistants to assist with HS program related issues. This is neither time nor cost effective and presents unusual challenges. In Fall 2013, we have an official HS Coordinator with release time, 1 interim Dean in SBSS, 1 interim Dean in Counseling and 1 Interim VP— all who are devoted to streamlining communication and addressing program related issues. |

Obj. 2.3 Identify and provide appropriate support for transfer students	Instructors work with students to identify colleges and suitable programs for further study. Students are encouraged to double major, e.g., HS and psychology, to increase their chances of being admitted to institutions of higher learning. Time is allotted for announcements and guest speakers from other institutions and places of employment. Announcements for jobs are emailed to students. Students are encouraged to regularly communicate with their counselors at SCC.
Obj. 2.4 Improve student access to college facilities and services to students	Instructors: • Enable students to attend counseling meetings during class time; • Email announcements from internal and external resources to students; • Supply free resources to students; and • Allow time for Guest speakers to promote services during class time
Obj. 2.5 Develop and implement an effective Enrollment Management Plan	As a Human Services program we: • Vary courses offered by time, location, and instructor; • Advertise the courses for the upcoming semester during class; and • Mention the HS program at meetings with colleagues and community members.
Goal 3: Strengthen Community Connections	*Program Evidence*
Obj. 3.1 Respond to community needs	Students in the HS program are trained to meet the diverse needs that are present in the community. For example, a graduate would be able to conduct an intake and link a consumer to appropriate services, documenting everything in a timely manner and within federal and state guidelines. They actually do this in their internships; the actual needs vary from helping someone who is homeless find resources to assisting a first time pregnant mother link to health resources. Because the internships are not paid, employers can serve more people at no cost.

Obj. 3.2 Expand ties to the community	The internships directly tie Solano College students and the College as an entity to the community. These partnerships are celebrated at the end of each academic year during graduation time. Advisory Board meetings may also serve to consolidate community collaborations given resources are shared and networking occurs.
Goal 4: Optimize Resources	**Program Evidence**
Obj. 4.1 Develop and manage resources to support institutional effectiveness	The Teaching Internship in HS 52 was developed. Currently there are 51 field sites which constitute a 22% increase since 2010 in options for students to successfully complete their internships.
Obj. 4.2 Maximize organization efficiency and effectiveness	In term of effective communication, email if often used to disseminate program related information. Department meetings also is a useful event but difficult to coordinate given the varied schedules of program faculty.
Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.	When a budget is created, included will be a request for up to date portable technology so that we can more easily and timely communicate with community members and students alike.

1.3 Enrollment.

Reviewing data from the past 4 years, we traditionally offer 2 sections of HS 51 in the Fall semesters and an average of 1 section of HS 52, 53, and 55 each in all semesters. The rationale for offering multiple sections of HS 51 is because in Introduction to Human Services course, students assess whether they want to pursue a career in Human Services related work. Faculty discuss and assess fit in the classroom and expect people to realize they are not a fit for this field and self-select out and not enroll in subsequent courses. A limitation, however, is the lack of faculty to offer multiple sections of all courses every semester. During the Fall 2013 semester, a hiring committee is being developed to post for new HS qualified instructors. (The position was posted late in Spring 2013 due to other hires being prioritized; moreover, suggested sites to post the position, such as APA, NASW and NOHSE, were not accepted by Human Resources because there was no money to pay for such listings. It is clear that the HS Program needs a budget!)

When reviewing the full-time equivalent enrollment (FTE) for each semester since the last program review in 2010, we find different ranges for different classes for different semesters, thus not detecting any one viable pattern for the program as a whole. The following list indicates the ranges for each course:

- HS 51   3.5 in Spring 2013 to 7.4 in Fall 2010
- HS 52   2.7 in Fall 2010 to 3.7 Spring 2011
- HS 53   2.3 in Spring 2013 to 4.8 Spring 2011
- HS 55   1.8 in Fall 2010 to 3.9 in Spring 2012

When looking at it by semester, for only the HS titled courses (which is not the entire program) we yield the following results:
- 14.3   Fall 2010
- 15.8   Spring 2011
- 13.09   Fall 2011
- 13.7   Spring 2012
- 13.1   Fall 2012
- 10.4   Spring 2013

When we compare the enrollment pattern to that of the college as a whole, the FTE for Spring 2013 increased to 3640.85 from 35553.09 in Fall 2012; that is contrary to the pattern found in those semesters at SCC for the HS program.

A plausible reason for such variability is due to the location of course offerings and decrease number of sections offered. There was a push to offer the courses at the Centers when historically enrollments are lower and some courses are cancelled due to low enrollments or lack of an available classroom. In years past, course offering were also more restricted in terms of times offered, where now the rotation occurs over all time slots which include mornings, afternoons and evenings.

The number of declared degree seekers within the Human Services program continues to yield consistent percentages over the years. Currently at 47% in the Spring 2013 semester, the program serves most students interested in majoring in Human Services. Students declared as Registered Nurses fell second at 18% with Psychology students at 13%. A few other disciplines were equally represented at 3% and included Social Sciences, Early Childhood Education, and Criminal Justice. Five percent of the students were undeclared. Such evidence supports advertisement to all departments within SCC and the community as a whole given the education applies to many disciplines. Learning to actively listen, document properly, and respect cultural norms is vital to many roles when serving others.

1.4 Population Served.

Utilizing data obtained from Institutional Research and Planning, the following trends are found since the last program review:

- Gender: The majority of students in the HS program are females. In Spring 2013, 75% identified as female with 24% as males. And yet, the male enrollment represents an increase from past years. This pattern is consistent with that of Solano Community College (SCC), however, the spread is closer where females represent 54.7% of student enrollment. Traditional gender roles may contribute to these differences where females are taught to be helpers early in life.

- Age: The ranking of students in different age categories has remained consistent over the history of the program with students over 30 years old representing the majority of students enrolled. Students between 20 and 30 years of age fall second, followed by 18-20 year olds with very little students under age 18. A new finding indicates that students between ages 18-20 represent a subset that has increased in percentage over the years, e.g., in Spring 2013 they accounted for 14% compared to 10% in Fall 2010. The SCC college data has different age categories, thus making it challenging to make valid comparisons. For Spring 2013, students 30 years of age and older constituted 23.9%, with 50.85% of students aged between 20 and 29 and 25.5% were 19 years old or younger. From this, we can surmise that students age 30 and over do not constitute the majority of enrolled students at SCC but they do in the HS program at SCC. A plausible explanation for older students in the HS program includes career changes and retirees training for a second career; they constitute the second largest enrolled group (12% in Spring 2013 after continuing students at 75%). We also find there are many helpers in the field that are coming to be professionally trained in order to sustain or gain employment and obtain the certificate.

- Ethnicity: Historically, the program has mostly served students who identify as Black non-Hispanic, White Non-Hispanic, and Hispanic. Overall, there has been an increase in the White Non-Hispanic student enrollment, followed by Hispanics and Asian Pacific Islander students. Presented is the current ranking and percentages of students recorded in Spring 2013: White-Non Hispanic (34%), Black Non-Hispanic (27%), Hispanic (25%), Asian (9%), other (4%) and American Indian or Alaskan (1%). This pattern is slightly different when we compare it to the SCC college enrollment overall, where Hispanics constitute most of the enrollment (30.16%) followed by White Non-Hispanic (28.47%) and African Americans ranking in third representing 11.81% of the population. Filipinos, American Indian/Alaskan each constitutes about 10% at the college and mirrors the underrepresenting groups within the Human Services program as well. This underrepresentation might be due to traditional types of employment sought by specific ethnic groups which do not include human service work. Outreach and attendance in cultural events might help increase enrollment of underrepresented groups.

1.5 Status of Progress toward Goals and Recommendations.

A detailed description on the status of goals or recommendations identified in the previous educational master plan and program review are provided below. Similar information is provided in Table 2 and Table 3 in brief.

- Hire a full time faculty member and more adjunct faculty. Currently, an average of 1 section per HS course is provided at SCC and only offered at the Main Campus in Fairfield because of limited faculty. Increasing our adjunct pool would enable an increase in offerings. However, obtaining a new full time faculty member would enable not only an increase in offerings, but also a consistent voice for the program to serve students needs and increase community collaborations—given the increase in load and requirements such as office hours. A proposal to request a full time faculty member will

be developed in the 2013-2014 academic year and submitted for review. A hiring pool is currently in place to obtain more adjunct faculty.

In 2011, Veronica Piper-Jefferson was hired as an adjunct. She has successfully taught HS 51 and is currently teaching HS 53 Fall 2013 for the fist time. Veronica is currently a trainer and consultant for Bay Area Training Academy which is a training institute for Child Welfare Agencies in twelve Bay Area Counties. In addition, Veronica is a Child Custody Recommending Counselor for the Solano Superior Court where she assists parents in devising parenting plans for custody and visitation. Veronica's passion and experience lies in the field of Child Welfare Services serving children who are victims of child abuse and neglect. She has over 17 years of experience as a Child Welfare Worker, a Supervisor and a Manager and has worked in San Francisco, Stanislaus and Solano Counties. Veronica received both her Bachelor of Arts Degree and her Masters Degree in Social Welfare from the University of California at Berkeley. Veronica is a long-time resident of Solano County where she continues to reside with her husband and three children.

- The HS Coordinator position was created in Spring 2013. The duties include:
    o Provide direct supervision and coordination of the Human Services program.
    o Teach classes in Human Services as assigned.
    o Coordinate the activities of the Human Services Advisory Committee.
    o Research, compile, and prepare appropriate reports and records based on statistical data.
    o Recommend schedules for day and evening course offerings.
    o Make recommendations for and prepare proposals for curriculum additions, modifications, and deletions.
    o Assist in the development of new electronic networking resources for Human Services students and alumni.
    o Provide liaison between Counseling, Psychology and Human Services.
    o Prepare brochures and publicity for the Human Services Program.
    o Assist in enlisting, screening, and counseling students into the Human Services Program.
    o Assist in the recruitment of new instructors, participate in interviews, and make recommendations.
    o Make budget recommendations for the Human Services Program.
    o Recruit, collaborate, organize, and conduct trainings with in-house and community providers.
    o Coordinate with county agencies and other providers for placement of Human Services students and services.
    o Work with other colleges and universities in the expansion of the Human Services program.
    o Perform other valid related duties as assigned in accordance with provisions of the contract between CTA/NEA and the District.

- The HS Coordinator position was filled for the 2013-2014 academic year. Dr. Saki Cabrera serves as the HS Coordinator and full time faculty in the Human Services and Psychology program. Under administrative direction of the Dean of Social and

Behavioral Sciences, Saki is responsible for the supervision and coordination of the Human Services program and teaches courses in Human Services. Her extensive applied and theoretical background in Human Services, professional training in program evaluation and psychology, and proven success in the community will enable her to successfully perform the duties and responsibilities previously outlined.

- <u>Increase media resources for classroom use to increase quality teaching and student learning</u>. Several DVD's related to course content for increase knowledge in diverse areas and application were purchased. They include: Basic Attending Skills, The Challenge and Conflict Among Allies: Risks and Opportunities, Psychotherapy with Gay, Lesbian and Bisexual Clients, Them and Us, What Does it Mean to be White? The Invisible Whiteness of Being, The Counseling Intake Process: Culturally Competent Demonstrations and Debriefings, The Clumsy Counselor, and Group Work: Leading in the Here and Now.

- <u>Having all HS courses conducted in smart classrooms</u>. This has allowed instructors video access and use of Power Point for instruction and training.

There are some goals and recommendations where progress was made but the goals are not yet fully actualized. The progress is noted below.

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

- There were multiple meetings since the last program review aimed at getting a better understanding of the HS program and to facilitate the coordination of the HS Program, the courses HS 51,52,53,55 and COUN 62, 64A and Coun 64B into **one** Human Services Program and Division. What was made more transparent, is that the HS program has historically been housed in one Division, now called the School of Social and Behavioral Sciences. However, the HS Department affairs e.g. scheduling, curriculum review, program review, hiring of faculty, budget decisions, require working collectively and consistently within a minimum of 2 Deans and 2 different administrative assistants, which continually proves not to be efficient for the person who does all the work.

A lot was learned from meetings with faculty, Deans, and Vice Presidents of Academic Affairs that serve to guide future steps in strengthening the program. For example, some courses only serve HS students so having them in a different department is not necessary. Therefore, one current focus is to change Coun 64A and Coun 64B to HS 64A and HS 64B. Counselors would still be abler to teach the courses. Coun 62 could be cross listed. Pursuing this also has the added benefit of locating the courses more easily given students usually look for the courses under Human Services and don't find them. Furthermore, this would enable administrators and potential funders to obtain information about the entire HS program not just some of the courses with the HS title

which has been acceptable in the past and misrepresents the program as a whole. (This too is evident in this Program Review where only data for the HS titled courses (4) was made available and again only represents some of the courses—not the program.) Proposing such program changes will be initiated in the 2013-2014 academic year.

- Another goal not yet reached was to create a more suitable environment for quality teaching and learning. This would require the purchase of chairs and desks to allow for group activities. We are unable to do so without a program budget but can submit an operational proposal in the future.

- Similarly, to create a technologically advanced classroom for a more suitable environment for quality teaching and learning the installation of response systems that would allow for timely feedback to case scenarios would allow for greater application of diverse situations. These requests can be made official in the near future.

Table 2. Educational Master Plan

Educational Master Plan	Status
1. Hire a full-time HS Instructor	HS Coordinator met with the new Dean in August 2013 to discuss the need. HS Coordinator will work with the Dean to create a full time position. Currently working on hiring a new adjunct.
2. Consolidate program into one division	HS Coordinator has communicated the need to the new Dean and the VP in 2013 and will work to develop a proposal within the 2013-2014 academic year.
3. Offer smaller courses for more student interaction and support	HS Coordinator has communicated the need to the Dean in August 2013 and will work to develop a proposal within the 2014-2015 academic year.
4. Partner with 4-year college to provide upper-division courses.	This is a long term goal. We have met with Brandman on to discuss programs.
5. Continue partnerships with local agencies	We work closely with 51 Human Services/Social Service agencies in the county ; this represent an increase of 23 sites since 2010
Develop more specialized course offerings	We need a full time person dedicated to this program and additional faculty to teach the courses before we can expand. Possibilities include the development of a CAADAC program, and the creation of a Spanish/English bilingual course to cover the intake process so that providers feel empowered (given the large percentage of Latinos who speak Spanish in Solano County). Have had informal conversations with faculty who teach Spanish in creating a Learning Community.

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
1. Hire a full time faculty member and additional adjunct faculty.	A new full time faculty member was not hired but a new adjunct was hired. Will advocate for a new full time HS faculty position in 2013.
2. Create a HS Program Coordinator position.	The position was created in Spring 2013 and filled to serve the 2013-2014 academic year
3 Reduction of class size.	This has not yet been formally initiated. Several meetings with Deans have indicated this will be a challenge given the college need for increasing FTEs.
4. Combine the HS program into one Division.	The program is housed under one Division; the courses aren't. Will initiate to change Coun 64A & B to HS 56 & HS 57 and cross list Coun 62 as HS 52 during 2013-2014 academic year.
5. Increase media resources for classroom use to increase quality teaching and student learning	A few videos were purchased.
6. Having all HS courses conducted in smart classrooms	All classes are offered in smart classrooms.

Completing all the aforementioned goals and recommendations is imperative given the growth in the county population is estimated to require additional employees trained in human/social services. Expansion of course offerings, training on current initiatives and practice trends, partnerships with local human services agencies, and offering specialized course topics could provide an opportunity to increase enrollment and FTES as well as potentially train current workers.

1.6 Future Outlook.

We find that the value of this program remains consistent since its inception—to help serve the needs of the community. This is not only done through workforce training, but also through non-paid student internships where student work in agencies within Solano County for 2 semesters. 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 75th 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! The following provides a list of Industries employing Human

Services workers. The places vary as do the needs of different employers. What is evident is that the training provided at SCC does not only benefit our local community, but abroad as well.

Industries Employing Human Services Workers

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Individual and Family Services	18,414	23.3%
Vocational Rehabilitation Services	1,806	7.8%
Emergency and Other Relief Services	649	6.7%
General Medical and Surgical Hospitals	1,393	5.8%
Nursing Care Facilities	2,386	3.9%
Social Advocacy Organizations	7,971	3.2%
Outpatient Care Centers	6,487	2.9%
Residential Mental Health Facilities	10	2.1%
Grant Making and Giving Services	813	1.7%
Child Day Care Services	11,003	1.6%
Offices of Physicians	62,928	1.5%
Religious Organizations	25,283	1.4%
Civic and Social Organizations	6,083	1.2%
Elementary and Secondary Schools	17,985	1.1%

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1

In Table 4, you will find a list of the Program Level Student Learning Outcomes (PLSO) and which of the "core four" institutional learning outcomes (ILO) they address. In the same chart, specifically stated (in measurable terms) is how the HS department assesses each PLSO.

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1. Development of basic knowledge within the field of Human Services.	1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C	• 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B
2. Development of cultural competency, group facilitation, and case management skills.	1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C	• Overall, 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B. • Cultural Competency: 70% of students score a minimum of 70% in HS 53 • Group Facilitation: : 70% of students score a minimum of 70% in HS 52 • Case Management : 70% of students score a minimum of 70% in HS 55
3. Application of Human Services knowledge and skills.	1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C	• Overall, 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B. • Coun 64A: 70% of students score a minimum of 70% • Coun 64B: 70% of students score a minimum of 70%

2.2

The level (introduced (I), developing (D), or mastered (M)) at which courses support the Program Level Outcomes is illustrated in Table 5.

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03
HS 51	I	I	I
HS 52	I	I	D
HS 53	D	I	D
HS 55	M	M	M
Coun 62	I	I	I
Coun 64A	I	I	I
Coun64B	D	D	D

HS 55 serves as capstone course for the Human Services Program.

2.3

The results of the program level assessments and planned actions made based on the outcomes of program level student learning assessment is reported below for Spring 2013.

PLO 1: Development of basic knowledge within the field of Human Services.

→ Results: There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.

→ Planned action: In each course, instructors will continue the varied activities which serve to engage students using different learning modalities. Overall, they will continue to explain the importance of human services in a historical, cultural, and political context; describe HS occupations, purposes, roles and qualifications; and identify and evaluate their personal and professional goals as they apply to employment in HS.

→ Timeline for Planned action: Immediately

PLO 2: Development of cultural competency, group facilitation, and case management skills.

→ Results: If we look at the program as a whole where all these concepts are introduced, developed or mastered, we yield the following same results as those found in PLO 1. (There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.) The following are the results for each concentration:

- Cultural Competency: Twenty students were enrolled in HS 53. Ninety-five percent of the students (19) were successful, with one student failing the course. This student stopped attending class mid-semester.
- Group Facilitation: Twenty four students were enrolled in HS 52. Twenty students passed the course (83%) with 4 students not achieving success.
- Case Management Skills: Twenty students were enrolled in HS 55. All of them (100%) were successful in achieving the necessary skills.

➔ Planned action: Sustain current instructional practices. Instructors will have students identify the strengths and needs of special populations; appraise their own cultural identity; and demonstrate cultural competence in areas of self-awareness, skills, and knowledge. They also will encourage students to verbalize understanding of the essentials of group counseling and how to facilitate groups using various group skills and techniques. Finally, instructors will provide ample opportunities for students to demonstrate basic case management skills in assessing HS clients for their service needs; evaluate case managements roles in the context of needs assessment, documentation, referrals, service planning, and service provision. Instructors will have students create a mock case file, exhibiting skills from a variety of case management functions.

➔ Timeline for Planned action: Immediately

PLO 3: Application of Human Services knowledge and skills.

➔ Results: Again, in each course students get to apply their skills in the classroom, and some externally, such as the internships in Coun 64A&B and assignments in all the other courses which require students to interact with people and provide documentation. This is not the case with Group Processes unless the experience directly applies. Thus, the same results are found as reported in PLO 1. (There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.) When we specifically look at the course designed to apply their knowledge and skills in the field, we find that 96% (29 students) yield success. The following are the results for each practicum course:
- Coun 64A: 100% of students (16) were successful.
- Coun 64B: 93% of students (13) were successful with one student not passing.

➔ Planned action: Continue with the application of the most pertinent culturally appropriate beginning helping skills, e.g. attending, active listening, inquiry and most importantly, empathy. Demonstrate the helping model and knowledge of pertinent legal and ethical issues as described in class and in the text e.g. "Building the Relationship and Facilitating Action" and "client welfare, multicultural competency, informed consent, confidentiality and scope of expertise and practice". Continue with assessment and action e.g. making an informed and sensible referral, being sure to

follow up regarding RED FLAG safety issues and working within the scope of limited experience; and professionalism and appropriate demonstration of interest and attention. Maintain personal/professional boundaries and work within scope of expertise and training. Add diverse mock case files for practice.

→ Timeline for Planned action: Immediately

Overall, the results of this program assessment indicate success on every outcome based on the effective implementation of curricula, community collaborations, responding to student needs, and the commitment to creating a rich learning environment from both students and faculty alike.

Student Learning Outcomes

2.4

We update course level SLO's, assessments, and plan actions for change at department meetings. Completed assessments are posted on shared drives and instructors share their learning experiences after changes are implanted. We use the same tool to assess student learning outcomes when we offer multiple sections. More recently, we have only offered one section of each HS titled course so this does not always apply.

2.5

At Solano Community College, we were instructed to adopt an assessment schedule based on odd and even number of courses to be completed in different semesters. However, given we have only 4 courses in the HS program in the Social and Behavioral Sciences Division; we are assessing 2 courses per semester. Overall, we value the lessons learned from SLO assessments and will attempt to complete an SLO assessment for each course every semester. For example, HS 55 is scheduled to be assessed Fall 2013 and was assessed in Soring 2013 as well.

Table 6. SLOs

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
HS 51	Intro to Human Services		X		X		X		X
HS 52	Intro to Group Process		X		X		X		X
HS 53	Special Populations	X		X		X		X	
HS 55	Intro to Case Management	X		X		X		X	

SLO assessments have consistently been completed since the last program review and changes have been made to improve outcomes. Although we have a schedule to alternate when assessments are completed, the goal is to conduct them every semester in order to implement changes and improve outcomes in a more timeline manner. Hence, all HS titled courses were completed for the Spring 2013 semester and include: HS 51, HS 52, HS 53 and HS 55. Provided below is the detailed information for each course assessment.

HS 51: Introduction to Human Services
The following is the most recent assessment completed for Spring 2013 by Professor Piper-Jefferson.

SLO 1: Explain the importance of human services in a historical, cultural, and political context

➔ Success criteria #1: 70% of students will score at least 70% on Exam #1 (essay format, multiple choice and true/false) which included the following questions related to human services in a historical context:

➔ Results: 77% of the students who took Exam #1 scored 70% or above. These results represent a 5% increase from Fall 2012. As planned, the instructor added the administering of pop quizzes after assigned Chapter reading.

➔ Planned action: Track the success rate of each individual question listed above to determine if there are individual topic areas that warrant additional focus to ensure that the learning objective is met in its entirety.

➔ Success criteria #2 : 70% of students will score at least 70% on Exam #2 (essay format, fill in the blank and short answer) which included the following questions related to human services in a political and cultural context:

➔ Results: 69% of the students who took Exam #2 scored 70% or above.
➔ Planned action: 1. After assigning a Chapter in the text for reading, provide the students with a pop quiz to ensure comprehension and synthesis. 2. Complete one exercise (at the end of each chapter) during the class as a group activity. 3. Provide a study guide to students one week prior to the scheduled exam.

SLO 2: Describe HS occupations, purposes, roles and qualifications

➔ Success criteria: 70% of the students will score 70% or above on their Human Services Agency Profile report. The report requires students to research a Human Service agency in Solano County, interview a Human Service professional who works for the selected agency , learn about their occupation, role and qualifications.

➔ Results: 91% of the students completed the Human Services Agency Profile report. 88% of the students who completed the Human Services Agency Profile report scored 70% or above.

➔ Planned actions implemented: (changes, new ideas, or no changes?): Two different guest speakers were invited to the class. One guest speaker was a Public Health Nurse with Solano County who provided information about her education, qualifications and positions held in the field of Human Services. A second guest speaker was a Developmental Specialist from Children's Nurturing Project who graduated from Solano College. She shared about her education, qualifications and positions held in the field of Human Services. Both speakers answered questions from students about their work experience and qualifications. Both speakers were well received.

➔ Planned actions forthcoming: revise the human services presentation sheets to include a question about the purpose, role and qualifications of the individual interviewed by the presenter.

SLO 3: Identify and evaluate their personal and professional goals as they apply to employment in HS.

➔ Success criteria:
  o 1. 70% of the students will complete a Human Services Profile report which includes a two page written response to the following question: There are three reasons why I would or would not see (the selected agency) as a viable place for me to be employed.
  o 2. 70% of the students will indicate in writing on a minimum of 10 Presentation Summary Sheets why the agency that presented by verbal reports of fellow students would or would not be a viable place of employment.

➔ Results: 91% of the students completed the Human Services Agency Profile report. 88% of the students who completed the Human Services Agency Profile report scored 70% or above. 89% of the students completed one page summary presentation sheets about the peer's agency. 97% of the students who completed the assigned minimum of ten presentation sheets scored 70% or above.

➔ Planned action: (changes, new ideas, or no changes?): No changes will be implemented.

<u>**HS 52**</u>: Introduction to Group Processes

This assessment was completed for Spring 2013 by Professor McIlvery.

SLO 1: Demonstrate a working knowledge of the various types of groups in human services, their structure and their purposes.

- ➔ Success criteria:
  - 70% of students score 70% on the semester project (proposal and mock group facilitation)
  - 70% of students score 70% on the student demonstration evaluation
- ➔ Results:
  - Of 27 students, 25 (96%) scored 70% or more (minimum of 210 points).
  - On the student demonstration, 15 (56%) scored 31 points or more; of the 12 students who did not score 70% or above, 7 of them did not complete the activity at all.
- ➔ Planned action: (changes, new ideas, or no changes?) Next semester the semester project results will be graded individually in order to learn if the mode of dissemination makes an impact.

  Student demonstration: I think the reasons students didn't complete the student demonstration is because students look at it as being minimal points and choose not to complete it. Students also seem to lack time management skills and attempt to complete all assignments at the end of the semester not appreciating that these presentations have due dates. I will continue to inform them that this assignment is not extra credit; that all points earned affect their final grade; be available to discuss the assignments, and announce it repeatedly. I also realize that students felt there were too many demonstrations; therefore I will revise the number of demonstrations and create them in more depth to meet student need.

  I will retain all aspects of the semester project given its success.

SLO 2: Apply basic skills to facilitate a small group in HS for psycho-educational, support, or self-improvement purposes.

- ➔ Success criteria:
  - 70% of students score 70% on the semester project (proposal and mock group facilitation)
  - 70% of students score 70% on the Student demonstration evaluation
  - 70% of students score 70% on the Paper regarding human service

→ Results:
- Of 27 students, 25 (96%) scored 210 points or more.
- On the student demonstration, 15 (56%) scored 31 points or more; of the 12 students who did not score 70% or above, 7 of them did not complete the activity at all.
- On the paper regarding human service, 23 (85%) scored 35 points of more. The remaining 4 did not complete the paper at all.

→ Planned action: (changes, new ideas, or no changes?)
Semester Project and Human Services Paper: I will retain all aspects of these assignments given its success. However, the semester project results will be graded individually in order to learn if the mode of dissemination makes an impact.

Student demonstration: I think the reasons students didn't complete the student demonstration is because students look at it as being minimal points and choose not to complete it. Students also seem to lack time management skills and attempt to complete all assignments at the end of the semester not appreciating that these presentations have due dates. I will continue to inform them that this assignment is not extra credit; that all points earned affect their final grade; be available to discuss the assignments, and announce it repeatedly. I also realize that students felt there were too many demonstrations; therefore I will revise the number of demonstrations and create them in more depth to meet student need.

SLO 3: Design a fictitious group

→ Success criteria:
70% of students score 70% on the Fictitious Group Proposal
→ Results: Of 27 students, 25 (96%) scored 210 points or more.
→ Planned action: (changes, new ideas, or no changes?) Next semester the fictitious group proposal results will be graded individually in order to learn if the mode of there are differences in scores based on the different components outline/Contract, Rationale, and Agenda)

HS 55: Introduction to Case Management

This assessment was completed for Spring 2013 by Professor Cabrera.

SLO 1: Demonstrate basic case management skills in assessing HS clients for their service needs.

→ Success criteria: *70% score a grade of C or better on the Mock Case File*
→ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.

➔ Planned action:
- o Continue to blend lecture with practical application in class.
- o Continue to have them create clients and then use their materials to work throughout the semester.
- o Continue 5 quizzes per semester and 3 exams.
- o Continue group exercises and reporting.

SLO 2: Evaluate case managements roles in the context of needs assessment, documentation, referral, service planning, and service provision.

➔ Success criteria: *70% score a grade of C or better on the Mock Case File*
➔ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.
➔ Planned action:
- o Continue to provide diverse examples for them to apply what they have learned and critically think.
- o Continue to have them create clients and then use their materials to work throughout the semester; use pre-post assessments to witness academic growth.
- o Continue with applied quizzes (that present scenarios for the application of various parts of case management).
- o Have them continue to pretend they are providing services and create treatment plans with related Goals and Objectives.
- o Continue group exercises and reporting, e,g., discharge summaries and termination letters.

SLO 3: Create a mock case file, exhibiting skills from a variety of case management functions.

➔ Success criteria: *70% score a grade of C or better on the Mock Case File*
➔ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.
➔ Planned action:
- o Continue to use the classroom as a "workplace" training model; have every week build upon the prior week. Repeat concepts & skills learned at the beginning of each class.
- o Continue to require the Case File as the final assessment, inclusive of working within teams and with different "clients" and reporting to the supervisor.
- o Continue with pre-post assessments so they witness their own academic growth
- o Continue to use the grading rubric that represents a variety of case management functions taught and modeled throughout the course

2.7

In short, the Human Services is in need of a more unified and visible support from administration. The great news is that it again is occurring given the HS Coordinator position has been created and filled for the first time in the history of the program and the current Dean and VP have been very supportive in learning about the program in order to meet the needs of the program. What is further needed is to hire new full time faculty members and increase adjunct hires as well. This will enable multiple class offerings at multiple sites, thereby meeting the projected needs of the field. Having regularly scheduled department meetings will enable the timely exchange of information to sustain program strengths and meet the needs. And, to increase the visibility of the program and community collaborations, the Advisory Board meetings can be organized once a semester at minimum and faculty and students can advertise the program via community event participation. What is evident is that the outcomes demonstrate that the Human Services Program is successful and program faculty are dedicated to maintaining the academic rigor of the program as well as its ability to meet community needs by training a workforce that will be able to serve a diverse population.

2.8

Please review section 2.6 to review changes made to the program or courses that were a direct result of student learning outcomes.

2.9 Course offerings.

The following are course descriptions found in the Human Services section of the course catalogue at Solano Community College:

HS 051 3 Units
Introduction to Human Services
Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. Provided is an overview of the history and purpose of human services. Students will familiarize themselves with skills needed to provide optimum services to diverse consumer populations in areas such as social welfare, mental health, substance use, rehabilitation, and child, adult and elder care. Political and economic aspects inclusive of roles and functions of local human services agencies systems will be examined. *Three hours lecture*.

HS 052 3 Units
Intro Group Process
Course Advisory: COUN 062; eligibility for ENGL 001; SCC minimum Math standard. An introduction to the theory and dynamics of group interaction including psychoeducational, support, and therapeutic context. The various stages and process of group development are studied using both a conceptual and experiential approach. This course is intended to assist persons who will function as leaders in a variety of small group situations. *Three hours lecture*.

HS 053 3 Units

Special Populations

Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. The study of the values, problems, issues, concerns and counseling needs of special population groups including, but not limited to age, gender, ethnicity, socioeconomic status, physical or psychiatric disability, sexual orientation, and chemical dependency characteristics. The course provides students with the insight, knowledge and skills necessary to work with diverse populations in human services settings. *Three hours lecture*.

HS 055 3 Units

Case Management

Prerequisite: COUN 062. Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. An introductory course which acquaints students to the basic concepts and skills of case management. This course provides an introduction to the history and purpose of case management, case management concepts, legal and ethical considerations of case management, service planning and delivery, careers in case management and other topics. *Three hours lecture*.

HS courses have been offered at both the Vacaville and Vallejo centers. However, the entire program has never been offered at Vacaville—only HS 51 and HS 53. This is due to the lack of need and ability given only one section is offered of each course per semester. More instructors are needed to be able to offer multiple sections as is program advertisement and support for its rigor and student training. (This is stated because students have informed faculty that they were incorrectly told majoring in Human Services wouldn't help them attain their future degree in Social Work or Psychology.)

2.10 Instructional Quality.

High quality instructions and appropriate breath, depth and rigor in courses is a result of following sections Ks and the professional experiences professors bring in to the classroom. In most classes, the student to faculty ratio is too high. The current maximum instructor to student ratio is 1:50 in HS 51 and 1:35 in HS 52, HS 53 and HS 55. As recommended in section 1.5 of this Program Review, a reduction in class size is needed. In particular, the following enrollments are suggested based on expertise in content and instruction; reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20. This will again be addressed in the 2013-2014 academic year.

2.11 Teaching Methodologies.

Professors vary their delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students. All courses are offered in smart classrooms enabling access to a variety of tools. Power points are utilized to tap into visual learning as well as auditory learning, given professors often embed videos for further illustration or application of reviewed course content. Many of the professors use role play as a viable way for students to apply their knowledge and skills and obtain feedback from both professors and peers, thus the use of tactile learning. Guest speakers also are utilized as a resource.

Examples of efforts to extend learning beyond the classroom into the community include the 200 hours of field work all students must complete and interviewing employers and HS consumers in the community on a variety of topics. All of these components contribute to a student success rate as high as 85% in Spring 2012 and currently at 83% in Spring 2013. This represents about a 10% increase over the last 5 academic cycles—a testament to the contribution of 2 new hires in complimenting the strength in existing faculty and increased community collaborations. A future goal, after a budget is created and approved, is to provide field trips so that students get additional opportunities with the guide of the professor to learn about the different employment opportunities and how work is actually completed in the field.

2.12 Fill rates/Class size.

Reviewing data from the past 3 academic years (Fall 2010-Spring 2013), the following is found:

- HS 51: Class average is 37 students with a total 296 students served in 8 sections.
- HS 52: Class average is 31 students with a total of 184 students served in 6 sections.
- HS 53: Class average is 27 students with a total of 187 students served in 7 sections.
- HS 55: Class average is 27 students with a total of 136 students served in 5 sections.

Classes in HS 51 often begin with higher than 50 enrollments and decrease given students drop themselves given they do not meet course requirements or realize they are not suited for this field. This also explains why the enrollments are smaller in subsequent class. All of the averages are lower than the maximum number possible and classes HS 51 and HS 53 enrollments have been negatively affected by offering them at the Centers where historically enrollments are lower when comparisons are made to them being offered on main campus.

Although from an administrative viewpoint, the goal is to have maximum enrollment, from an instructor's experience, the number of students that can enroll in each course needs to decrease in order to provide quality instruction and meet the unique needs of some students. That said, the reported numbers are still too high given the recommended possible enrollments per class that is being reported as a goal for the HS program: reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20. In all of these 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'.

Given the aforementioned, the current strategy is to continue to offer the courses at main campus only and rotate times and days as usual. The other is to advocate for additional staff; a HS hiring committee is being formed in Fall 2013 for an adjunct hire and a proposal to support a new full time hire will be initiated in the 2013-2014 academic year. This will allow for program expansion and advertisement as well as diversity in instruction and students served.

2.13 Course sequencing.

There is a natural course sequence students are encouraged to follow; it is presented in all courses so that students can plan their schedules accordingly. Students are encouraged to take HS 51 and Coun 62, and maybe HS 53 first; then HS 52, and HS 55 and then Coun 64A and Coun 64B. A student may complete the program in 2 years (4 semesters) if they follow this sequwnce. If they solely are focusing on obtaining the HS certificate only, they can complete it within 3 semesters.

Since the last program review, faculty met to discuss the placement of prerequisites on the courses in the spirit of ensuring student progress through the program with the necessary skills and knowledge to optimize their new learning experience and application of everything learned up to that point. In fact, this semester (Fall 2013) a student was enrolled in HS 55 and after hearing the responses of her peers, she consulted with the professor and decided she needed to first complete HS 55 to be able to understand and learn in HS 55. Dr. Cabrera agreed, in spite of it negatively affecting her class size, and provided her with an add code for HS 51. Changing the current structure as recommended would decrease the amount of time students are able to complete the program but would help them be better prepared and less frustrated in accomplishing course requirements. Discussed was the different between those who major in HS or seek a HS certificate from those who just want s few classes to strengthen their knowledge and skills in a specific area.

Therefore, for HS 52 and HS 53, the addition of Coun 62 and HS 51 as prerequisites is recommended if the student is an HS major or obtaining a certificate. For HS 55, adding HS 51, HS 52 and HS 53 is recommended for all students. This is a capstone course that covers case management and the expectation is that students are equipped with the basic knowledge and skills and possess the ability to understand and help different groups that may be served in the community. Finally, adding HS 55 as a prerequisite to Coun 64A would ensure that students know how to document properly before going into the field. (This course only serves HS majors and certificate seekers.)

The challenge is always evident. Do we allow students to enroll without prerequisite will help increase enrollment and facilitate progress through the program? Or do we ensure all students are fully prepared to complete course requirements and not feel disadvantages when comparing themselves to their peers? What is certain is that with the current structure, all faculty assist students make this personal evaluation.

2.14 Basic Skills

Basic Skills training is not applicable for this program. However, students are strongly encouraged to enroll in those courses based on personal assessments. A course advisory for ENGL 001 and SCC minimum Math standard exists for every HS course ad noted in the course catalogue.

2.15 Student Survey.

In the past, a simple questionnaire was distributed to learn in what courses students planned to enroll and what desired times and locations would be most feasible to them. This aided scheduling for currently enrolled students only. This information along with comparisons to prior semesters, guides the development of the schedule. In recent semesters, the survey was not implanted in paper and students were asked orally. The current strategy is to review previous offerings and vary them by time and day offered. With lower enrollments at the Centers and only 1 course offered per course, all courses have been offered at the main campus in Fairfield. An all evening semester was also implemented in Fall 2012 and was the re-introduction of morning classes that was held on a Friday. Student feedback has been mixed given the wide range of students that enroll in HS courses. For every happy student, there may be someone who is not because they preferred that the course be offered at another time. This holds true for all course offerings in any program. That said, the survey will be reintroduced Fall 2013 semester and the practice of altering by days and times and offering all classes in Fairfield will continue to be utilized given its success. When we obtain additional faculty, we will consider multiple sections and offering them at the Centers.

2.16 Four-year articulation.

Currently, all of the HS courses articulate to the CSU four year institution. However, unofficially, HS 51 served in lieu of an upper division Introduction to Social Work at Sacramento State because a student refused to repeat what she had learned at SCC. School officials contacted Dr. Cabrera and they reviewed her syllabus and program content. The student was successful and that class was waived for her. Given this experience, this course may be planned for upper division articulation as well given this holds true for other courses, such as HS 53 course where students have repeatedly contacted the instructor for the same reason. Or, perhaps a revised goal could include partnerships with 4-year colleges to provide fluid transfer pathways to HS students.

2.17 High school articulation.

There are no HS courses with articulation/Tech Prep agreements at local high schools. Having the HS Coordinator advertise the HS program at High Schools may help increase enrollment into HS courses.

2.18 Distance Education (if applicable).

There are no distance education courses offered in the HS program. Given the training requires a lot of observation, role play and responding to diverse activities in real time, with real people, there is no plan to develop DE courses within the Human Services program.

2.19 Advisory Boards/Licensing (CTE)

The following represents the last recorded list of advisory board members in alphabetical order:

Sabine Bolz, Professor of Psychology & Human Services at Solano Community College

Saki Cabrera, Ph.D., Professor of Psychology & Human Services; Coordinator of the Human Services at Solano Community College

Rick DeGette, Alameda County Vocational and Behavioral Services

Elvira DeLeon, Success Center Vallejo

Robert Epstein, Solano County Mental Health

Marianne Flatland, Solano College Counselor/Professor/HS Fieldwork Coordinator

Joana McIlvery, Professor of Human Services at *Solano Community College*

Ron Nelson, Solano Community College Counselor/Disabled Student Services

Patricia Cookie Powell, Dixon Family Services

Members have met annually in the past but not all have met formally within the past two years. Some have attended department meetings, graduation celebrations, responded to emails and phone calls, assisted with field placements and are available to meet program needs. In the 2013-2014 academic year, a review of membership will be initiated to determine who wants to continue to serve as an active member and who might be interested in joining the official board. Once the Advisory Board members have been confirmed, a meeting will be held every semester where an official agenda will be followed and minutes taken.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention.

The HS Program works to promote student success in various ways.

- Professor use of student support services such as the library to help students learn about the resources available at SCC, how to find scientific articles, and use reference books not available at other instructions. A library class is scheduled every semester.

- Availability of community partnerships that welcome student workers every semester through the field work course within the HS program.
- Review of course advisories and skill requirements to be successful in HS courses.
- Being innovative in class when covering content through use of role play, power points with embedded videos of service, and use of guest speakers
- Meeting with students to discuss future goals. Professors provide assistance with course selections and discuss schools to which students may apply after successful completion of their HS certificate or AA degree
- Professors serve as a model for service and course requirements, e.g., being cultural competent, organize, providing timely and efficient documentation, and being punctual.
- Linking students to other resources for personal use. Students confide in HS faculty and often are linked to community services to assist themselves or family members.
- Students obtain employment opportunities as a result of their service provision through internships.

When reviewing Institutional Research and Planning data, success rates are as high as 85% in Spring 2012 and last reported at 83% in Spring 2013. Looking at the trend, the overall success rates have increased over time. Most students pass the courses in the program; most students earn Bs, and a fair amount earn As and Cs. Fourth are those were earn Fs followed by those who did not quite meet course requirements and earned a D. Interesting, those earning A's increased 12% since Fall 2010. This could be the result of better prepared students and the diversity in students taking HS courses than in years past, e.g., the increase of nursing and psychology majors.

3.2 Degrees/Certificates Awarded

Since the 2008-2009 academic year, 68 Associate of Arts degrees have been awarded to HS majors and 124 Certificates of Achievement in Human Services have been earned. The number of awarded Associate in Arts degrees in each semester has fluctuated while the number of Certificates of Achievement has remained consistent. This is expected given the Certificate of Achievement is attained after successfully passing 7 courses and the Associate of Arts takes more time given there are more classes in diverse disciplines to complete. In particular, the following represents the number of Associate in Arts Degrees awarded each semester: 16 in 2008/9; 5 in 2009/10; 19 in 2010/11; 20 in 2011/12; and 8 in 2012.2013. For the Certificate of Achievement, 22 were awarded in 2008/9; 29 in 2009/10; 26 in 2010/11; 23 in 2011/12 and 24 in 2012/13. This represents an average of 14 Associate of Arts and 25 Certificates of Achievement awarded per semester. Please note the average for the AA is greatly skewed given the very low number of AA earned in 2009/10 and 20012/13.

Of 50 possible areas of study, the Human Services Program is ranked second in awarding Certificates of Achievement at Solano Community College. The number of certificates earned since 2008-2009 from different disciplines range from 1 to 143. Certificates of Achievement in Human Services account for 13% of all (962) certificates earned in this 5 year academic span; Cosmetology accounts for 15%. No other discipline comes even close! To sustain this success and further progress, current faculty deserves more resources to sustain quality instruction, inclusive of financial support for professional development to keep current and abreast of local and global issues. The employment of additional faculty is necessary to avoid burnout. The

active recruitment to other students in different disciplines and community collaborations will continue. Finally, advertising the program within SCC will enable increased enrollments and influence graduation rates as well.

3.3 Transfer (if applicable).

We learn about HS student's overall academic standing when students connect with faculty seeking guidance on what classes to take or inquire about future programs to which they may apply. Therefore, no systematic data is acquired about students who are transfer eligible in an official systematic way by faculty. Professors always review HS program requirements and refer students to counselors for such detailed matters.

3.5 Career Technical Programs

Successful students gain basic knowledge and skills necessary for the variety of jobs in the field of Human Services. The courses 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. Students are placed into internships as part of their training and many have been hired permanently after successful completion of the HS program, e.g., Opportunity House, Lift 3, and the Department of Health and Human Services. In particular, Sarah Francis (HS graduate of Spring 2013) was recently hired by Parents by Choice where she supervises court ordered visitations between foster kids and biological parents, and writes case notes that are forwarded to social workers and may be used in court proceedings. Valorie Hawkins is currently the Volunteer Coordinator at the Opportunity House program where she makes contacts with the community, case manages a diverse population and also conducts new employee interviews and training. A record of graduates who become gainfully employed as a result of training in the HS program at SCC will officially be implemented during the 2013-2014 academic year.

The following list represents the places for employment for HS students given these organizations offer opportunities for field work; note the diversity in focus and populations served within each agency.
- Aldea Foster Care
- AK Bean
- Alpha Pregnancy Center
- American Red Cross
- Archway Recovery Center
- Bay Area Respite Care
- Benicia Family Resource Center
- Big Brothers and Big Sisters
- Big Brother: Youth to Youth Mentoring Program
- Black Infant Health Program
- Cache Creek Recovery

- Caminar Laurel Creek
- CASA
- Catholic Social Services
- Child Start
- Child Haven
- Centerpoint, Vacaville prison
- Child Protective Services
- Children's Nurturing Project
- Community Action Council
- Cope Family Center
- Crestwood Behavioral Health
- Department of Rehabilitation, Fairfield
- Dream Catchers
- Dixon Family Services
- EMQ Children & Family Services
- Fairfield Community Action Center
- Fairfield PAL Matt Garcia Center
- Faith in Action
- Fighting Back Partnership-Family Resource Centers
- Global Center for Success
- Healthy Partnerships
- Heart to Heart
- Independent Living Resource
- McBride Center
- Mission Solano
- Napa Solano Health Project -Housing Opportunities
- Neighborhood of Dreams
- New Foundations Juvenile Hall
- Opportunity House
- Pharmatox
- Place to Live
- Planned Parenthood
- Rio Vista Community Assistance Center
- Safe Quest
- Salvation Army
- Sexual Assault & Domestic Violence, Yolo County
- Solano Parent Network
- Solano County: Cal Works
- Solano County Health and Social Services: Family Division
- Solano County Health and Social Services : Employment and & Eligibility Services
- Solano County Mental Health
- Solano County Probation
- Solano Community College: Adaptive Horticulture
- Travis Support Center
- City of Vacaville police, Family Services
- City of Vacaville, Housing Services
- Vallejo City Unified School District: Vallejo Transition Partnership

- Vallejo City Unified School District: Healthy Start Family Resource Center
- Youth and Family Services
- Yolo County: Sexual Assault and Domestic Violence Center

PROGRAM RESOURCES

4.1 Human Resources.

Within the Human Services Program, we have 2 full time faculty members who share their service with the department of Psychology. There are 2 adjuncts in the current pool and who teach HS courses regularly. The full to part time teaching ratio is 2:2; however, 1 adjunct instructor will not be available to teach after Fall 2013 semester and 1 full time faculty member has been concentrating on meeting the needs in the Psychology department. Therefore, it will be a 1:1 ratio as of Spring 2014 in terms of available HS instructors. Again, the need for a full time professor and more adjuncts is evident to sustain and expand the Human Services Program at Solano Community College.

Overall, instructors from the Social & Behavioral Sciences and Counseling divisions foster Human Services student success by creating active, challenging and encouraging learning environments. The faculty demonstrate a positive tone with high yet realistic expectations. Human Services students become part of a built in learning community of Human Services student professionals where the subject matter subject matter is relevant and applicable to their Human Services career. Professors in the these respective divisions collaborate to create a learning environment that engenders critical thinking and compassionate commitment to bettering community services both in the classroom and out in the field (within their required two semester practicum.) Instructors consistently commit to program and curricular development, and past sabbatical projects that solely focused on Human Services program development e.g. Flatland Sabbatical Human Fieldwork program development 2003. Below are a few additional highlighted faculty contributions that benefit students, Solano Community College and the greater community:

Jocelyn Mouton has contributed to Solano College 20+ years of experience as a Counselor providing, academic, career, and personal counseling to improve student success. She is a former psychiatric social worker bringing a wealth of knowledge and information to assist our students who have personal problems which could interfere with student success. Currently, she serves in a leadership position as CalWORKs Coordinator, primarily responsible for the day to day operation of the CalWORKs program serving students/clients who are receiving cash-aid and working towards self-sufficiency. This position requires ongoing collaboration with Solano County Health and Social Services and utilizes a case management approach. Finally, Ms. Mouton is a founding member of the Community College CalWORKs statewide Association.

Joana McIlvery's strengths include her genuine interest in the academic growth of students and willingness to offer help (counsel and advise) students just coming back after a long absence from school. She serves as a role model for older students and recovering students. Joana began working at the Vallejo PD for Mental Health as a paraprofessional in 1973, earned her B.A. in 1994 and MA in 1997 after attending school year round for 7 years.   Ms. McIlvery also has developed a field placement position at Solano Community College, where students serve as her Teaching Assistant in the Introduction to Group Process class (HS 52) and get applied experience in instruction, group management and group process, at minimum. Students and faculty benefit greatly from her mentoring given her extensive years in the field and 11 of instruction at Solano Community College.

Veronica Piper-Jefferson, MSW has been an adjunct faculty since 2011 and teaches Introduction to Human Services (HS51) and currently Serving Special Populations (HS53). Veronica is currently a trainer and consultant for Bay Area Training Academy which is a training institute for Child Welfare Agencies in twelve Bay Area Counties. In addition, Veronica is a Child Custody Recommending Counselor for the Solano Superior Court where she assists parents in devising parenting plans for custody and visitation. Veronica's passion and experience lies in the field of Child Welfare Services serving children who are victims of child abuse and neglect. She has over 17 years of experience as a Child Welfare Worker, a Supervisor and a Manager and has worked in San Francisco, Stanislaus and Solano Counties. All this experience is directly applied to classroom instruction and her success in assisting students achieve academically.

Saki Cabrera, Ph.D. has performed the duties of the HS Coordinator over the past 5 years without financial compensation or release time, in addition to serving students in both Psychology and Human Services. She meets with students regularly to assist with academic as well as personal issues. She leads a tutoring program in the local community and provides volunteer/mentoring experiences that help SCC students give back to their community, serve a role models, and provides them with an opportunity to evaluate their future goals by assessing fit with their responsibilities at the tutoring program—whether it be working with kids or working within an academic setting. Saki is currently writing a grant to fund the tutors at the tutoring program.   More recently she collaborated with Dr. Kea to assist with the implementation of tutors within Vallejo—again via the use of Solano Community College students. She has attended a conference on memory and is scheduled to be trained on the recent changes that are in the Diagnostic and Statistical Manual of Mental Health Disorders 5 (DSM 5) in October of this year. Overall, Dr. Cabrera has served on several hiring committees, co-chaired the Ethics Committee, participates in all department and Division meetings and collaborates when different opportunities arise. She also completes all program related reports and assists faculty with SLO assessments.

4.2

Described below includes changes that were made to classified or academic faculty since the last program review cycle and how those changes have impacted the program.

- A new adjunct, Professor Piper-Jefferson, was hired and has successfully taught HS 51 and is currently teaching HS 53. This has enable diversity in terms of instructors and the ability to offer multiple sections, e.g., HS 51.

- With the creation of an HS Coordinator, additional tasks can now be given full consideration and follow-up to strengthen the program. Many initiatives are foreseeable.; for example, the creation of an HS Intranet to serve as a spotlight and networking tool for students, graduates, community members and employers local and abroad.

- Given the need for instructors, a hiring pool is being created to hire adjuncts for the HS program. One is needed to teach HS 52 in Spring 2014. If an adjunct is not found, the course may not be offered. Furthermore, additional full time faculty is needed for program expansion. Therefore, a proposal will be developed within the 2013-2014 academic year.

4.3 Equipment.

All courses are held in Smart classrooms enabling the use of Power Point, Internet, and a document reader. We would like to have a clicker system where students are readily able to compare aggregate data on different activities and questions that are presented in the classroom. Having access to tablets in the classroom would enable chat sessions with consumers and employers local and abroad. In addition, having proper dimmable lighting would enable us to see the Power Points more clearly, as well as create a more suitable learning environment for different activities. Similarly, we would require the purchase of chairs and desks to allow for group activities. All of this is not possible without a program budge. Therefore, the plan is to review what the previous budgets were, review current and future program needs, and create a budget for the Human Services Program and submit for review and acceptance. Another task is to then develop and submit an operational proposal.

4.4 Facilities.

Courses are offered in smartroom classrooms and have parking spaces available to both students and faculty. New construction at the college will enable proper lighting and desks.

4.5 Budget/Fiscal Profile.

The budget review for the HS Program is another priority in 2013-2014 academic year. In April 2013, Saki Cabrera was informed that the HS program had no budget. This news was surprising given she had reviewed the budget with prior Deans, inclusive of VTEA funding being allocated to this program. The current strategy is to meet with the interim Dean Codina and request a copy of the budgets for the HS program for the prior 5 years. The HS Coordinator then plans to meet with program staff to review the items and create a new budget for review and approval based on current and projected needs to support quality teaching at SCC.

The following represents a breakdown of the financial data for the HS program for the past 6 years. Please note that this represents half of the program given 3 courses are currently housed in Counseling. Thus, future estimates will considerably increase if proposed changes are incorporated, e.g., changing Coun 64A&B to HS 56 & HS 57.

Fiscal Yea	Academic Salary	Classified Salary	Benefits	Supplies	Other Operating	Total
2008	12,669.66		108.232	504.24		15,598.13
2009				1221.87	424.77	1646.64
2010	17,793.32	406	1498.68	696.34	278.97	20,673.31
2011	14,334.16	270	1307.29	3293.71		19,205.16
2012	19,475.13		3,841.38	368.14	635.41	24,320.66
2013	60,322.89		14,332.13	146.50	96.18	74,897.70

PROGRAMMATIC GOALS & PLANNING

5.1

Below is a summary of the Human Services program's strengths and major accomplishments in the last 5 years, followed by the areas that are most in need of improvement.

1. The entire range of courses required to complete the Human Services major and /or the 23 unit certificate program continues to be offered. Moreover, multiple sections of HS 51 were offered.

2. The Human Services Program is ranked second (of 50 possible rankings) in awarding Certificates of Achievement at Solano Community College.

3. Course offerings were provided in different locations and times.
   - HS 51 and HS 53 were offered at Vacaville for the first time in the history of the program. Courses continue to be offered at the main campus, as well as Vallejo when feasible.
   - All courses were offered at night (Fall 2012) for one semester enabling students to complete course requirements faster.
   - HS courses are also offered in the morning enabling students more options to enroll, e.g., HS 55 offered at 9am on Main Campus, Fall 2013

4. Student success is celebrated with local and global communities. This is accomplished through a ceremony for HS graduates only where community collaborators join as well as their families and faculty. Student success is also highlighted in newspapers; for example Blanca Guerra was featured in the Daily Republic June 24, 2013—highlighting her contributions to the community as a Human Service provider who was trained at Solano Community College. Dr. Cabrera has a direct contact and is working collaboratively with a reporter to have a consistent spotlight on HS Graduates from SCC. This information will also be posted on the SCC intranet for Human Services that will be created in the near future.

4   Marianne Flatland continues to sustain contacts with our Human Services fieldwork/practicum sites and added new sites to the program. We work closely with currently 51 Human Services/Social Service agencies in the county ; this represent an increase of 23 sites since 2010

5   A total of 124 students successfully completed the 23-unit Human Services Program and attained a Certificate of Achievement and a total of 68 students graduated with an Associate's Degree in HS between Fall 2008 and Spring 2013.

6   The curriculum review for all HS courses (HS 51, 52, 53, 55, 60, 61), updating course outlines, textbooks, and program and student learning outcomes was completed in Fall 2009 and is scheduled again in Fall 2013.

7   In 2011, a new Human Services Instructor was hired enabling multiple course offerings at different locations.

8   A Human Services Program Coordinator position was created in Spring 2014 and filled for the 2013-2014 academic year for the first time in the history of the program.

9   An operational plan, developed in Fall of 2009, serves as a guide for proposals to improve quality teaching and student learning in the Human Services program. Several of the proposals have been achieved, e.g., hire a new adjunct, create and fill HS Coordinator Position.

10 Student Learning Outcomes (SLOs) for all Human Services classes are currently assessed in a consistent manner since 2009

11 Program Assessments have been completed in 2009 and 2013. The results make apparent the success of the Human Services Program.

12.   As a result of rigorous academic rigor and application both inside and outside the classroom (through internships) Human Services graduates have become gainfully employed. For example, Valorie Hawkins is currently the Volunteer Coordinator at the Opportunity House program where she makes contacts with the community, case manages a diverse population and also conducts new employee interviews and training; this is a direct result of her success as a Human Services intern.

13. The Human Services education and experience continues to transform students' lives, as indicated by the following excerpts:

"In turn, by understanding a little bit more about how people work, I now know more about myself. …will help me in any situation involving other people. It will also help me through challengers that I may face because I now have a better understanding of who I am and how I want to be."

"I think it is a strength to see my weaknesses and be honest enough to admit them….you can't help other people if your own life is not in order, so I have been actively trying to improve myself every day."

"The lessons that I have learned in this course will serve me well for the rest of my life."

The areas that need most improvement include:

1. Reducing maximum enrollments for all HS courses.
2. Consolidating courses into one Division.
3. A majority of members attending bi-annual Human Services Advisory Committee meetings.
4. The creation of a viable HS Program Budget.
5. Hiring new faculty--both full time and part time.
6. Increasing program visibility within SCC, local communities and abroad.

5.2

Based on the self-study analysis, below are the prioritized short (1-2 years) and long term goals (3+ years) for the Human Services Program. In the source column, we denoted "SP" for Strategic Proposals, "DP" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed.

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.Hire faculty	Advertise adjunct position and create hiring pool; advocate for a new faculty full time position	December 2013	HS Coordinator lead	It's been approved for the adjunct positions but the position has not yet been filled.
2. Develop bi-annual Advisory Board Meetings	Confirm membership and schedule one per semester	December 2013	HS Coordinator lead	DB
3.Change course titles to HS	Develop Proposal and submit for approval	May 2014	HS Coordinator initiated	SP
4.Obtain new professional contacts with Human Services agencies in Solano County	Attend community events & meetings	May 2015	All Faculty	DB

Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
5. Create a HS program budget	Review prior HS budgets, program needs and develop a budget	May 2015	All Faculty, HS as the initiator	SP
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.Purchase Equipment like clickers and tables to support an optimal teaching environment	Develop a proposal	May 2016	All Faculty	SP
2.Reduce maximum enrollments for each course	Develop and submit a proposal for review	May 2016	HS Coordinator to initiate	SP
3.Exapnd the program	Offer multiple sections in multiple sites; offer new courses	May 2017	All Faculty	SP

In Conclusion, the Human Services Program at Solano Community College is successful in serving students academically, workforce training, developing community collaborations and transforming students' lives. With continued support at all levels, the program will continue to thrive in ways that are immeasurable!

Appendix
Evidence & Support Signatures

- **Outreach for Internships (p. 42)**

- **Class Preference Survey (p. 43)**

- **Department Meeting Notes (p. 44)**

- **DSM 5 Training (p. 48)**

- **Veteran Success Story (p. 50)**

- **Student Recruitment (p. 51)**

- **Tutor Request (p. 52)**

- **Multiple Administration Challenge: Scheduling and Program Coherence (p. 54)**

- **Multiple Administration Challenge: Time Inefficiency & Delayed Progress (p. 55)**

- **Dean's Narrative (p. 56)**

- **Academic Program Review Committee excerpt (p. 58)**

- **Revised HS Program with All courses in SBSS (p. 59)**

- **SBSS HS Faculty Support Signatures (p. 60)**

- ➢ **Outreach for Internships**

<div align="center">

2nd Medical Brigade

Richmond, CA

September 4, 2013

9:00 am – 11: 00am

</div>

Invited by Liz Mahoney, Volunteer Coordinator, Military Spouse

Present: Liz Mahoney, June A Stanfield, Family Readiness Support Assistant (FRSA), Dr. Saki Cabrera

1.   Introductions

2.   Program Review
     - Military spouses and other family support
         - "Our Army Community is struggling to be in compliance and meet the needs of our Families. I promised to provide our regulation we are supposed to guide on providing for our families. I think of it as similar to Head Start--being parent run. A minimal amount of structure and the Families being self-sustaining. It is a program that has been struggling to get off the ground for some time. I have included my compliance slide, which is reviewed once a month. I can be overwhelming with peppering people with paperwork, so I will try to refrain. Please let me know if there is anything else I can provide to help with direction."
     - Use HS student interns
     - Target Site to be developed in Vallejo
     - Reviewed different strategies:
         - Ongoing outreach via cell phone off site and on-site calling
         - Yellow Ribbon participation

     - Consulted with Commander and received verbal approval to proceed

3.   Conducted a site review at Richmond

4.   Next Steps:
     - June will follow-up with compliance related issues
     - Saki will consult with students and faculty to discern interest
     - Communication via email henceforth or cell given schedules
       June A. Stanfield, Family Readiness Support Assistant (FRSA)
       2nd MD BDE 2600 Castro Rd San Pablo, CA 94806
       510-970-3223
       june.a.stanfield.civ@mail.mil

➢ **Class Preference Survey**

HUMAN SERVICES

If you answered the survey in another class, do not complete it again!

Which of the HS classes will you enroll in for FALL 2010?

- o **HS 51**   Intro to HS
- o **COUN 62**   Helping Skills
- o **HS 53**   Special Populations
- o **HS 52**   Group Process
- o **COUN 64A**   Fieldwork
- o **HS 55**   Case Management
- o **COUN 64B**   Field Work

Which is your preferred location for classes?

- o **Fairfield**
- o **Vallejo**
- o **Vacaville**

Which is your preferred time for classes?

- o **morning**
- o **afternoon**
- o **evening**

Thank you very much!

This helps us in our class scheduling.

Human Services Department Meeting

December 3, 2010

12:30 – 2:50pm

Room 902

Full Time Faculty Present: Sabine Bolz, Saki Cabrera, Marianne Flatland

Adjunct Faculty Present: Rick Degette

Protocol Development

- We reviewed a Challenge: knowledge and skills or delay in getting degree; burden of proof is on student p. 57 in old catalogue 2008-2009; review online for current one.

- Delay in getting degree: Courses are offered every semester in HS so that is not seen as a valid reason to support the challenge being approved

- Saki will lift the language in the catalogue and add to it that Dean Rota (not counselors) will be the only one to be able to approve such requests in Human Services, inclusive of enabling students to take courses concurrently when there are prerequisites. Signature will be obtained from HS staff and forwarded to both Deans and all counselors.

Establish Guest Lecture Pool

- The intent is to create an electronic version of people (with bios and full contact information) from which all HS faculty may utilize as guest speakers in the classroom.

- Each faculty person is asked to compile their own list to share electronically or hard copy to Saki who will create one electronic version.

- Marianne will forward to everyone list of agency reps for Saki to include in this list, along with Sabine's list provided at the meeting. Saki will work on updating it and distributing it to all HS staff until a section in the intranet is created for us.

HS Program Binder

- Bio and a picture from Brenda and Jocelyn.

- Highlighted Students – Saki created a questionnaire to utilize not only for the binder but also for other program related events and advertising in the future. Saki will email it to staff to utilize. Staff are to get 1-2 persons each and summarize what they would like to include in the binder and under which bullet point under Student Strengths and Success section.

- Consent Form – Saki created the electronic version of the form used in photography and will email to all staff to utilize for student consent to take pictures. Staff agreed to create copies and provide it the first day of class along with the syllabus and have students consent (or not) and file. Rick mentioned that we need to create a consent form for Coun 64B for students to consent to mentoring 64A students.

- Marianne will email Saki a sample of a Coun 64A and Coun 64B course document/activity/assignment with a short description of its purpose/use to include in the binder.
- Target completion date for the binder is: Feb 4 th, 2010 (pending student feedback)
- Binder will be printed with information received; no additional follow-ups will be sent.

Evaluation of File Work sites

- Students evaluate the sites and are empowered by professors to go back and work on communicating about what is supposed to be offered to students

- Professors talk and meet with agency representatives based on student feedback at class meetings and student evaluations and negotiate an optimal learning environment with diplomacy; an agency may be removed from a list until an agency can meet student needs

- An Advisory Committee with agency representatives could assist in the review and provide feedback during meetings.

Adjunct Pool

- Issues and questions to cover during the interview included the following:

  - Informing potential hires of some of the challenges with the position when hiring; pose the question to increase the possibility of retaining staff and for them to participate in other activities such as department meetings, work with students with multiple challenges, and meet students outside the classroom. Challenge noted: part-time faculty are not required to do so and full time faculty don't all meet requirements. As always, look for intent.

  - Learn about their philosophy of instruction and student sense of learning and teaching.

  - How do you embrace and involve student in learning?

- Rick is added to the hiring pool.

- Sabine will email the announcement for us all to distribute and email everyone. Marianne will email the agency representatives.

- Rick suggested having the new hire to teach both classes HS and Coun and get both Deans involved; Rick supports program consolidation into one division and noted that this presents an opportunity to begin that process.

- We talked about the process and effects of having one program in one division, and building on other successful models: Under the leadership of one administrator, having the same goals, expectations and timelines, and having the time within the scope of work (not as an overload) to meet student needs given instructors need to do a lot more than just instruction in the classroom, e.g., develop operational plans, participate in program review, conduct SLO assessments, and actively participate in department meetings.

- Different strategies were discussed pertaining to the amount of students capped for each class and the structure of the class itself, e.g., revising the course to have a practicum component.

- All agreed we should review models that work, review the past successes here at SCC and build upon them to strengthen the program which is a natural part of program development

Proposal Development

- All counseling staff were not present to discuss and assign leads (to be place on next agenda). However, some discussion and review of the operational proposal occurred amongst Rick, Sabine and Saki. Some issues and questions are provided below.

  - ➤ Need to review retention numbers, student feedback, and what is practiced externally and internally
  - ➤ Build on success with Coun 64A&B
  - ➤ Revise HS major instead of revising classes
  - ➤ Look at Chancellors Office and compare academic vs vocational needs
  - ➤ Look at ability needed in the jobs and how that correlates to class size
  - ➤ Learn whether all Counseling classes are at 30; if so, why? If so, why are the numbers different for HS classes if it is one program and the classes are all interactive and need to address students in the classroom as well? If we are one program, why are there different philosophies?

Thank you all for a very productive meeting! Happy Holidays and enjoy your break! ☺

Next meeting: February 4th, 2011, room 902

➢ **DSM 5 Training**

A PRACTICAL INTRODUCTION TO THE DSM-5:
IMPLEMENTING THE CHANGES IN CLINICAL PRACTICE

Diane R. Gehart, Ph.D.
California State University, Northridge

Table of Contents

➢ **Veteran Success Story**

9-3-13

I hope this note finds you well. As you may have noticed, I had to drop all of my human services classes this semester. Although it was disappointing, I was really looking forward to your classes, it was due to an exciting new venture. I was presented with an opportunity last semester to rejoin the Air Force as a Aeromedical Evacuation Specialist and had to go through a pretty extensive process to be accepted. The process included among many other things a panel interview with my future unit supervisors. This is actually why I felt compelled to write to you. During the interview, I was questioned on many topics, some about my history in the Air Force, my reasons for leaving, what I have been doing this whole time etc. During a portion of the interview the panel asked me a particularly interesting question. They said, "Tell us about a time when you worked with a team and learned something about yourself during the process." Well, interestingly enough I had JUST finished the Autism Group Project and took a moment to gather my thoughts. I told them that I had just been a part of a group for my Human Services class and that I had a fabulous instructor who pushed us in ways I had never been pushed anywhere else, including the Air Force. I learned that a team is only as strong as the bond between each individual. That skills in a group could be shared if the individuals in the group were willing and that weaknesses could be overcome if you are willing to help, but more importantly if you are willing to ASK FOR HELP. I told them that the class I had just taken had taught me to try and step out of my cultural bubble and try to view things from a team members' point of view not just my own, to appreciate the differences rather than resent them or fight them. Just last Wednesday I officially re-enlisted in the Air Force Reserves and I got that job! At the enlistment one of the TSgt's that was on the panel told me it was one of the best interviews they ever had. I really think that had A LOT to do with you and the impact you had on me and my education over the last year. I would be remiss if I didn't write this letter and tell you what a difference you made for me. I will be leaving next March to go back to Tech School I hope to see you again sometime and maybe when I get to pick up my education full time again I will lucky enough to be in your classroom once again. Thank you from the bottom of my heart and please continue challenging your students for better! (I know you will!)

Sincerely,

(Name removed intentionally for confidentiality.)

➢ **Student Recruitment**

Fairfield High School

October 21, 2013

9:00 am – 10:15 am

Invited by Ms. Myrna Baylis

Conducted by Dr. Saki Cabrera

Present: Psychology Class (1st period)

1. Introductions
   - 11th and 12 graders

2. Program Review
   - Psychology: AA and AAT
   - Human Services
   - Distributed HS Brochure and business cards (Psyc brochure is being updated.)

3. Student Q & A to Dr. Cabrera
   - Course format
   - Work load
   - Time management

4. Dr. Cabrera Q & A to Students
   - Concerns:
     - o   Time Management
     - o   Pressure to perform
     - o   Financial hardship
     - o   Balancing personal, social and academic responsibilities
   - Students view college as preparation for life and career

5. Provided contact information for SCC
   - Encouraged students to visit and talk to staff and faculty at SCC

Students Helping Students: Solano College Meets Educational Needs

In such dire economic times, we often forget how generous people can be. For the last 2 years, Solano College students were asked to volunteer their time during the school semester to tutor elementary school aged youth grades 1-6. On April 11ᵗʰ, 2011, students at Cordelia Elementary Hills were offered after school tutoring three days a week for free.   Classroom teachers provide the direction and work for the tutors to use with the students so that the tutoring sessions are focused on the specific needs of the students.   Families at Cordelia Hills donated money to pay for the fingerprinting for tutors. Principal Allen, members of the School Site Council, and Dr. Cabrera, a professor at Solano College, provide the leadership to design and implement this tutoring program-- all donating their time to meet student needs.

We now are doing it again and need tutors!

This time we may be able to compensate you up to $8.00 an hour (if you qualify).

How the program works: The same group of students are tutored each week by the same tutor. Grades 1-2 on Monday, grades 3-4 on Wednesday and grades 5-6 on Thursday. You can volunteer for one day, two days, or all three days.   Consistency of attendance by tutors is an important component as it increases each child's level of comfort with the tutors and their own self-confidence, which in turn help them learn more.

What time? The actual tutoring session is from 2:45pm to 3:45pm. Tutors are asked to be onsite at 2:30pm so they may review any work and begin on time. Tutors end at 4:00pm, after they have documented services rendered for each student.

Where? At the Cordelia Hills Elementary School library.

What subjects are covered?: Students often have math and English work to complete. We spend a lot of time working on basic skills, e.g., learning multiplication facts, phonics. We have all the materials needed such as books, computers, paper and pencils. We need your brain & skills!

How many students? It depends on how many tutors volunteer but no more than 4 students per tutor. Students often are in the same class and have the same work so it makes it efficient. With more tutors, there can be two students per tutor.

When will it start? The goal is to begin as soon as possible and end May 23, 2013, with a one week break (March 25-April 1). There is tutoring when Solano College is on Spring break. I would send out a calendar for other dates that might affect the services provided.

So if you are interested and have the ability to do this work, please email me and provide me with the following information:

First and Last Name,

Solano Student ID (so that we can see if you qualify for compensation),

Email and telephone number, and

the day(s) you would be interested to tutor.

Also note, in addition to helping the children, this also will look good on your resume as a representation of community service ☺ !

I had a lot of capable students this year and hope to hear from many soon so that we can begin the fingerprinting. **Join your fellow heroes, of Solano College students, who already have demonstrated that together we can help others achieve.**

Happy holidays!!!

Dr. Cabrera

➤ Multiple Administration Challenge: Scheduling and Program Coherence

On October 7, 2013, the Dean of SBSS and HS Coordinator were informed via email that Coun 62 was moved to an 8:00am offering (approved by Dean of Counseling) for Spring 2014 after advisement to not offer the class at 8am (given student transportation and child-challenges.) The Dean of SBSS spent unnecessary time to remedy the problem and found a room in which it could be offered and it was switched back to the original offering beginning 9:30am. Below is a Copy of the Email exchange; the change sheet can be provided upon request.

Such incidences may reflect lack of timely communication, comprehension of program needs that are student driven, or differences of philosophy amongst SBSS and Counseling administration and faculty. Compound this example with the extensive turnover at SCC in administration, and the negative effects surmount very quickly. (In the past 4 years, the HS Coordinator has to consult with 6 Deans, 2 VPs and 3 Administrative Assistants to assist with HS program related issues given the turnover.) This is neither time nor cost effective and presents unusual challenges that can be prevented if there were one Dean to provide leadership and make program decisions for all courses within the HS Program.

From: Saki Cabrera
To: Barbara Pavao; Brenda Tucker; Marianne Flatland
Cc: Salvador Codina; Kathleen Callison
Subject: RE: COUN 62 in Spring
Date: Thursday, October 03, 2013 8:42:00 AM
Good Morning,
I suggest the W or F option given it begins at 9am instead of 8am and doesn't conflict with the other classes.
Enjoy your day!
SAki
Dr. Cabrera
Professor, Psychology & Human Services
Coordinator, Human Services
Solano Community College
707 864-7000 X 4698
SCabrera@solano.edu
BE the Change you Wish to See in the World. Ghandi

From: Barbara Pavao
Sent: Thursday, October 03, 2013 8:36 AM
To: Brenda Tucker; Marianne Flatland; Saki Cabrera
Cc: Salvador Codina; Kathleen Callison
Subject: COUN 62 in Spring
COUN 62 in spring is currently scheduled for Thursday mornings 9:30 – 12:20. However, there are no rooms available at those times.
Two alternatives:
M or W or F from 8:00 – 11:00 or
W or F from 9:00 – 12:00
I need an answer ASAP. Thanks for your help.

➢ Multiple Administration Challenge: Time Inefficiency & Delayed Progress

The Dean of Counseling was not available between October 12-17, 2013 to meet to discuss HS program issues. Thus, a meeting was scheduled to accommodate different schedules and then rescheduled to accommodate a counseling faculty member, although the original meeting was proposed amongst the Deans and the HS Coordinator. Both the SBSS Dean and HS Coordinator were available as early as October 5th—that is an extension of a 1 month, which is significant given a semester is only 18 weeks. This is not time efficient and impedes progress, thus, supporting the need to move all courses into the SBSS and have one Dean. (Because of schedule conflicts amongst faculty in different divisions, the last Department meeting to do work was in 2010!)

Email Exchange:

From: Barbara Pavao
To: Salvador Codina
Cc: Saki Cabrera; Marianne Flatland
Subject: RE: Human Services Meeting
Date: Tuesday, October 08, 2013 12:28:07 PM
In checking with Marianne, the 29th does not work. Would Tuesday, Nov. 5 at 10 work?

Barbara

From: Salvador Codina
Sent: Monday, October 07, 2013 5:20 PM
To: Barbara Pavao
Subject: Human Services Meeting
Barbara,
Regarding your proposed dates and times for the meeting between Saki, Marianne, you, and me; a time that would work for Saki and me would be Tuesday, October 29th, at 10:00 a.m. (or 11:00 if that works best for you). Let me know if this works for you and Marianne.

Thanks,
Sal

➢ Dean's Narrative

To: Program Review Committee

From: Salvador Codina, Interim Dean, SSBS

Subject: Dean's Narrative of the Human Services Program Review, Fall 2013

I met with Dr. Saki Cabrera earlier this semester in order to better educate myself regarding the Human Services Program at Solano College. For a variety of reasons, this is not one of the college's better-known programs. After meeting with Dr. Cabrera on several occasions I believe that will no longer be the case. Her expertise and passion for the program bode well for its future growth. In my opinion, it is in the best interests of the college and the community to, as much as possible, support this program.

I agree with Dr. Cabrera's following recommendations:

- The program needs a viable budget. Earlier, for reasons unknown to me, its budget was revoked. No program can experience growth when instructors and students have to pay for some supplies.
- Eventually, given continued growth, the program will require a full-time instructor. For the short term, perhaps increased release time should be provided for the Human Services Coordinator (from 20% currently to 40%).
- A "student directed Resource Center." A good idea; however, couldn't such a center be contained within the Academic Success Center? Tutors and Supplemental Instruction might be good resources for student success.
- Converting some counseling courses, which are a part of the Human Services Program (eg., Counseling 64A and 64B), to Human Services courses (although counselors will still teach these courses). This makes sense administratively and it would also facilitate student registration.

Some areas of concern:

- The goal of decreasing class size in Human Services courses
    - In my opinion, given the District's desire to increase enrollments, I'm not certain this goal is attainable any time soon.
- The goal of offering upper-division courses
    - In the section entitled "Educational Master Plan" (see p.12), Human Services proposed "partnering with 4-year college to provide upper division courses." Are upper-division courses the responsibility of a 2-year community college or are they more appropriately the domain of the 4-year colleges?

Overall, I feel that with Dr. Cabrera's leadership, and with the District's support, the future of the Human Services Program is a positive one. The program is growing. Enrollments and student success rates attest to this. Projections for employment in the field of Human Services are encouraging, a 22% increase between 2010-2020; 7500 additional openings in California

alone (see p.14). Additionally, the Human Services Program works closely with 51 human and/or social services in Solano County, an increase of 23 additional sites since 2010 (see p.12).

One statistic which I found quite interesting was in regards to the age of students enrolled in the HS Program. Typically, the majority of students enrolled are over 30 years old. However, "a new finding indicates that students between ages 18-20 represent a subset that has increased in percentage over the years, e.g., in Spring 2013 they accounted for 14% compared to 10% in Fall 2010 (see p.8)." This is consistent with a study I recently read which showed that more and more people in this age group feel a greater cultural and/or moral imperative to help others. Perhaps this is due, in part, to the recent downturn in the national economy.

I hope this narrative aids somewhat in your task.

Sincerely,

Salvador Codina, Interim Dean, SSBS

9-16-13

➢ **Academic Program Review Committee excerpt**

Curricular Offering

Development

The curriculum taught by the HS department appears to promote student success in the program. Courses are offered at varied times in different locations, and diverse teaching techniques are utilized to promote quality teaching. The committee supports Human Service's short term goal #3 of changing the relevant counseling course titles to HS or cross-listing these courses (assuming counseling supports this change). We see the advantages for students and faculty of housing all the program courses under one discipline.

Many thanks for your program's hard work and commitment to student success and program improvement.

Academic Program Review Committee

Sept. 23, 2013

> ➤ **Revised HS Program with All courses in SBSS**

The required courses presented below serves as a template should the request to move all courses into SBSS be approved. Please note that the course numbers would mirror the sequence in which the courses should be taken and the number of classes required to complete the certificate (7); this serves as an added visual aide and asset for visual learners and aide in registration. (HS 51, HS 52, HS 53, HS 54, HS 55, HS 56, HS 57) In the full brochure, electives have been updated to reflect current programs, e.g., CDFS.

Required Courses		Units
HS 051	Intro to Human Services	**3**
HS 052	Helping Skills: Creating Alliances & Facilitating Change	**3**
HS 053	Special Populations	**3**
HS 054	Intro to Group Processes	**3**
HS 055	Case Management	**3**
HS 056	Practicum I	**4**
HS 057	Practicum II	**4**
		23

➢ SBSS HS Faculty Support Signatures

October 14, 2013

To whom it may concern,

The undersigned faculty members in the Human Services program concur with the program review self-study as submitted Fall 2013.

_____

Sabine Bolz

_____

Saki Cabrera

_____

Joana McIlvery

_____

Veronica Piper-Jefferson