



PROGRAM REVIEW

Human Services Department

April 2009

**Glory Bratton
Carlos Bravo
Dora Collado
Joseph Hennen
Jess Miller
Wanda Nalls**



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Part A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Human Services Program at Cañada is designed to train personnel to provide value-based services for individuals and families in need of temporary, social, health, or economic assistance. The program prepares students for various social service positions, such as mental health case manager, job coach/employment specialist, intake specialist, community worker, and other jobs in human service agencies.

The Human Services Department goals for each academic year include expanding the advisory board, review and update curriculum, certificates, and degree offered with assistance from advisory board and serve community needs by offering courses in English and Spanish. The Human Services courses are all taught by dedicated adjunct faculty members. There are no full time faculty members in the department. The majority of the professors teaching in the Human Services Department works full-time in the related field and promotes the program throughout San Mateo County. An ongoing goal for the Human Services Department is to increase enrollment.

The Departmental members created an e-mail account which is monitored by the Project Director for Off Campus sites and keeps the website up to date as this is one of our best marketing tools. It is necessary to continue to evaluate the site and redesign it for program changes, as they occur. The courses are promoted through local libraries and by our partner, El Concilio of San Mateo County. Brochures have been updated and distributed throughout high schools, community based organizations, County of San

Mateo and other outside agencies throughout San Mateo County. Course promotional materials are mailed to all related organizations each semester to recruit new students into the program. There is a counselor assigned to work with and track the Human Services students. The counselor reviews all current students' transcripts; meets individually with students to develop their Student Educational Plan (SEP) and prepares certificate and degree petitions as they complete requirements. It has been critical to have the counselor work one on one with the Human Services students in order to assist and give them the guidance needed for them to complete the program and prepare for transfer to the university level.

The Project Director, Counselor, and Cooperative Education professor work closely in securing internship locations, guest speakers, or locations for field trip sites for students within the Human Services Department. It is imperative to have close contact with organizations, hospitals; community based organizations, to assure that the program stays up-to-date with changes in the field and to keeps the program in the public eye. As this network with the advisory organizations continues to strengthen and there are more partnerships with potential employers, students are more assured of jobs upon completing their certificates and or degree.

The majority of the Human Services courses are offered in the evening and a few are offered on Saturdays. At the present time, there has not been a need to offer the Human Services courses during the day. It is imperative to have flexible course scheduling, as this meets the needs of the ever changing population. Classes are offered on a rotating basis to fit into student's schedules without conflict with other Human Services courses. The students are able to complete their certificate(s) in a reasonable amount of time and the degree can be received in two years for full-time students. The coursework for the certificates are offered so students can complete certificates within the one year period of time. The counselor communicates with students by phone, email, office appointments, and in-class visits. This one-to-one counseling is an important method of assisting individuals with their career goals and retaining students through completion of the program. .

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and the District.

The goals of the Human Services Department include the following: continuation of having a counselor work directly with the students, continue effort to maintain and increase enrollment, review all course outlines and update as needed, to redesign department web site as it is one of the best marketing tools for the program, increase the number of students completing certificates and degrees, invite graduates to discuss the value of the program and generate interest, increase the number of students completing internships, increase the number of graduates working in the field of Human Services, strengthen community outreach and community awareness of program, to increase the professional focus of the program. The Human Services departmental members encourage students to achieve all four of the HMSV certificates and the A.S. Degree in

Human Services; they inform students of the career choices available in Human Services and announce current job openings. The counselor keeps track of all Human Services majors and maintains a database to track and chart the students' progress. Students are also encouraged to transfer on to the local University to obtain a Bachelors' degree.

Contribution to the Mission of the College and the District:

The mission of the Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Human Services program contributes to the mission of the College and District by:

- a) Providing up-to-date quality instruction for student learning and success.
- b) Offering lower division course work leading to the four Human Services certificates and or an Associate of Science Degree, as well as elective courses to enable students to transfer to the California State University system or four year private institutions.
- c) Providing career technical education and training directed toward industry standards for first time students, special admit students, continuing students, returning students, as well as individuals who need to update their skills for a promotion and or career change.
- d) Recruiting students from all ethnic, age, and economic groups, celebrating the communities' community rich cultural diversity.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

Metric	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
WSCH	676	387	342	552	419
FTES	22.5	12.9	11.4	18.4	14.0
FTE	1.8	1.0	1.1	1.3	1.3
Load	382	400	302	436	331
Unique HeadCt.	124	92	96	110	101
AfricanAmerican	12	5	11	20	15
Asian or Pacific Islander	6	3	5	5	5
Caucasian	18	13	14	14	8
Hispanic	84	65	66	69	66
Native-American	0	1	0	0	0
Other Ethnicity	3	5	0	1	6

Fall 2008 Stats.

African Americans = 15%
 Asian or Pacific Islander = 5%
 Caucasian = 8%
 Hispanic = 65%
 Native-American = 0%
 Other Ethnicity = 6%

Success Rate	84%	84%	82%	79%	85%	← Good!
Retention Rate	95%	88%	87%	85%	90%	

In comparison to 2004 institutional research, the Student Demographic data for 2008 indicates the following based on highest to lowest percentage of students:

<u>2004</u>	<u>2008</u>
Hispanics - 43.6%	Hispanics - 65%
African Americans - 10%	African Americans - 15%
Caucasians - 15%	Caucasian - 8%
Asian or Pacific Islanders - 5%	Asian or Pacific Islanders - 5%
Other Ethnicity - 2%	Other Ethnicity - 6%
Native-American - 0%	Native-American - 0%

From the data noted above, the indicators show the Hispanic population as the largest growth in this discipline and continues to grow in enrollments followed by the African American population who showed a healthy 5% increase. There was a 50% decrease of Caucasian students enrolled in Human Services during fall 2008. The first four years, Caucasians averaged 15 students per fall semester, then in fall 2008 the enrollment plummeted to 8. The departmental members will review their recruitment contacts and try and recruit more Caucasians into the program during the 2009-10 academic year.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Human Services Advisory Board meets twice per year in fall and spring to discuss and gather input on changes in industry, internship possibilities, curriculum review and update. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the department.

PART B: CURRICULUM

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

While certificates and a degree are not always required for employment, Human Services students have found a wide variety of Human Services courses are offered through Cañada College. These are available for all age groups, demographics, and ethnicities in order for the students to meet the requirements of the specific Human Services certificates and Associate of Science degree to gain employment. The curriculum is reviewed on a yearly basis by the departmental members and members of the Advisory Board to ensure the students will have the necessary skills required for the job market. It has been recommended by the faculty and advisors have recommended prerequisites in certain courses. The faculty will be submitting the changes during the Spring 2009 semester for implementation in Fall 2009.

2. State how the program has remained current in the discipline(s).

The Human Services Program has remained current by faculty and staff continually reviewing their individual course outlines and related material. Also, the faculty members attend workshops to keep abreast of the latest information to keep the curriculum current.

All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

Through this Program Review process, courses, certificates, and Associate of Science degree requirements have been reviewed by the faculty members who teach the courses. Changes will be submitted to the Curriculum Committee by the end of the spring 2009 semester. It is extremely difficult when this program is taught solely by adjunct faculty members and no full time professors.

3. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not Applicable.

4. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

The Human Services Department at Cañada College was developed in partnership with the College of San Mateo, San Mateo County Human Services Agency, State Department of

Mental Health, and the State Department of Rehabilitation. At the present time, there are no articulation agreements with the SUHSD. The department has worked closely with the University Center in bringing a four year university to the College to offer a Bachelor's degree in Social Work but has not happened due to the turnover of staff and curriculum at the four year university level. There are discussions taking place between the University Center on campus and another four year university, but to date, nothing has been solidified.

5. Discuss plans for future curricular development and/or program modification.

Faculty members are discussing the possibility of offering one unit courses with specific topics that would be used as Selectives towards a certificate. However, this is in the discussion stage and will take time to develop specific courses that are needed in the Human Services discipline. The department members will be meeting during the 2009-10 academic year to solidify additional courses with specific topics needed for the workplace that are not being covered at this time. Also, need to encourage more students to go into this field of work.

PART C: Student Outcomes

The SLOS for the Workforce programs are:

- 1) Demonstrate the knowledge and skills required to succeed on the job for which they have trained;
- 2) Articulate major practices which professionals within the discipline share;
- 3) Work independently and collaboratively within a team;
- 4) Read, interpret and write discipline-specific technical information;
- 5) Listen and communicate orally.
- 6) Demonstrate cultural competence.

PART D: Faculty and Staff

1. List current faculty and staff members in the program areas of expertise and how positions contribute to the program success.

Glory Bratton

Professor, Human Services/Counselor
Licensed Marriage, Family Therapist
M.S. Counseling, San Francisco State University
M.A. Education and Reading, Santa Clara University

Carlos Bravo

Adjunct Professor, Human Services
B.A., San Francisco State University
M.S. Social Psychology, San Francisco State University.

Dora Collado

Adjunct Professor, Human Services
B.A. University of Lima, Peru
FD Credential, Community Colleges Foundation

Joseph “Joe” Hennen

Adjunct Professor, Human Services
M.S. Clinical Psychology, Fairleigh Dickenson University, Teaneck, N.J.
Vocational Rehabilitation Counselor/Trainer for the County of San Mateo

Jess Miller

Adjunct Professor, Human Services
B.A. San Francisco State University
M.A Antioch, San Francisco
DSPS Director, Mills College, Oakland, CA

Wanda Nalls

B.A Community Health Education, San Francisco State University
M.S Public Administration, San Francisco State University
Director of Community Services, City of Daly City
FDC Advisor, Cornell University

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

For the past six years, the faculty members participated in the following workshops and conferences on their own expense:

Professor Glory Bratton has taken courses for continuing education as a therapist currently participating in a series of six workshops at Stanford University on issues of aging. She continues to read current material related to specific populations, counseling and case management.

Jess Miller, Conferences and Workshops

Association for Higher Education and Disability (AHEAD)

California Association for Post Secondary Education and Disability (CAPED)

Student Affairs Administrators in Higher Education (NASPA)

National Organization for Human Services (NOHS)

It is critical that professional development funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the department's procedures for orienting new adjunct faculty members (there are no full-timers in the department):

1. The Dean of the Business, Workforce, and Athletics requests a faculty member to volunteer to become the mentor to the new faculty member. The mentor is matched with similar FSA's or at least familiar with his/her discipline.
2. The mentors role is to assist new faculty members to become familiar with the campus, the department, and college procedures.
3. Faculty members are introduced to other personnel on campus and receive the following assistance from the Division Office:
 - a. Procedures to follow dealing with student issues, plagiarism, etc.
 - b. Academic Calendar, Catalog, and Schedule
 - c. Parking Permit
 - d. Emergency Procedures
 - e. E-Mail, WebSmart, and Phone Mail with instructions
 - f. Admissions & Records policies on submitting grades, pertinent reports, etc.
 - g. Mailbox in Departmental workroom
 - h. Office Space, if applicable
 - i. Office Hours – Requirements, if applicable
 - j. Official Course Outline for each course taught with a sample syllabus to follow similar format
 - k. Supplies
 - l. Case of illness or emergencies, whom to contact – all received Emergency Phone Number card
 - m. Department and Division meeting dates and committees

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

The quality and accessibility of the facilities is excellent as the Human Services Department uses Smart classrooms throughout the campus. The equipment and materials available in the classrooms are good. However, there needs to be a budgeted line item in Fund 1 for a laptop to be stored and used by adjunct faculty on an as needed basis. The budget should be a minimum of \$1,500. The elevator in Building 13 where the classes are held limits accessibility to classrooms as it is continually out of order.

Describe the use and currency of technology. List projected needs.

There needs to be a line item in the Fund 1 budget to purchase a laptop to be stored and used by adjunct faculty on an as needed basis. The budget should be a minimum of \$1,500.

Coordinator position – ¼ time Counselor – ¼ time

Coordinator is responsible for outreach and developing partnerships for internships.

Counselor works directly with Project Director for program development.

\$\$\$ - for textbooks for Bookstore rental program

\$\$\$ - for textbooks for library reference section

\$\$\$ - for guest speakers - it is imperative to have guest speakers from the field come in and share experiences, do mock interviews, and work with students.

Note: Library currently has DVDs and videos for faculty use.

2. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Human Services Department receives support with placements of internships. However, there needs to be a line item in the budget to cover the yearly graduation ceremony - \$500. The Department received a letter in fall 2008 that an automobile was donated through the SMCC Foundation from El Concilio of San Mateo County and that the Human Services Department received approximately \$150 to go towards the graduation ceremony in spring. It would help immensely if the Human Services Department could get money to begin a textbook loan program through the Bookstore to cut down on the expense of textbooks for students. There needs to be a point person that can go out to recruit dollars for this venture.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

Position	Areas of Expertise Needed
<p>Evaluate the status of the entire department's full-time faculty, adjunct faculty, and classified positions.</p> <p>a. Currently, the Human Services Department consists of zero full-time faculty members and varies between five and six adjunct faculty members, depending on the course offerings each semester.</p> <p>b. There will be a need for additional adjunct faculty members when the specialized topic courses are developed - 3 units (.20 load). The adjunct faculty members will need to develop the curriculum by applying through the Trustees fund grant process to get paid for writing the new curriculum. Current faculty will have first priority to teach new classes.</p>	<p>Specialization and work experience needed within the Human Services discipline.</p> <p>Extensive background in the Human Services field.</p>

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

Position	Areas of expertise needed
The Project Director will need to continue to support the program and continue with all administrative/clerical duties as assigned.	Internship placements; Website updates; recruitment and assist coordinator with community outreach and partnerships.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Item	Cost per unit
<ul style="list-style-type: none"> • Purchase laptop computer for main campus; Menlo Park purchase one out of grant funds for Menlo Park HMSV courses. • Textbook Loan Program--need to raise funds to purchase textbooks. 	<p>\$1,500 (approx)</p> <p>\$5,000 (to begin loan program)</p>

4. What facilities will be needed in the next six years in order to maintain or build the department?

• B. List Facilities needs:	
The Human Services Department needs the use of Smart classrooms.	

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

Not Applicable

Strengths of Program:

Availability and sequencing/scheduling of classes ..
 Growth in enrollment with a good retention rate
 Excellent team of teachers committed to student success
 Student learning and success
 Advisory board members who are committed to strengthening the Human Services Program
 The different certificates fit the needs of various students and employment opportunities in surrounding counties
 Students are well prepared for the job market
 Students are exploring placement for required internships
 Internships are available throughout the county in public and private non-profit organizations.
 Students experience academic and professional success

Challenges of Program:

Some students do not have essential basic skills needed for specific classes
 Need to offer additional courses requiring more specific topical coverage
 Need to develop a series of short weekend courses for working students.

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DATA COLLECTION DOCUMENT

1) Department Name: Human Services (HMSV)

2) Curricular Offerings

a. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank
HMSV	150	REHABILITATION AND RECOVERY			X	
HMSV	151	CURRENT TRENDS AND ISSUES IN PSYCHO-SOCIAL REHABILITATION			X	
HMSV	366	PRACTICUM IN EARLY CHILDHOOD EDUCATION		X		

b. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	Date of last revision	SLO Cycle completed #
HMSV	100	INTRODUCTION TO HUMAN SERVICES	2003	
HMSV	110	INTRODUCTION TO COUNSELING AND INTERVIEWING	2003	
HMSV	115	INTRODUCTION TO CASE MANAGEMENT	2003	
HMSV	120	PUBLIC ASSISTANCE AND BENEFITS PROGRAM	2003	
HMSV	160	SERVING DIVERSE POPULATIONS	2003	
HMSV	161	INFORMATION AND REFERRAL: UNDERSTANDING COMMUNITY RESOURCES		
HMSV	262	INTRODUCTION TO FAMILY SUPPORT: BUILDING RESPECTFUL PARTNERSHIPS	2009	
HMSV	264	THE LIFE CYCLE OF THE FAMILY	2009	
HMSV	265	FAMILY DEVELOPMENT PORTFOLIO, PART I	2002	
HMSV	266	FAMILY DEVELOPMENT PORTFOLIO, PART II	2002	

Need to work on SLO cycle due ASAP.

- c. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
None at this time.					

3) Enrollment Data

- a. WSCH , FTES, LOAD, FTES, Retention and Success

Unique Headcount	124	92	96	110	101
FALL	2004	2005	2006	2007	2008
WSCH	676	387	342	552	419
FTES	22.5	12.9	11.4	18.4	14.0
FTE	1.8	1.0	1.1	1.3	1.3
LOAD	382	400	302	436	331
Success Rate	84%	84%	82%	79%	85%
Retention Rate	95%	88%	87%	85%	90%

- b. Certificate, degree, and transfer status (If applicable and available) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2004	2005	2006	2007	2008
Certificates	14	11	4	14	9
Degrees	6	6	5	5	7
Transfer					

- c. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your

courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

The Human Services majors are a combination of working adults in the field and others who want to change careers and get into the Human Services discipline. A variety of students are taking courses for job promotions.

The load fluctuates within the Human Services Department as there are cross listed courses under the ECE/CD Dept. and we offer multiple sections of HMSV Cooperative Education in English and Spanish that have low enrollments compared to the average class size that affects the Load significantly. The Success and Retention percentages are significantly higher than the overall College rates. The faculty members take great pride in working closely with students in and outside of class. The faculty practice what they preach--EMPOWERMENT.

In comparison to 2004 institutional research, the Student Demographic data for 2008 indicates the following based on highest to lowest percentage of students:

2004

Hispanics - 43.6%
African Americans - 10%
Caucasians - 15%
Asian or Pacific Islanders - 5%
Other Ethnicity - 2%
Native-American - 0%

2008

Hispanics - 65%
African Americans - 15%
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From the data noted above, the indicators show the Hispanic population as the largest growth in this discipline and continues to grow in enrollments followed by the African American population who showed a healthy 5% increase. There was a 50% decrease of Caucasian students enrolled in Human Services during fall 2008. The first four years, Caucasians averaged 15 students per fall semester, then in fall 2008 the enrollment plummeted to 8. The departmental members will review their recruitment contacts and try and recruit more Caucasians into the program during the 2009-10 academic year.

4) Faculty and Staff hiring requests: if a position has been requested then attach the justification. If the position will be requested please provide a brief description of the justification.

a. Full time faculty

None at this time.

b. Adjunct Faculty

It is recommended that an additional .20 adjunct faculty be hired to add weekend topical courses. Also, the hiring of a 1/4 time for the Counselor and the Coordinator who would be responsible

for outreach and developing partnerships for internships. The Counselor works directly with counseling students and works with the Project Director for program development.

c. Staff

Continue with current staffing--Project Director assisting with recruitment, website, etc.

5) Professional development needs:

It is critical that professional development funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year.

6) Equipment Requests: (Item description, Number of Items, Total Cost)

Two Dell Laptops – one for the adjunct faculty teaching on the main campus and for recruitment purposes and one for the Menlo Park Center Adjunct Faculty to be paid for out of the Menlo Park Redevelopment grant. Each laptop will cost approximately \$1,500.

7) Facilities Requests: (Either new or maintenance issues)

The quality and accessibility of the facilities is excellent as the Human Services Department uses Smart classrooms throughout the campus and at the Menlo Park Center. The elevator in Building 13 where the classes are held limits accessibility to classrooms as it is continually out of order. This has been a serious issue and is getting progressively worse... the department faculty will be unable to use the classrooms on the third floor due to disabled students enrolled in the program who have no access to the third floor when the elevator is out of order.

Also, need monies for textbooks for Bookstore rental program, monies for textbooks for library reference section, and monies for guest speakers - it is imperative to have guest speakers from the field come in and share experiences, do mock interviews, and work with students.

Note: Library currently has DVDs and videos for faculty use.

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Comments Sheet

Program Name: Human Services Department

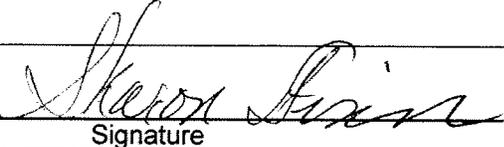
Page	Comment	Commentator
5	Good!	Linda Hayes
13	Need to work on SLO cycle due ASAP.	Linda Hayes

CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: Early Childhood Education/Child Development

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	 _____ Signature
Comments:	

#2. Curriculum Committee Chair	 _____ Signature
Comments:	

#3. College Vice President	 _____ Signature
Comments: 