



# Human Services

Program Review - Comprehensive Review

2023 - 2024

### Program Context

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#### 1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The Human Services program at Canada College works to prepare students to enter in the field of social work and Human Services through the introduction and application of foundational skills. Students not only learn the historical aspect of this profession but also learn skills needed to be effective practitioners. Students are introduced to various state, county, and community-based resources and learn how to access these resources on behalf of individuals and families. Students learn the value of self-reflection, identifying biases in themselves and various systems that affect communities as well as active listening and strength-based perspectives. Students often have the experience of practicing the skills developed in these courses by interning (volunteering) with community-based agencies throughout the San Mateo Bay Area and social services agencies on campus. The Human Services program at Canada College aligns with the college's mission, and vision and has the capacity to continue amplifying the values of this institution as it serves more students.

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, understand the concept of case management, and cultural sensitivity while enhancing their ability to work well with our diverse local communities.

#### 2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The three-unit course HSMV 300, Field Experience in Social Work and Human Services eliminated in 2022 and replaced by two courses, HMSV 121 Social Work and Human Services Seminar (1 unit) and HMSV 122 Social Work and Human Services Fieldwork (2 units). These two classes allow students the opportunity to focus on the skills and concepts learned in HMSV 100 and work on more advanced skills while the field work components allow students to practice skills and make observations in a supervised setting. This transition was made after being approved by the Canada College Curriculum Committee. It is currently going through the approval process for the BACCC and COCI (estimated final official approval Fall 2024). The two classes were successfully implemented in Spring 2023.

#### 3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes

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have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

None identified at this time.

### Looking Back

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#### 4. Curricular changes

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List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

There have been no changes by the State that have impacted the curricular offerings that have affected the Human Services programing.

#### 5A. Progress Report - IPC Feedback

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Provide your responses to all recommendations received in your last program review cycle.

IPC feedback for the 2018-2019 review cycle included commendations for summary action plans, rationale for changes, and overall program effectiveness. Recommendations highlighted the need for more detail about strengths and challenges, more consistent SLO data collection and analysis, as well as more information of resource(s) requests. Since the last program review cycle, plans to address these recommendations proceeded slowly as the pandemic and other departmental changes (e.g., faculty changes in the Education and Human Development Department; HMSV is now part of EHD) necessitated the prioritizing of updating certificates, retaining students in courses and maximizing students' success in HMSV classes.

As the new SLO and evaluation cycle begins (Fall 2023), EHD and HMSV faculty are reviewing current SLO's, related processes, and PLO's. A new SLO Assessment Plan is currently under revision. Draft is attached in supporting documents.

It's important to note that HMSV is a small program (approximately 20-30 students total), with 1 adjunct faculty responsible for teaching courses and coordinating the program as a whole. This new assessment cycle, however, undertakes more integrated goals, processes and collaboration between HMSV and EHD.

#### 5B. Progress Report - Prior Program Goals

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Provide a summary of the progress you have made on the program goals identified in your last program review.

New certificate created.

New advisory convened in collaboration with EHD advisory.

SLO process scheduled for priority discussion Fall 2023.

New courses (HMSV 121 and 122) offered successfully for first time.

#### 6A. Impact of Resource Applications

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Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

At this time there has been no request for equipment, facilities research or funding.

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### 6B. Impact of Staffing Changes

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Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Not applicable to HMSV as an individual program. But since it's integration with the Education and Human Development Department, full-time faculty changes in EHD have impacted consistency of guidance for HMSV adjunct with regard to college processes.

## Current State of the Program

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### 7A. Enrollment Trends

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Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Enrollment in Human Services was down 12% in 2022-2023 compared to five years ago in 2018-2019. Human Services enrollment reached a five-year high in 2020-2021 (68 enrollments) and a five-year low in the most recent academic year (2022-2023 = 29 enrollments).

See graphs attached/submitted.

### 7B. Significant Changes in Your Program

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Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

According to PRIE Full-time equivalent students (FTES) in Human Services was down 36.4% in the most recent academic year (2022-2023) compared to five years ago (2018-2019), a decrease of 1.2 FTES. However there has been a change of the number of sections offered in Human Services. In 2021-2022 the number of sections in Human Services increased to three and remained at three sections through the most recent academic year.

There is an expectation that there will be a higher level of enrollment in HMSV 121 and HMSV 122 which could increase enrollment.

### 7C. Planning for Your Program

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What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

Plans are in place to create promotional and outreach materials for all programs in BDW. HMSV is a priority program for this project.

### 8A. Access & Completion

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Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

In 2021-2022 the success rate increased to 50% and then up to 81% in the most recent academic year. Withdraw rates in Human Services were as unstable as success rates with a maximum of 37% in 2021-2022 and a minimum of 3% in 2022-2023.

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As of 2021 Curriculum Committee Approved the Human Services Paraprofessional Certificate of Achievement. The Certificate is designed to enhance students' ability to obtain entry-level service positions including community-based agency front office staff, case managers, parent advocate, outreach workers with youth, foster care criminal justice-involved youth, and criminal justice reentry workers.

More focused outreach and marketing of the HMSV program, certificate and degree would be most helpful to retain students and improve their success.

### 8B. Student Equity

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**One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?**

According to current PRIE data there was not enough information captured to complete a full analysis of the disproportionate impact. The program is small, and although starting to rebound this semester (Fall 2023), priority must be outreach and promotion of new certificate and AAT degree.

### 8C. Completion – Success Online

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**The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".**

HMSV courses have been offered asynchronously online since the last program review. Success rates dipped during the height of the pandemic, but appear to be improving as of this academic year. See included graph.

### 9A. SLO Assessment - Compliance

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**Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.**

All active courses since the last program review have been assessed as per HMSV's SLO Assessment Plan. Incomplete, however, is PLO assessment. Since this Fall 2023 academic year marks a new 3-Year Assessment Cycle, data collection will continue with new draft of 3-Year Assessment Cycle, with prioritized PLO analysis.

Pending scheduled discussions about SLO's, the new 3-Year Assessment Cycle for HMSV is attached with supporting documents.

### 9B. SLO Assessment - Impact

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**Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?**

Discussions were paused during the pandemic and as HMSV's home department (EHD) experienced changes with faculty. Discussions resumed this semester.

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### 10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's **Three Year Assessment Plan**. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

PLO's were not assessed during the pandemic (last few years), so there is no data to discuss at this point. The priority is to work with new 3-Year Assessment Plan and consistently collect and analyze all SLO, PLO and ILO data.

### Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

Regular meetings with EHD will help more fully integrate HMSV into the department. Advisory Boards are now combined, with EHD Advisory consisting of community partners from San Mateo County of Education (Early Childhood), San Mateo County of Human Services (HMSV), and other 4-year institutions (e.g., SFSU) to support students in EDUC (Inclusion Support, Elementary Education, Youth and After School).

Regular guidance from tenured faculty will further strengthen HMSV adjunct (n=1) and the department as a whole.

**Next Step:** If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

### Supporting Information

#### General Supporting Documents

[HMSV 3-Year Assmt Cycle 2022-2026.docx](#)

[HMSV Enrollments.jpg.png](#)

[HMSV Success Rate Modality.png](#)