

2018-2019 Program Review Cycle



Instructional Programs

CAN Program Review (Instructional) - Human Services (Odd Year)

Program Review Narratives

2018-2019

Instructional Program Review (IPR)

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Executive Summary

0. Executive Summary: After conferring with faculty, consultants, and our participatory governance groups, Cañada College initiated a Program Improvement and Viability process (PIV). It was critical to begin the important work of reevaluating student priorities and find ways to re-vitalize the program. To this end, we began looking at enrollment strategies, curriculum development, and pathways. In consultation with our stakeholders (faculty, shared governance groups, AFT, students, etc.) we worked toward making the appropriate changes to ensure that Human Services emerges from this process as a more dynamic and sustainable program.

The state of California introduced an AAT (TMC - details in document section) in Social Work and Human Services. Curricular changes were made to two human service classes: HMSV 100, Introduction to Human Services, and HMSV 672, Co-op for Human Services, renamed HMSV 300, Fieldwork. The curricular changes and adding online teaching addendum has provided students the opportunity to transfer with an AAT pathway to CSU.

Plans to partner with local employers to provide job placement will begin in fall 2020.

Program Context

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

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

2. Articulation: Two active classes: HMSV100 and HMSV300 in combination with Psychology, Sociology and others provide students with the pathway to transfer to CSU with an AAT.

Work with other complementary disciplines will begin in fall 2020 to provide alternative pathways for students. Departments include: education and human development (formerly ECE), paralegal, medical assisting and allied health.

3. Community & Labor Needs: Note: complete report attached to documents folder

Community Health Workers/

HIV and Hepatitis Navigation Specialists Labor Market Information Report

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research

May 2018

Recommendation

Based on all available data, there appears to be an undersupply of Community Health Workers/HIV and Hepatitis Navigation

Specialists compared to the demand for this cluster of occupations in the Bay region. The annual gap is about 1,995 annually in the Bay region and 550 in the Mid-Peninsula sub-region (San Francisco and San Mateo Counties).

This report also provides student outcomes data on employment and earnings for Community Health Care Worker programs (TOP 1261.00) in the state and region. It is recommended that this data be reviewed to better understand how outcomes for students taking courses on this TOP code at City College of San Francisco (CCSF) compare to potentially similar programs at colleges in the state and region as well as to outcomes across all CTE programs at CCSF and in the region.

Introduction

This report profiles Community Health Workers/HIV and Hepatitis Navigation Specialists in the 12 county Bay region and in the Mid-Peninsula sub-region for a proposed new program at City College of San Francisco: Community Health Worker, HIV and Hepatitis Navigation Specialist.

- **Social and Human Service Assistants (SOC 21-1093):** Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.

Entry-Level Educational Requirement: High school diploma or equivalent Training Requirement: Short-term on-the-job training Percentage of Community College Award Holders or Some Postsecondary Coursework: 36%

- **Community Health Worker (SOC 21-1094)** Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs.

Entry-Level Educational Requirement: High school diploma or equivalent Training Requirement: Short-term on-the-job training Percentage of Community College Award Holders or Some Postsecondary Coursework:

Looking Back

4. Curricular Changes: Two classes remain in HMSV; the two classes required by the AAT. HMSV100 - Introduction to Social Service and Human Development and HMSV300 Field Work both can be offered online.

During the program improvement plan process it was determined that the other classes require re-working to align with community and industry needs. Details in the document section.

5A. Progress Report - IPC Feedback: 1. Executive summary needs to be concise, include a section summarizing your strengths and a section discussing your challenges and a conclusion that clearly indicates your action plan.

Great info about the program however too text heavy for an executive summary would do better if broken up in defined sections.

Response: at this time the program is being re-worked to determine what employment and internship opportunities are available and what pipelines for students can be developed.

2. Need more information regarding your assessment of the feedback provided from previous program review.

Response: without full-time faculty the assessment has not been completed. The plan is to complete the assessment using results from Spring 2019.

5B. Progress Report - Prior Action Plans: The results of our 2014-2015 goals are below:

1. Explore articulation agreements for our HMSV courses with Notre Dame de Namur University, San Francisco State University, and San Jose State University.

Response: In place is an AA-T that will transfer to CSU's in California.

2. Revise our current certificates and create a new Patient Navigator Certificate to better reflect current market

requirements.

Response: research is required to determine what classes should be included in a new certificate. Note: the certificate may not be Patient Navigator.

3. SLO reporting revised to concentrate on 1 SLO for each course each semester. Analyze PLO/SLO data and compare to college ILO's.

Response: without full-time faculty the assessment has not been completed. The plan is to complete the assessment using results from Spring 2019.

4. Submit a full-time faculty and a 7.5 hour per week coordinator request and present to college.

Response: due to declining enrollment and decrease in load a request for full-time faculty cannot be requested at this time. Research is handled by the Dean of BDW and the Dean of PRIE.

6A. Impact of Resource Applications: No resources requested at this time.

6B. Impact of Staffing Changes: A program improvement plan was prepared and it was determined that the two classes offered, HMSV100 and HMSV300, required by the AA-T should be offered online to boost enrollment.

Adjunct faculty chose not to participate in these changes and resigned.

Spring 2019 schedule will offer HMSV100 online and taught by a professor in another department; the professor has min quals for HMSV.

Current State of the Program

7. Enrollment Trends: Please refer to Program Improvement Plan Presentation to IPC and other governing groups in the documents section of this review.

8-A. Access & Completion: All efforts were made to assist students through the pipeline after the changes. By offering classes online, the goal is to make access and completion available to more students.

8-B. Completion - Success Online: The first online class will be offered in Spring 2019.

9A. SLO Assessment - Compliance: SLO's will be assessment will be completed after program review.

9B. SLO Assessment - Impact: SLO's will be assessment will be completed after program review.

10. PLO Assessment: PLO's will be assessment will be completed after program review.

Looking Ahead

11. Program Planning: A new advisory board will be created and meet in Spring 2019 to determine future plans.

Program Review Narrative Status: Complete

Objective: Advisory Board

A new advisory board will be created and meet in Spring 2019 to determine future plans.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/01/2019

Estimated Completion Date: 08/30/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From

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Community And State Allocations.