

Human Services IPR - 2021

LASSEN COMMUNITY COLLEGE

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Accepted by Academic Senate: March 24, 2021

Accepted by Consultation Council: April 26, 2021

Accepted by Governing Board: May 11, 2021

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Human Services IPR - 2021

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

The Human Services Program is comprised of courses in the human services area and is designed to prepare students for entry level employment in a variety of areas in the social work field. The program is intended to offer lower division career technical education curriculum designed to meet the needs of career-oriented students. The courses, certificates, and degrees are intended to offer preparation for first-time employment, re-entry, or career advancement. The Human Services Program offers the following degrees and certificates:

- Associate of Science in Drug and Alcohol Paraprofessional
- Associate of Science in Human Services
- Certificate of Achievement in Drug and Alcohol Paraprofessional
- Certificate of Achievement in Human Services

[*LCC Course Catalog \(2019-2020\) pages 78 and 79](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

The majority of units required for the Human Services degree and certificate programs focus on career and technical skills in the human services field. The Human Services Program offers four classes in order for students to participate in either internships or work experience. These are HUS 40, HUS 41, HUS 42 and HUS 49. In each degree and certificate, there are three classes that are eligible for general education credit. For a Career Technical Education Non-Transfer Associate Degree, both PSY 1 and SOC 1 fulfill Area B while HUS 30 fulfills Area E. These same three classes meet CSU General Education requirements as well. For CSU General Education, both PSY 1 and SOC 1 fulfill CSU GE Area D while HUS 30 fulfills Area E. For IGETC General Education requirements, both PSY 1 and SOC 1 fulfill Area D. However for the IGETC General Education requirements, HUS 30 does not meet any category. Since the Human Services Program is intended for career and technical preparation, if a student plans to transfer to a four-year university, additional general education classes will be necessary.

The Human Services Program aligns with LCC's mission statement and strategic goals in that it is intended to provide students both workforce skills through the internship and work experience classes as well as industry specific and general education academic classes.

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Student learning outcomes for each degree and certificate are listed below:

Associate in Science Degree or Certificate of Achievement in Drug and Alcohol Paraprofessional

1. Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols.
2. Be academically prepared to obtain an entry-level or mid-level position within the Drug and Alcohol treatment facility through course work and field placement skills Development.
3. Demonstrate competency at recognizing the potential for substance abuse problems and engaging clients around the issues in order to complete a thorough substance abuse assessment and treatment plan

Associate in Science Degree or Certificate of Achievement in Human Services

1. Demonstrate an understanding of the functions of Human Service agencies by applying theoretical foundations and intervention strategies and identifying client populations, concepts, and ethical principles.
2. Be academically prepared to obtain an entry-level or midlevel position within the Human Service Agency through course work and field placement skills development.
3. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices impact multicultural interactions.

Institutional Level Student Learning Outcomes

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively
2. Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

The various program degrees, certificates, and general education curricula all contribute to the accomplishment of the program and hence the institutional student learning outcomes.

When the program was developed, it specifically addressed the components of the LCC vision statement by providing quality instruction and encouraging student success as well as focusing on the mission statement dealing with workforce development. However, since the last IPR in 2014, the industry standards changed and LCC did not update course curriculum to meet the new standards. In this regard, the current Human Services Program no longer aligns with LCC's vision and mission statements. Since the Human Service Program no longer meets industry standards, it is recommended that the program be either revitalized or discontinued.

Aside from many individual human services classes no longer meeting industry standards, the Human Services Program's Student Learning Outcomes align with the Institutional Student Learning Outcomes and focus is placed on: Critical Thinking, Lifelong Learning, and Personal / Interpersonal Responsibility. See below for the Program SLOs.

Human Services Program SLOs

1. Communication
All human services classes are Career and Technical Education and Non-Transfer Associate Degree applicable and the transfer level courses require reading and writing skills at a college level. Classes have required textbooks, which challenge students to comprehend complex concepts through their reading skills. Lectures explaining these same complex concepts require students to hone their listening skills. Each course requires students to communicate in writing either through a combination of essay responses on exams or research papers.
2. Critical Thinking
Human services courses encourage the analysis of current and longitudinal data in order to reach an informed decision. In addition, the critical thinking skills acquired in these classes is applicable in many areas of daily life.
3. Life Long Learning
Each human services course promotes an awareness and appreciation of the world in which we live. Individuals are encouraged to question and explore the world around them.
4. Personal/Interpersonal Responsibility
The majority of human service courses have a research component which encourages the development of personal responsibility. Also, as in other college level courses, human services courses usually require personal introspection and enhance the acceptance of personal responsibility for an individual's success or failure.

LCC has instituted the alignment of assessment of course-level, degree/certificate/general education area level and institutional student learning outcomes. As of, March 2021, HUS 10, HUS 30, and HUS 42 course SLOs have been mapped for GE and Institutional

alignment. Because this program has been determined it needs either revitalization or discontinuance, the certificates and degrees have not been SLO mapped. All degrees and certificates were inactivated at the March 2021 Curriculum Meeting.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Unfortunately, due to turnover of full-time faculty in the Human Services area, the last completed IPR was in 2014. Though in the Spring of 2020, a full-time faculty member was working on the IPR, it was never completed to standards. As a result, the Human Services Program IPR is behind schedule and timely changes were not made to the program. At this time, the human services classes are out of date with industry standards. Unfortunately, at this time, students completing any degree or certificate in this program are not able to obtain the workforce certificates that are now required for employment in the Drug and Alcohol Paraprofessional field (California Association for Drug/Alcohol Educators [CAADE](#) or California Consortium for Addiction Program Professionals [CCAPP](#)). In addition, if a student plans to transfer to a university to complete a four-year degree, the Human Services Program as is does not provide enough classes in a bachelor's degree field or general education to be beneficial to students.

- d. Analyze program-related promotional materials/advertising as appropriate
N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

At the last Human Services Advisory Board meeting in February 2021, the program was recommended to be forwarded to LCC's Revitalization / Discontinuance Process.

- If revitalization is selected, in the case of courses that apply towards the Associate of Science and Certificate of Achievement in Drug and Alcohol Paraprofessional, courses should be evaluated for compliance with CAADE and CCAPP courses and LCC course outlines should be modified as necessary. After modification, human services course outlines should be submitted to these overseeing entities for their certification. In this manner, when new students enter the program, they will be assured that upon graduation, they will be eligible to enter the workforce.
- In the case of the Certificate of Achievement in Human Services, the certificate should be discontinued because it no longer meets the needs of employers. Instead, if a student wants to pursue a certificate in this field, assuming that the Certificate of Achievement in Drug and Alcohol Paraprofessional is revitalized, students should strive to earn that certificate.
- Regardless of the decision made to revitalize or discontinue the Human Services Program as a whole, in the case of the Associate of Science in Human Services, this degree should be discontinued and replaced by the A.S. for Transfer in Social Work and Human Services. In this degree, in the core area, only HUS 10 would be used. All other required core courses are courses that LCC currently offers: PSY 1, SOC 1, BIO 25 or BIO 26, MATH 40, and ECON 10 or ECON 11. HUS 30 should be used for CSU GE Area E and ES 1 should be used for CSSU GE Area F, and HUS 42 should be used as a fieldwork elective. In order for students to earn this degree, no other HUS courses are needed.
- Regardless the decisions made to revitalize or discontinue the Human Services Program, it is strongly recommended to keep the following classes active: HUS 10, HUS 30, HUS 42, and HUS 49. HUS 30 is vital to the students who take classes through correspondence. These students are incarcerated and the HUS 30 class counts as a general education class, it provides vital knowledge on drugs of abuse, and it helps students with their goals while incarcerated. Both the HUS 10 class and the HUS 42 classes were updated and submitted for C-ID certification. These classes will help students who want to enter a social work bachelor's degree program. The HUS 42 and HUS 49 classes are designed for internships and work experience within the human services field. *HUS 49 is part of the Work Experience IPR.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

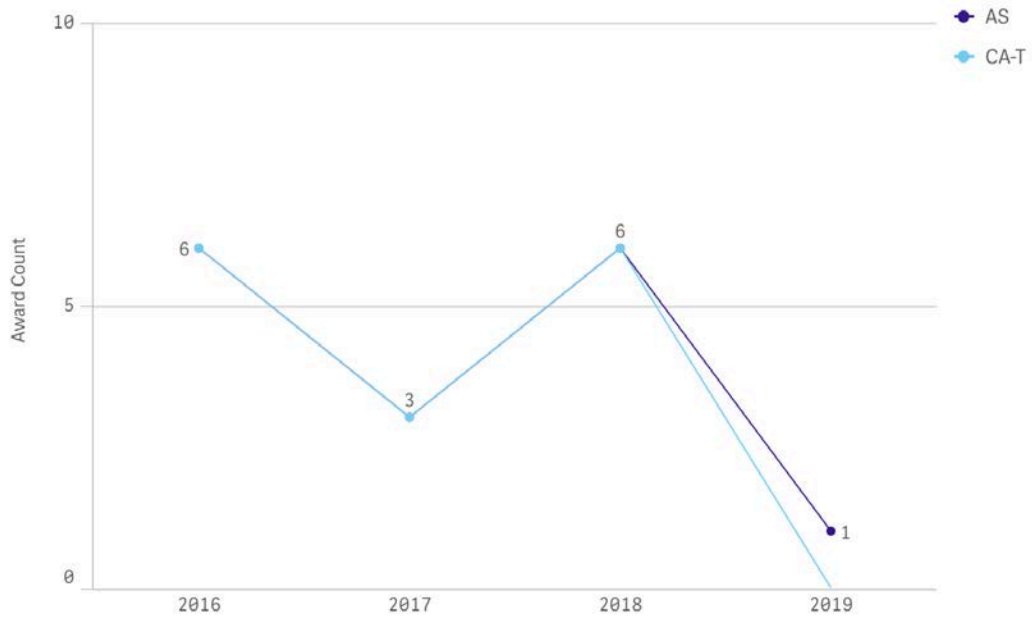
1. Provide in tabular form followed by an analysis
Prior to March 2021, the following degrees and certificates were possible in the Human Services Program:
 - Associate in Science Degree in Drug and Alcohol Paraprofessional

- Associate in Science Degree in Human Services
- Certificate of Achievement in Drug and Alcohol Paraprofessional
- Certificate of Achievement in Human Services

[*LCC Course Catalog \(2019-2020\) pages 78 and 79](#)

From 2016-2019 the following tables show the number of HUS degrees and certificates earned:

Decgrees and Certificates Awarded By Academic Year

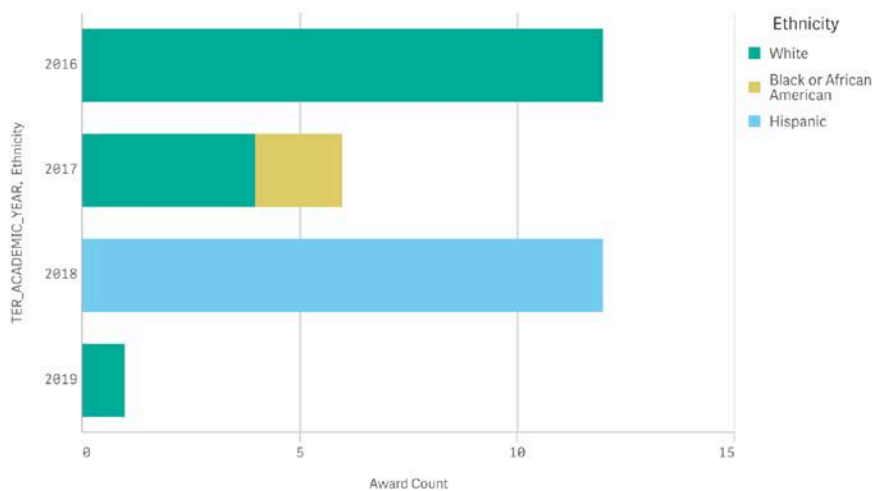


Awards by Academic Year

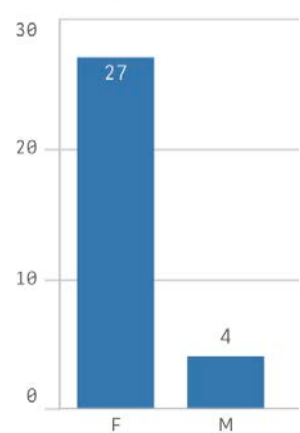
Academic Year	Award	Award Count
Totals		31
2016	AS Human Services	3
2016	Cert. of Achievement Human Services	3
2016	AS Drug and Alcohol Paraprofessional	3
2016	Cert. of Achievement Drug and Alcohol Paraprofessional	3
2017	AS Human Services	2
2017	Cert. of Achievement Human Services	2
2017	AS Drug and Alcohol Paraprofessional	1
2017	Cert. of Achievement Drug and Alcohol Paraprofessional	1
2018	AS Human Services	3
2018	Cert. of Achievement Human Services	3
2018	AS Drug and Alcohol Paraprofessional	3
2018	Cert. of Achievement Drug and Alcohol Paraprofessional	3
2019	AS Human Services	1

The following graphs show gender demographics:

Awards (Completions) by Ethnicity



Awards By Gender



- a. Number of degrees and certificates awarded during the last four years. There was no data in the previous Human Services IPR completed in 2014 to indicate the number of degrees or certificates awarded during that cycle so it is unknown if the degrees and certificates earned during 2016-2019 have

increased or decreased. However, for the time period studied for this IPR (2016-2019), The number of degrees and certificates awarded in all of the Human Services Program was dismal. Between 2016 and 2019, only 31 total awards were given in this program including two Associates Degrees and two Certificates of Achievements. In both 2016 and 2018, the awards were the highest with six each of degrees and certificates awarded. 2017 showed a marked decline with only three degrees and certificates awarded. Sadly, in 2019, there was only one degree and zero certificates awarded.

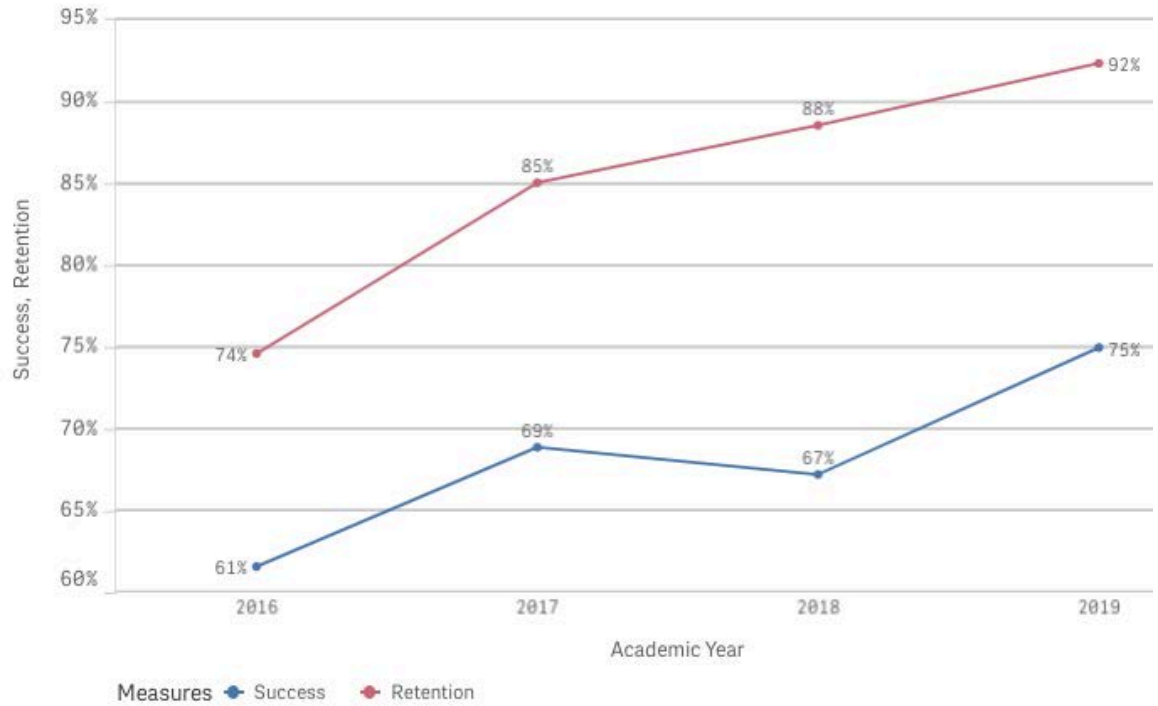
During this IPR data (2016-2020), the Human Services Program was providing education to a diverse student body. Degrees and certificates were earned by the following ethnicities: white, black or African American, and Hispanic. Overwhelmingly the degrees and certificates were earned by females. This is a field dominated by women, so it is not surprising that more degrees were earned by females than males.

b. Transfer numbers for the last four years

The Human Services Program is not intended for transfer, instead it is part of the Career Technical Education program and at this time does not offer a transfer degree. Though this program does not focus on transfer, one student who graduated with a degree in Human Services transferred to UC Davis and in 2018 earned a BA in Sociology.

c. Completion, retention and success data for the last four years

Student Success and Retention



Retention and Success by Academic Year

Academic Year	Census Enrollment	Retenti...	Success
Totals	1,286	85%	68%
2019	318	92%	75%
2018	319	88%	67%
2017	304	85%	69%
2016	345	74%	61%

For all types of courses (on-campus, hybrid, online, and correspondence) for the years 2016-2019, the average success rate was 68% and the average retention rate was 85%. Since 2016, there was an upward trend with both the success and retention rates. In 2016, the success rate was 61% while in 2019, it was 75%. In 2016, the retention rate was 74% while in 2019, it increased to 92%. Since the last completed IPR in 2104, the average success rate for the time period of 2009-2013 has increased from 62% to 68% for the time period of 2016-2019 while the retention rate has fallen a few

percentage points from 87% during the 2009-2013 time period to 85% for the 2016-2019 time period.

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

The Human Services Program has very low rates for students earning degrees and certificates. The program compared to other programs has low enrollment and this impacts the number of students who complete the program. At this time (Spring 2021), there are zero students enrolled in any of the HUS degree and certificate programs. For the period of this data (2016-2019), success rates were relatively low with an average of 68%, the retention rates were relatively high with an average of 84.75%.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

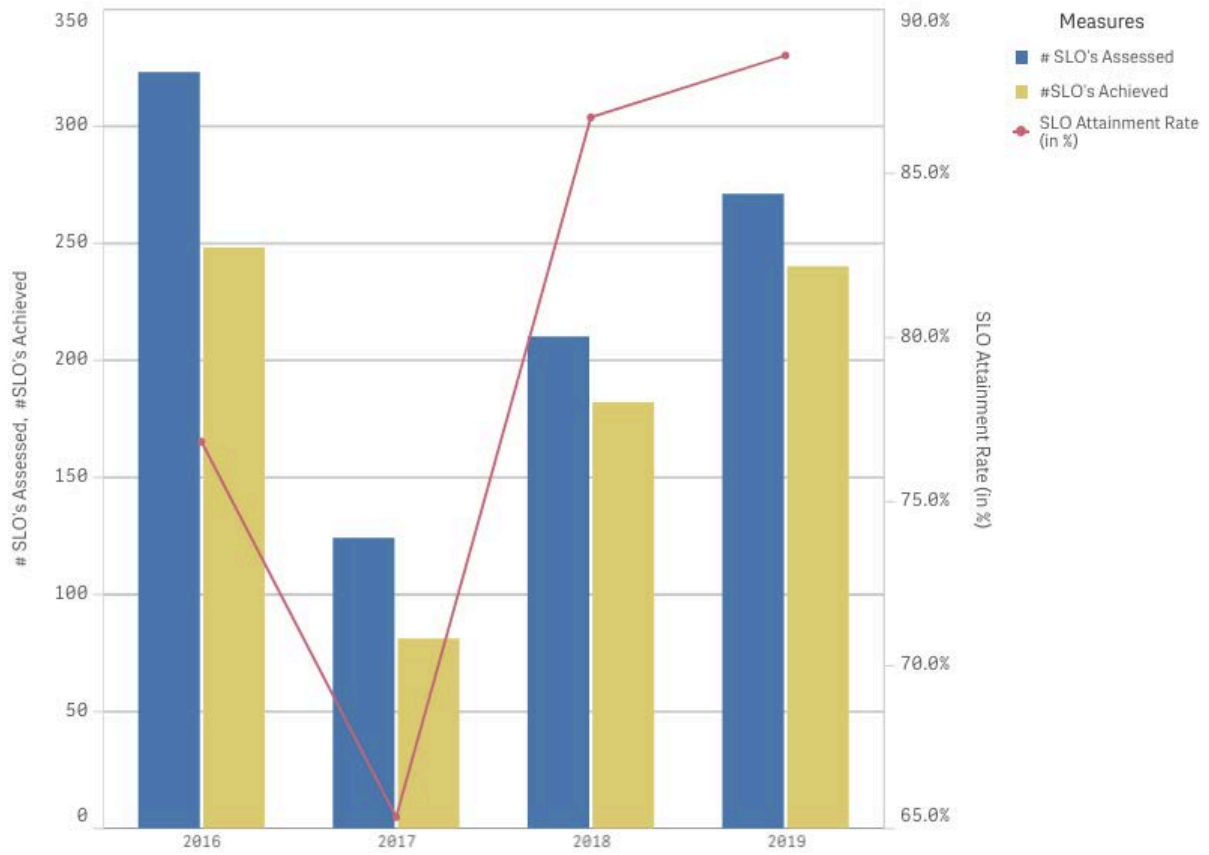
Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

All of the degree, certificates and courses within the Human Services Program have approved student learning outcomes. All SLO assessment results are available in Academic Services: there are too many pages to attach to this document. Beginning Fall 2012 submission of SLO assessments results became part of faculty contractual obligations.

Faculty in the Human Services area are participating in the evaluation of Student Learning Outcomes. Though ideally every SLO cycle should lead to appropriate instructional changes to meet the identified SLO, this may not have happened in the Human Services Program. During the time of this IPR data (2016-2019), the Human Services Program mostly relied on adjunct faculty members. Unfortunately, this was also a time when there were new administrators in Academic Services. As a result, adjunct faculty may not have received the training in assessing SLOs that would normally be expected.

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)



Please see the next chart for SLOs assessed per course:

Student Learning Outcomes (SLO's) by Class (Section) and Academic Year

Class (Section)	Academic Year												Class (Section) Totals, All Years		
	2016			2017			2018			2019			#	#	%
	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained	# Assessed	# Achieved	% Attained			
HUM-1-14254	-	-	-	-	-	-	-	-	-	19	14	74%	19	14	74%
HUM-1-14964	-	-	-	-	-	-	-	-	-	22	18	82%	22	18	82%
HUM-2-14516	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
HUM-2-N4255	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
HUS-10-M0295	9	0	0%	9	5	56%	0	0	-	5	5	100%	23	10	43%
HUS-22-M4657	-	-	-	-	-	-	6	5	83%	-	-	-	6	5	83%
HUS-24-M0297	6	6	100%	6	6	100%	-	-	-	3	3	100%	15	15	100%
HUS-25-M0922	3	3	100%	4	4	100%	0	0	-	-	-	-	7	7	100%
HUS-27-M0615	-	-	-	-	-	-	0	0	-	-	-	-	0	0	-
HUS-28-M0027	6	5	83%	-	-	-	-	-	-	-	-	-	6	5	83%
HUS-30-10938	-	-	-	23	1	4%	-	-	-	19	18	95%	42	19	45%
HUS-30-10939	-	-	-	-	-	-	-	-	-	22	20	91%	22	20	91%
HUS-30-10965	-	-	-	-	-	-	-	-	-	19	17	89%	19	17	89%
HUS-30-14084	-	-	-	0	0	-	24	20	83%	23	22	96%	47	42	89%
HUS-30-14084, 14259, 14263	132	105	80%	-	-	-	-	-	-	-	-	-	132	105	80%
HUS-30-14085	-	-	-	-	-	-	24	20	83%	-	-	-	24	20	83%
HUS-30-14086	-	-	-	-	-	-	24	20	83%	-	-	-	24	20	83%
HUS-30-14259	-	-	-	0	0	-	16	14	88%	20	16	80%	36	30	83%
HUS-30-14261	26	15	58%	0	0	-	19	17	89%	16	12	75%	61	44	72%
HUS-30-14262	-	-	-	-	-	-	10	8	80%	18	16	89%	28	24	86%
HUS-30-15225	-	-	-	24	21	88%	0	0	-	20	20	100%	44	41	93%
HUS-30-15226	-	-	-	-	-	-	-	-	-	23	21	91%	23	21	91%
HUS-30-15230	-	-	-	-	-	-	-	-	-	15	14	93%	15	14	93%
HUS-30-16676	-	-	-	16	15	94%	18	16	89%	-	-	-	34	31	91%
HUS-30-16676, 17770, 19037	45	40	89%	-	-	-	-	-	-	-	-	-	45	40	89%
HUS-30-17770	-	-	-	-	-	-	18	15	83%	-	-	-	18	15	83%
HUS-30-19037	-	-	-	-	-	-	24	20	83%	-	-	-	24	20	83%
HUS-30-K0619	-	-	-	-	-	-	0	0	-	20	18	90%	20	18	90%
HUS-30-K4263	-	-	-	-	-	-	24	24	100%	-	-	-	24	24	100%
HUS-30-N0937	17	11	65%	-	-	-	0	0	-	-	-	-	17	11	65%
HUS-30-N0938	26	16	62%	-	-	-	-	-	-	-	-	-	26	16	62%
HUS-30-N4380	-	-	-	10	7	70%	-	-	-	-	-	-	10	7	70%
HUS-30-N4382	11	9	82%	-	-	-	-	-	-	-	-	-	11	9	82%
HUS-30-N7781	-	-	-	9	0	0%	-	-	-	-	-	-	9	0	0%
HUS-30N4380	-	-	-	-	-	-	-	-	-	7	6	86%	7	6	86%
HUS-31-M4884	5	5	100%	4	4	100%	-	-	-	-	-	-	9	9	100%
HUS-32-M0926	-	-	-	9	9	100%	0	0	-	-	-	-	9	9	100%
HUS-35-M4869	9	9	100%	0	0	-	-	-	-	-	-	-	9	9	100%
HUS-37-M3939	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-
HUS-37-M4260	22	21	95%	-	-	-	-	-	-	-	-	-	22	21	95%
HUS-40-Y0299	3	0	0%	-	-	-	-	-	-	-	-	-	3	0	0%
HUS-41-Y4518	-	-	-	0	0	-	-	-	-	-	-	-	0	0	-
HUS-42-Y3660	-	-	-	-	-	-	-	-	-	0	0	-	0	0	-
HUS-49-Y0301	3	3	100%	5	4	80%	1	1	100%	-	-	-	9	8	89%
HUS-49-Y4003	-	-	-	3	3	100%	2	2	100%	-	-	-	5	5	100%
HUS-49-Y5799	-	-	-	2	2	100%	-	-	-	-	-	-	2	2	100%
Semester Totals and Averages	323	248	74.2%	124	81	76.2%	210	182	88.1%	271	240	89.4%	928	751	80.8%

For all of the SLO data collected (2016-2019), the total number of students assessed was 928 and the number of student who passed was 751. The SLO success rate for all students was 80.8%. During this IPR cycle, there was a gap when LCC did not have a researcher and there was also a new researcher hired. In addition, from the Fall of 2015 through the Fall of 2017, for HUS classes LCC relied entirely on adjunct faculty members who may not have understood the importance of SLOs nor the way to assess SLOs. It is even possible that faculty assessed the SLOs and never turned-in their results to Academic Services.

As one can see, from the bar graph above in 2017, there is a drastic dip in the number of SLOs assessed as well as achieved. From the chart above in 2017, SLOs in only 13 of 19 classes were assessed. This means that during that time period, SLOs in 31.6% of the classes were not assessed. In addition, there is some unusual

data regarding the SLOs assessed and achieved. For example in 2016, HUS 10 #M0295 shows there were 9 students assessed and 0 achieved the target. In 2017, HUS 30 #I0938 shows there were 32 students assessed and only 1 achieved the target. Another example is in 2017 from HUS 30 #N7781 where 9 students were assessed and 0 achieved the target. All of these classes were taught by adjunct instructors and these results are highly unusual. It is possible that these SLOs were either calculated incorrectly or they were entered into the system incorrectly.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

The Human Services Program is recommended to go through the Discontinuance / Revitalization Process.

If revitalization is selected, consistent and accurate SLO data is necessary. Faculty need to be trained in how to assess and report SLO data. In addition, faculty (especially adjunct faculty) need to understand the importance of completing SLO data and know where and when to submit SLO data.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be

scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

*See Appendix A for Student Survey Data.

During the 2014-2019 time period, no HUS classes were evaluated. PSY 1 and SOC 1 classes which are in the core Human Services curriculum were evaluated in the Spring of 2019. The following results only relate to data collected in PSY 1 and SOC 1 classes.

Student Goals

1. 75% of PSY 1 students and 85% of SOC 1 students planned to earn an AA or AS Degree.
2. 68.8% of PSY 1 students and 80% of SOC 1 students planned to transfer to a four year university.
3. 0% of students surveyed planned to major or earn a certificate in Human Services.

Students consistently expressed satisfaction with:

1. Scheduling of classes (91.7%).
2. Facilities met student needs (100% of those who answered).
3. The course or program provided necessary equipment (100% of those who answered).
4. Textbook(s) for courses were adequately used (100% of those who answered).
5. Furniture is adequate for student needs (100% of those who answered). One respondent said the chairs were uncomfortable.

Students expressed concerns with:

1. 16.6% of students believed that the temperature of the classroom was either too hot or too cold for the season.
2. 0.6% of students believed that the classroom was too small for the amount of students that attended
3. 19.4% of students believed that the cost for the course or program beyond registration and books was not clearly identified in the catalog.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuance Process.

Regardless of the decision, overall students were satisfied with their experience and at this time, no new action is necessary.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**

- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Current Catalog (2020-2021) lists two [degrees in Human Services](#) (p. 77-78):

- Associate of Science in Drug and Alcohol Paraprofessional ([two-year plan](#))
- Associate of Science in Human Services ([two-year plan](#))

Current Catalog (2020-2021) lists two [Certificates of Achievement in Human Services](#) (p. 77-78):

- Certificate of Achievement in Drug and Alcohol Paraprofessional ([two-year plan](#))
- Certificate of Achievement in Human Services ([two-year plan](#))

Since the last completed HUS IPR in 2014, the industry standards have changed and the degrees and certificates within the Human Services Program no longer meet the industry standards. LCC's Human Services courses do not align with CAADE nor CCAPP standards and these are the certificate granting agencies for entry level drug and alcohol counselors. As a result at this time, students who take LCC classes and/or graduate from the Human Services Program are not able to obtain certification in order to become employed. In order for the LCC Human Services classes and programs to meet these standards, LCC curriculum needs to align with CAADE and CCAPP course outlines. If new course outlines are written in addition to LCC's curriculum progress, LCC will also need to also submit updated course outlines to these governing agencies for approval.

During the last few IPR cycles, the Human Services Advisory Board only twice in May of 2019 and in February 2021. In the 2019 Advisory Board meeting minutes, it was recommended that the program needed to be revised to meet the industry standards for entry level employment specifically to align with CCAPP certification requirements. In addition, these minutes stated that HUS 10 was C-ID aligned. Finally, it was suggested to modify the terminal degree and submit it as a transfer degree. Though these three suggestions are valuable, curriculum updates to more readily align with the requirements for entry-level jobs in the human services field were never done.

In the 2021 Advisory Board meeting minutes, it was acknowledged that nothing had been accomplished by LCC to align Human Services course curriculum with the industry standards. It was decided that at this time, the best option for LCC and the community is to: inactivate the majority of HUS courses; inactive all current HUS degrees and certificates; move forward with obtaining HUS 10 and HUS 42 C-ID certification; and apply for the A.S. for Transfer in Social Work and Human Services. As of March 2021, all of these goals from the 2021 Advisory Board meeting have been enacted.

[*See Appendix B for the HUS Advisory Board meeting minutes](#)

Labor market research aligns with the recommendations of the Advisory Board and further stresses the fact that the current LCC Human Services Program does not meet the standards of education required to enter the field.

From a report written by Sarah Phillips, Director of the Far North Center of Excellence for Labor Market Research located at Shasta College three conclusions were made about the demand for Social and Human Services Work Assistants and Community Health Workers:

- 1) The demand for these occupations in the Far North region of California growing and it should remain strong through 2023. According to the Occupational Outlook Handbook, these jobs are predicted to grow at 17% faster than average which reinforces the information from the Far North study.
- 2) From 2015 to 2018, College of the Redwoods, Mendocino College, and Lassen College awarded a total of 59 degrees and certificates in the Social Work and Human Services fields. However, in 2018 alone, there were 278 job postings in the field of Social Work and Human Services and Community Health Workers. Because so few degrees and certificates have been awarded and there is a local need for employees, there is tremendous potential growth for student enrollment in these types of academic and career oriented classes.
- 3) The majority of people employed in these fields hold a Bachelor's Degree or higher. This coincides with the Human Services Advisory Board member comments that employers would prefer applicants with higher levels of education and thus, they recommended that LCC pursue the A.S. for Transfer in Social Work and Human Services. In addition, though it is not required for an addiction specialist, a Bachelor's Degree was also a very common degree for employees in this field.

[*See Appendix C for the entire report compiled for the College of the Redwoods](#)

**See this website for additional information: <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

There is a new associate degree for transfer that is worthwhile in attaining. The AA-T/AS-T in Social Work and Human Services requires courses in the core that LCC currently offers along with these HUS classes: HUS 10 and HUS 42.

At this time the Human Services program is not scheduled for any curricular expansion. Due to consistent low enrollment, and the fact that course curriculum no longer meets industry standards, the vast majority of HUS courses including all HUS degrees and certificates have been inactivated. After the AA-T/AS-T degree in Social Work and Human Services is obtained, LCC should see an interest in the Social Work and Human Services degree. If that happens, it is advised to revisit the viability of a Certificate of Accomplishment in Drug and Alcohol Paraprofessional for students who want to be substance abuse counselors.

Evaluation:

Unfortunately, since the Advisory Meeting in May of 2019, there were no significant changes made to reconcile the lack of CCAPP certification. This continues to be a problem and without the necessary state certification, students graduating or earning certificates from the program are not able to obtain jobs in the drug and alcohol fields. Both HUS 10 and HUS 42 were submitted for 10 C-ID approval, however at this time, the LCC Matriculation Officer has not received verification of approval. Since the Advisory Meeting held in February 2021, all of the curriculum changes have been submitted to the LCC Curriculum Committee and the Matriculation Officer plans to submit the A.S. for Transfer in Social Work and Human Services to the Chancellor's Office for approval.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

Courses added, reactivated, retitled, renumbered, or inactivated within Human Services:

Academic Year 2018-2019

HUS 10 Introduction to Social Work and Human Services (reviewed, updated, retitled, added online and hybrid modalities)

HUS 49 Human Services Work Experience (reviewed and updated)

Academic Year 2019-2020

HUS 23 Special Population Considerations (inactive)
HUS 27 Gender Differences and Addictive Behavior (inactive)
HUS 28 Human Services and Maladaptive Behavior (inactive)
HUS 30 Pharmacology of Drugs of Abuse (reviewed, updated, added hybrid modality)
HUS 31 Crisis Intervention Strategies (reviewed, updated, added hybrid modality)
HUS 35 Ethical Issues (reviewed, updated, retitled, added online and hybrid modalities)
HUS 37 Case Management and Client Records Documentation (reviewed, updated, retitled, added online and hybrid modalities)
HUS 42 Field Experience in Human Services (new course)
HUS 150 Kinship Care Education (inactive)

Academic Year 2020-2021

HUS 22 Substance Abuse Treatment (inactive)
HUS 24 Group Facilitator Process (inactive)
HUS 10 Introduction to Social Work and Human Services (GE SLO Map)
HUS 25 Family Treatment Approaches (inactive)
HUS 30 Pharmacology of Drugs of Abuse (GE SLO Map)
HUS 31 Crisis Intervention Strategies (inactive)
HUS 32 Understanding Addiction (inactive)
HUS 35 Ethical Issues (inactive)
HUS 37 Case Management and Documentation (inactive)
HUS 40 Field Instruction Seminar I (inactive)
HUS 41 Field Instruction Seminar II (inactive)
HUS 42 Field Experience in Human Services (GE SLO Map)
HUS 48.05 Everyday Enlightenment: The Way of the Peaceful Warrior (inactive)
HUS 61 Principles / Practices Residential Care Paraprofessional Counselors (inactive)
Associate in Science Degree in Drug and Alcohol Paraprofessional (inactive)
Associate in Science Degree in Human Services (inactive)
Certificate of Achievement in Drug and Alcohol Paraprofessional (inactive)
Certificate of Achievement in Human Services (inactive)

Human Services Instructional Program Review

Status of Curriculum Review as of 03/08/2021

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping reviewed
HUS 10 Introduction to Human Service	03/02/2021		<i>Date</i> 03/02/2021
HUS 22 Substance Abuse Treatment	03/02/2021 - Inactivate		
HUS 23 Special Population Consideration	10/01/2019 Inactive		
HUS 24 Group Facilitator Process	03/02/2021 - Inactivate		
HUS 25 Family Treatment Approaches	03/02/2021 - Inactivate		
HUS 27 Gender Differences and Addictive Behavior	09/17/2019 Inactivate		
HUS 28 Human Services and Mal-Adaptive Behavior	10/15/2019 Inactivate		
HUS 30 Pharmacology of Drugs of Abuse	03/02/2021		03/02/2021
HUS 31 Crisis Intervention Strategies	03/02/2021 - Inactivate		
HUS 32 Understanding Addiction	03/02/2021- Inactivate		
HUS 35 Ethical Issues	03/02/2021 inactivate		

HUS 37 Case Management and Client	03/02/2021 - Inactivate		
HUS 40 Field Instruction Seminar I	03/02/2021 - Inactivate		
HUS 41 Field Instruction Seminar II	03/02/2021 - Inactivate		
HUS 42 Field Experience in Human Services	09/17/2019 New 03/02/2021		03/02/2021
HUS 48.05 Everyday Enlightenment-The Way of the Peaceful Warrior	03/02/2021 – Inactivate		
HUS 61 Principles-Practices Residential Care	03/02/2021 - Inactivate		
HUS 150 Kinship Care Education	03/02/2021-Inactive		
Degrees & Certificates			
Human Services AS & Certificate of Achievement	03/02/2021- Inactivate		
Drug & Alcohol Paraprofessional AS & Certificate of Achievement	03/02/2021 - Inactivate		

Name, Subject Area Faculty Signature

Date

Chad Lewis, Curriculum and Academic Standards Committee Chair Signature

Date

Carie Camacho, Interim Dean of Instructional Services

Date

*Curriculum Committee Log for 2018-2019:

<http://www.lassencollege.edu/about/governance/curriculum-academic-standards/Documents/Committee-Action-Logs/2018%20-%202019%20Cumulative%20Action%20Log.pdf>

*Curriculum Committee Log for 2019-2020:

<http://www.lassencollege.edu/about/governance/curriculum-academic-standards/Documents/Committee-Action-Logs/2019-2020%20Cumulative%20Action%20Log.pdf>

[*Curriculum Committee Meeting Minutes \(March 2, 2021\)](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part

- of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

Since the last program review, many of LCC’s Human Services courses have been offered in a variety of formats (on-campus, hybrid, online, correspondence to incarcerated students, and face-to-face to incarcerated students). This allows students a variety of modalities to meet their needs. Initially when correspondence courses were no longer offered to community students, there was a transition to move these community students to on-campus, hybrid, and online courses.

Most of the courses in the Human Services Program are out of date with the current industry standards. This was brought up in the last IPR and suggestions were made to update courses to meet both the Drug and Alcohol Paraprofessional industry standards as well as creating a new certificate programs in the field of Psychosocial Rehabilitation Specialist and Peer Support Specialist. However, from the time of the last IPR until now, there has not been any progress toward these identified goals. One reason this was not achieved was that the previous full-time faculty member who participated in the last IPR did not teach in the Human Services Program after the Spring of 2015 and the new full-time faculty member did not begin teaching in the Human Services field until the Fall 2017. Between 2017 and the Spring of 2020 when LCC’s only full-time Human Services faculty member was employed, there was minimal effort made to improve the Human Services Program. As a result, this program has not been a desirable degree or certificate program for students. In addition, there was no tie between the program participants and graduates with community businesses to make the graduates of this program job-ready and appealing to employers.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

Human Services Articulation 1/19/21

Lassen Course	C-ID	IGETC	CSU-GE	CSU Chico	CSU Sacramento	Humboldt State
Hus 10				SWRK 170	SWRK 95	SW 101
Hus 30			Area E			
Hus 49						SW 255
Possible Articulation at these Universities: (probably Hus 10 and HUS 40/41)						
Cal Poly Pomona		SW 2201 Introduction to Social Work and Social Welfare				
CSU Fullerton		HUSR 201 Intro to Human Services				
CSU Long Beach		S W 220 Introduction to Social Welfare				
		S W 221 Introduction to Social Welfare Practicum				
CSU Los Angeles		SW 2700 Introduction to Social Work				
CSU Monterey Bay		CHHS 215 Introduction to Human Services				
CSU San Bernardino		SW 200 Introduction to Social Work				
CSU Stanislaus		SW 2010 Introduction to the Social Work Profession				

At this time, the Human Services Program (degrees and certificates) is a Career and Technical Education program and is not intended for transfer. Because of the program designation, it is not surprising that most of the courses in the program do not articulate with CSU nor UC programs. Some exceptions to this are the HUS 10, HUS 30 and HUS 49 classes. At this time, none of the Human Services classes have C-ID designation though HUS 10 and HUS 42 have been submitted for this certification. That being said, once C-ID is achieved for these courses, it would behoove LCC to articulate these classes with the universities listed in the above table. In addition, it is suggested that LCC apply for the A.S. for Transfer in Social Work and Human Services. This gives students a path for transfer as many of the jobs in this field require more than an associate's degree.

Planning Agenda:

The Human Services Program is recommended to go through the Revitalization / Discontinuance Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree.

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

This chart shows enrollment in classes:

FTES by Course, Academic Year and Semester

Course	Academic Year and Semester											Course Totals, All Years
	2016		2017			2018			2019			
	2016FA	2017SP	2017SU	2017FA	2018SP	2018SU	2018FA	2019SP	2019SU	2019FA	2020SP	
HUS-10	0.9			0.9			0.7			0.7		3.2
HUS-22								0.9				0.9
HUS-24	0.8			0.6						0.3		1.7
HUS-25	0.3			0.3			0.3					0.8
HUS-27							0.1					0.1
HUS-28	0.6											0.6
HUS-30	12.5	13.2	3.1	11.8	8.8	2.6	12.5	13.8	8.3	9.9	12.6	109.1
HUS-31		0.6			0.7							1.3
HUS-32		1.0		1.0			0.4					2.4
HUS-35	0.9	0.9			0.5							2.3
HUS-37		1.1			0.3							1.4
HUS-40	0.1			0.2								0.3
HUS-41		0.1			0.1							0.2
HUS-42											0.2	0.2
HUS-49	0.2	0.4	0.1	0.8	0.3	0.0	0.1	0.2		0.0	0.0	2.2
Semester Totals	16.3	17.3	3.2	15.6	10.6	2.6	14.1	14.9	8.3	10.9	12.8	126.7

Below are links to the 2-year Plans:

[AS in Drug and Alcohol Paraprofessional](#)

[AS in Human Services](#)

[Certificate of Achievement in Drug and Alcohol Paraprofessional](#)

[Certificate of Achievement in Human Services](#)

By comparing the 2-year Plans and the courses that had attendance, the 2-year Plans were followed most of the time. However, there were a lot of classes during their scheduled semesters that were not offered, or were offered out of sequence. The reasons are as follows:

HUS 22 – Spring 2019 – Active session

HUS 23 – Fall 2017 – Cancelled: Low enrollment

HUS 23 – Fall 2018 – Cancelled: Low enrollment

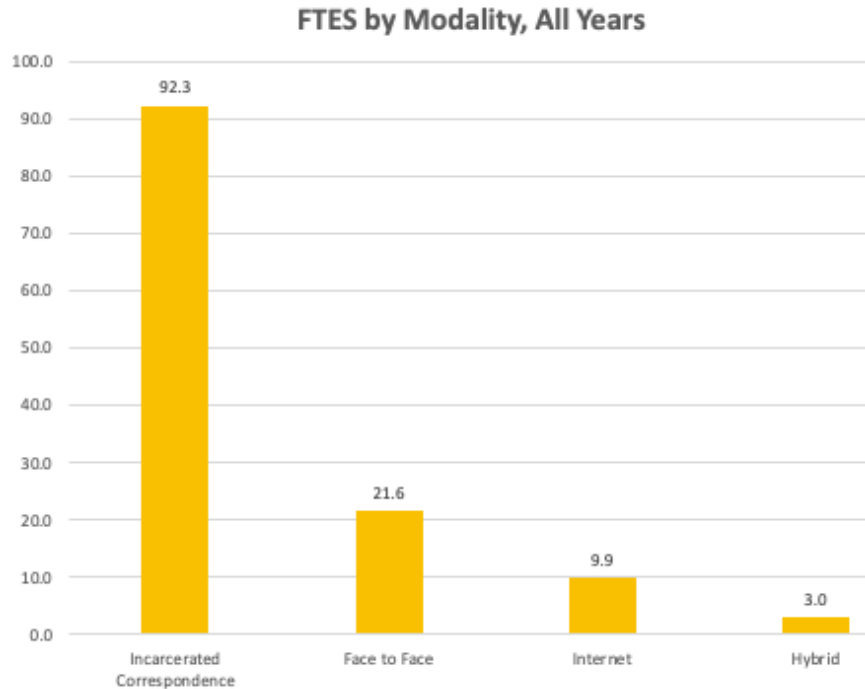
HUS 23 – Fall 2019 – Cancelled: Low enrollment

*The last time HUS 23 held an active class was Fall 2015

HUS 24 – Fall 2018 – Cancelled: Low enrollment

HUS 25 – Fall 2019 – Active session
HUS 27 – Fall 2017 – Not offered
HUS 27 – Fall 2019 – Not offered
*HUS 27 was held as an active class in Fall 2018: Off two-year plan rotation
HUS 28 – Fall 2017 – Cancelled: Low enrollment
HUS 28 – Fall 2018 – Cancelled: Low enrollment
HUS 28 – Fall 2019 – Not offered
HUS 31 – Spring 2019 – Cancelled: Low enrollment
HUS 31 – Spring 2020 – Cancelled: Low enrollment
HUS 32 – Fall 2019 – Not offered
*The last time HUS 32 held an active session was Fall 2017
HUS 35 – Spring 2019 – Cancelled: Waiting for curriculum to be aligned with agency standards
HUS 35 – Spring 2020 – Cancelled: Waiting for curriculum to be aligned with agency standards
HUS 37 – Spring 2019 – Cancelled: Low enrollment
HUS 37 – Spring 2020 – Cancelled: Waiting for curriculum to be aligned with agency standards
HUS 40 – Fall 2018 – Cancelled: Low enrollment
HUS 40 – Fall 2019 – Not offered
*The last time HUS 40 held an active session was Fall 2017
HUS 41 – Spring 2019 – Cancelled: Low enrollment
HUS 41 – Spring 2020 – Not offered
*The last time HUS 41 held an active session was Spring 2018

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

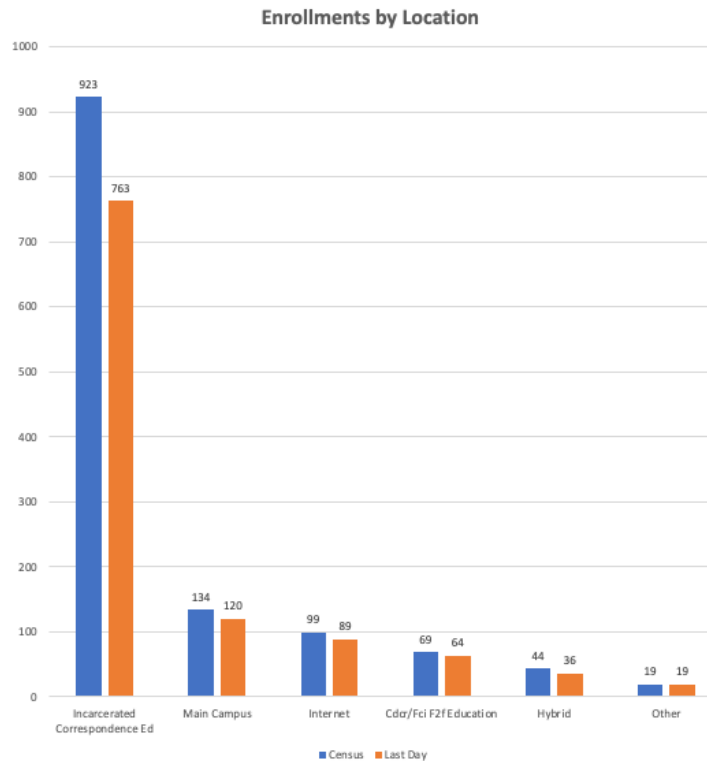


Course schedules are closely monitored to ensure adequate offerings. Unfortunately, in the Human Services Program, other than the correspondence program offered to incarcerated students, the program had decreasing enrollment patterns. As a result many HUS classes during this IPR cycle were cancelled due to low enrollment. The Human Services Program has not generated as many FTES as other Career and Technical Education programs.

- Courses are added and deleted as needed while making a priority of following the two- year plans.
- Flexibility in delivery modes should be continued.
- Enrollment data has changed significantly since the last program review.

Scheduling and Enrollment Patterns:

This bar graph gives a good representation of the type of enrollment options offered to students.



On-campus:

The Human Services Program enrollment has not been very high for on-campus classes but it is the highest type of enrollment for community students. As a result, during the time that this data was collected at the time of Census, there were only 134 students enrolled in all of the on-campus Human Services classes.

Hybrid:

The Human Services Program enrollment has not been very high for hybrid classes. This is a new type of modality offered and students may be leary of enrolling in this type of class. As a result, during the time that this data was collected at the time of Census, there were only 44 students enrolled in all fo the hybrid Human Services classes.

Online:

The Human Services Program enrollment has not been very high for online / internet classes. It is the second most popular enrollment pattern for community students. During the time that this data was collected at the time of Census, there were only 99 students enrolled in all of the online / internet Human Services classes.

CDCR/FCI F2F Instruction:

In the Fall of 2018, the Human Services Program added in-person classes at California Department of Corrections, specifcally the California Correctional Center (CCC) in Susanville.

In the Fall of 2019, the Human Services Program added in-person classes at California Department of Corrections, specifically the High Desert State Prison (HDSP) in Susanville. Since the Fall of 2018, three consecutive semesters were offered and 69 students were enrolled at the time of Census in Human Services classes in these locations.

Correspondence:

Contrary to other modalities where Human Services Program enrollment has been low, there are strong and flourishing Human Services correspondence enrollment trends. For the Incarcerated Correspondence Education Program at the time of Census, there were 923 students enrolled in the Human Services classes (specifically HUS 30.) This type of modality is also the one that generates the most FTES in the Human Services Program for LCC with 92.3. This is more than 2.7 times the FTES generated by all of the other Human Services class modalities combined.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

The Human Services Program caters to traditional, hybrid, online, and correspondence (inmates only) students. Local students have access to on-campus, hybrid and online to meet their schedule needs. Other than the steady enrollment in the correspondence and face-to-face incarcerated courses, all other Human Services classes struggled to meet minimum enrollment standards.

One new modality created in this IPR cycle that shows potential is the Face to Face Classes for Incarcerated students. These are the classes that were held at CCC and HDSP. Enrollment by these students is likely to remain high and if Human Services classes are continued to be offered in this modality, they are likely to remain in demand.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Students are offered a variety of options to meet their general education needs. Though the classes were offered in a variety of modalities, enrollment decreased in the on-campus, hybrid, and online modalities.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule
N/A
2. Identify any existing equipment maintenance/service agreements
N/A

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

N/A

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

N/A

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

Since the Human Services Program has no current students enrolled in its degree and certificate programs, and the only viable modality at this time is correspondence classes, there is no action is needed.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

At this time, the Human Services Program degrees and certificates do not meet the state standards for drug and alcohol paraprofessionals. In the Advisory Board meeting minutes from May of 2019, it was identified that the curriculum should be updated and aligned with CCAPP. However, since this never happened, in the Advisory Board meeting minutes from February of 2021, it was agreed that LCC would: inactivate the majority of HUS courses; inactive all current HUS degrees and certificates; move forward with obtaining HUS 10 and HUS 42 C-ID certification; and apply for the A.S. for Transfer in Social Work and Human Services. As of March 2021, all of these goals from the 2021 Advisory Board meeting have been enacted.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

Unfortunately, since the Advisory Meeting in May of 2019, there were no significant changes made to reconcile the lack of CCAPP certification. This continues to be a problem and without the necessary state certification, students earning degrees and / or certificates from the program are not able to obtain jobs in the drug and alcohol counseling fields. During the Advisory Board meeting in February of 2021, the decisions were made for LCC to: inactivate the majority of HUS courses; inactive all current HUS degrees and certificates; move forward with obtaining HUS 10 and HUS 42 C-ID certification; and apply for the A.S. for Transfer in Social Work and Human Services. As of March 2021, all of these goals from the 2021 Advisory Board meeting have been enacted.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Due to the Human Services Program being outdated and no longer meeting industry standards, it is recommended that this program be considered for revitalization or discontinuance.

- If revitalization is selected, in the case of courses that apply towards the Associate of Science and Certificate of Achievement in Drug and Alcohol Paraprofessional, courses should be evaluated for compliance with CAADE and CCAPP courses and LCC courses should be modified as necessary. After modification, human services courses should be submitted to these overseeing entities for their certification. In this manner, when new students enter the program, they will be assured that upon graduation, they will be eligible to enter the workforce.
- In the case of the Certificate of Achievement in Human Services, the certificate should be discontinued because it no longer meets the needs of employers. Instead, if a student wants to pursue a certificate in this field, assuming that the Certificate of Achievement in Drug and Alcohol Paraprofessional is revitalized, students should strive to earn that certificate.
- Regardless of the decision made to revitalize or discontinue the Human Services Program as a whole, in the case of the Associate of Science in Human Services, this degree should be discontinued and replaced by the A.S. for Transfer in Social Work and Human Services. In this degree, only HUS 10 and HU 42 would be used while all other required core courses are courses that LCC currently offers: PSY 1, SOC 1, BIO 25 or BIO 26, MATH 40, and ECON 10 or ECON 11. HUS 30 should be used for CSU

GE Area E and ES 1 should be used for CSSU GE Area F, and HUS 42 should be used as a fieldwork elective. In order for students to earn this degree, no other HUS courses are needed.

- Regardless the decisions made to revitalize or discontinue the Human Services Program, it is strongly recommended to keep the following classes active: HUS 10, HUS 30, HUS 42, and HUS 49. HUS 30 is vital to the students who take classes through correspondence. These students are incarcerated and the HUS 30 class counts as a general education class, it provides vital knowledge on drugs of abuse, and it helps students with their goals while incarcerated. Both the HUS 10 class and the HUS 42 classes were updated and submitted for C-ID certification. These classes will help students who want to enter a social work bachelor's degree program. The HUS 42 and HUS 49 classes are designed for internships and work experience within the human services field. *HUS 49 is part of the Work Experience IPR.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be

addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff
 - No full-time faculty members assigned to the Human Services Program
 - Adjunct faculty members for Summer 2020, Fall 2020, and Spring 2021:
 - HUS 30 = A. Kerby, S. Tashenburg, E. Chavez Fletcher
 - HUS 42 = L. Gardiner
 - HUS 49 = L. Gardiner
 - No instructional assistants assigned to the Human Services Program
 - No classified staff assigned to the Human Services Program
2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

Due to low student enrollment, and the inactivation of nearly all HUS courses, in addition to the inactivation of all HUS degrees and certificates, at this time, there is not a need for any additional faculty and staff in the Human Services Program

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Regardless of the decision to revitalize or discontinue the program, LCC should apply for the A.S. for Transfer in Social Work and Human Services degree. This degree will use the following classes: HUS 10, HUS 30, HUS 42 and HUS 49.

In addition, HUS 30 should continue to be offered to the incarcerated student population through the correspondence modality.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

N/A

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process. If revitalization is selected, staff will need to be trained and need to adapt to write new curriculum and be willing to teach new Human Services classes.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process. At this time, nothing effects human resource planning.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
N/A
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
N/A
3. Describe any facilities needs identified by assessments of student learning outcomes
N/A
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.
N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process. At this time, nothing affects facilities planning.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

N/A

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

The Human Services Program is recommended to go through the Revitalization / Discontinuation Process. At this time, nothing affects technology planning.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

N/A

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

Human Services Program 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 4	HUS Program should go through the Revitalization / Discontinuance Process.	Spring 2021	Zoom meeting	Decision to either Revitalize or Discontinue the Human Services Program

Appendix A:

[Student Survey Data \(Excel Chart\)](#)



Lassen Community College District
Business Department

Human Services Advisory Committee Meeting

May 22, 2019

10:00 AM

Room VT 101

MINUTES

PRESENT:

Mark Sabo Human Services Instructor

Tiffany Armstrong Lassen County Behavior Health

Allison Somerville Lassen Community College Lead Counselor

Lisa Gardiner Lassen Community College Work Experience Coordinator

Terri Hiser-Haynes Alliance for Workforce Development

Rich Barna GEO Group Reentry Service

Dr. Trevor Albertson Dean of Instructional Services

Sue Kelley LCC Instructional Support Specialist

Call to Order:

- Mark Sabo called the meeting to order at 10:10 a.m. Those in attendance introduced themselves.
- Sabo read Board Policy document AP4102 Career/Technical Programs Advisory Committees

Discussion:

HUS 10-Has been updated to meet C-ID standards. The name was changed from “Introduction to Human Services” to “Introduction to Social Work and Human Services”. New title should help with enrollment most do not know what Human Services means they confuse it with Human Resources but most will recognize Social Work for what it is. Added online and hybrid delivery mode.

HUS 22-Would like to change the title from “Substance Abuse Treatment” to “Substance Use Disorder Treatment” This matches C-ID. Need to change book to cover more than alcohol. Add hybrid and online delivery.

Need to follow CCAPP to help identify LCC as accredited.

Course reference Social Work with Addiction.

In 2017 the state change to only recognizing one body to get credentialed. The state but up barriers to get credentialed which made some loose the accreditation.

We need to make sure our curriculum matches with what CCAPP want.

Would like us to make our terminal degree into a transfer degree. We will need to add a few more C-ID approved courses. HUS 10 is a start. Maybe change the title to Behavior Health instead of Drug and Alcohol will help attract peer support personal. New Crossroads is opening there will be a high demand for it. Maybe we should develop a certificate for those who do not need the degree but need the units.

Members agreed to inactive HUS 27 & HUS 23 content offered in other courses.

HUS 40 & 41 are field related courses. Develop a new course to match C-ID HUS 42 Fieldwork/Practicum: Social Work and Human Services.

Revise HUS 40 & 41 to work with HUS 49, students greatly benefit from volunteer work, helps them work on boundaries. We need to work on where to do field work maybe with the ER at the hospital. Lisa to speak with Sandy at the hospital to see if we can make this work.

Motion to approve new course HUS 42 Fieldwork/Practicum: Social Work and Human Services.

Tiffany/Terri: MSCU

**Motion to approve pursuing transfer degree and revision of courses to be approved by C-ID Rich/Tiffany:
MSCU**

Motion to approve changes in HUS 22 Rich/Tiffany: MSCU

Adjournment

There being no further business, the meeting was adjourned at 11:35 a.m.



Lassen Community College District
Business Department

Human Services Advisory Board Meeting

February 16, 2021

1:00 PM

Zoom

MINUTES

VOTING MEMBERS PRESENT:

Tiffany Armstrong - Lassen County Behavior Health

Lisa Gardiner - Lassen Community College Work Experience Coordinator

Terri Hiser-Haynes - Alliance for Workforce Development

Rebecca Jordan – Lassen County Behavioral Health

Shannon Hogan – Lassen County Department of Rehabilitation

Tiffany Stone – Kinship Program, Lassen Community College

Dr. Seema Sehrawat – Chico State University Department of Social Work

Dr. Vincent Ornelas – Chico State University - Department of Social Work

NON-VOTING MEMBERS PRESENT

Colleen Baker – Lassen Community College Instructor

Allison Somerville Lassen Community College Lead Counselor

Roxana Haynes – Lassen Community College Interm Dean of Instruction

Call to Order:

- Colleen Baker called meeting to order at 1:05pm. Those in attendance introduced themselves.
- Dr. Sehrawat introduces Dr. Ornelas. Dr. Sehrawat was recently transferred to the Chico State Engineering Department.

Discussion:

Colleen Baker - Reviewed the status of the HUS program and identified the weaknesses of:

1. Most courses no longer meet industry standards
2. Since the last HUS Advisory Board Meeting, no curriculum changes were made to update courses
3. No students are currently seeking HUS degrees and certificates
4. HUS 10 and HUS 42 were revised in the past two years to meet C-ID standards, but they were never submitted the Chancellor's Office
5. Need for an Associate's Degree for Transfer in Social Work and Human Services

Dr. Sehrawat – Shared importance of including Psy 18 as general education for CSU Area E. Dr. Sehrawat shared link for CSUC SW Distributed Learning course matrix

Dr. Ornelas – Shared importance of including ES1 for CSU GE area F

Tiffany Armstrong - Shared critical need to HUS/SWRK transfer degree for her staff. Staff have needs for CEU's, degrees. As an employer she needs to keep her employees local and wants local education available to them.

Armstrong further stated strong support for proposed actions saying this is something that has needed to happen for a long time.

Dr. Sehrawat - Stated she appreciates partnership with LCC

Tiffany Armstrong- Stated she appreciates the efforts of all LCC staff that have worked on putting together this improved program (transfer degree) that will serve students and the community better.

Lisa Gardiner – Shared that if HUS Advisory Board recommends and LCC chooses to inactivate classes, degrees, and certificates, that LCC still has the option to revitalize some or all of the changes made. The changes are not permanent.

Colleen Baker – Discusses and reviewed the four proposed changes

1. Submit HUS 10 and HUS 42 for C-ID certification
2. Submit A.S. for transfer in Social Work and Human Services for approval
3. Inactivate courses that no longer meet HUS industry standards
 - a. Keep HUS 10, HUS 30, HUS 42 and HUS 49
4. Inactivate HUS degrees and certificates

Motions and Voting

Lisa Gardiner / Terri Hiser Hayes

1. Submit HUS 10 and HUS 42 for C-ID certification – **Motion passes**

Tiffany Armstrong / Lisa Gardiner

2. Submit A.S. for transfer in Social Work and Human Services for approval – **Motion Passes**

Tiffany Armstrong / Rebecca Jordan

3. Inactivate courses that no longer meet HUS industry standards – **Motion Passes**
 - a. Keep HUS 10, HUS 30, HUS 42 and HUS 49

Teri Hiser Hayes / Tiffany Armstrong

4. Inactivate HUS degrees and certificates – **Motion Passes**

Adjournment

There being no further business, the meeting was adjourned at 1:50 PM



Program Endorsement Brief:

Social Work/ Human Services ADT (Addiction Studies focus) North/Far
North Center of Excellence, June 2019

INTRODUCTION

College of the Redwoods (COR) is developing a Social Work/Human Services Associate Degree for Transfer with a specialized track in addiction studies. COR currently offers an Addiction Studies Certificate. The proposed ADT will build upon existing curriculum and course sequencing to create an efficient and clear track for students who complete the Addiction Studies Certificate and wish to transfer into a 4-year social work program. This report provides a brief overview of labor market demand and supply for two middle-skill social work/human services occupations related to addiction studies in the North and Far North regions.

Key findings include:

- Projected occupational growth for social and human service assistants and community health workers is strong (at least 11%) for both the North and Far North regions.
- Median hourly wages for the occupations studied fall below the Far North average median hourly wage rate of \$25.25 for one adult, one child but exceed the living wage of \$11.38 for one adult.
- In the Far North region, an average of 16 certificates and 3 Associate degrees have been conferred since 2015-16, while there are 395 projected annual openings (through 2023) for selected occupations in the region.

Findings in this report were determined using labor market data from EMSI and Burning Glass. Education supply data is sourced from the Community College Chancellor's Office MIS via Datamart and Launchboard.

This report contains the following sections:

- Occupational demand
- Wages and job postings
- Educational attainment and supply, and
- Findings and recommendations

OCCUPATIONAL DEMAND

The following Standard Occupational Classification (SOC) codes were analyzed in relation to the proposed

program¹:

21-1093.00 - Social and Human Service Assistants

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.

Sample of reported job titles: Advocate, Caseworker, Community Coordinator, Family Support Worker, Home based Assistant, Human Services Program Specialist, Mental Health Technician, Outreach Specialist, Social Services Assistant, Social Work Associate

21-1094.00 - Community Health Workers

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.

Sample of reported job titles: Apprise Counselor, Assistant Director of Nutrition and Wellness Programs, Chief Program Officer, Community Health Outreach Worker, Community Health Program Coordinator, Community Health Program Representative (Community Health Program Rep), Community Health Promoter, Community Health Worker (CHW), Community Nutrition Educator, HIV CTS Specialist (Human Immunodeficiency Virus Counseling and Testing Services Specialist)

Exhibit 1 summarizes job trends per the SOC codes in the 15-county Far North region and the 22-county North/Far North region.

Exhibit 1: Employment, projected occupational demand and education levels²

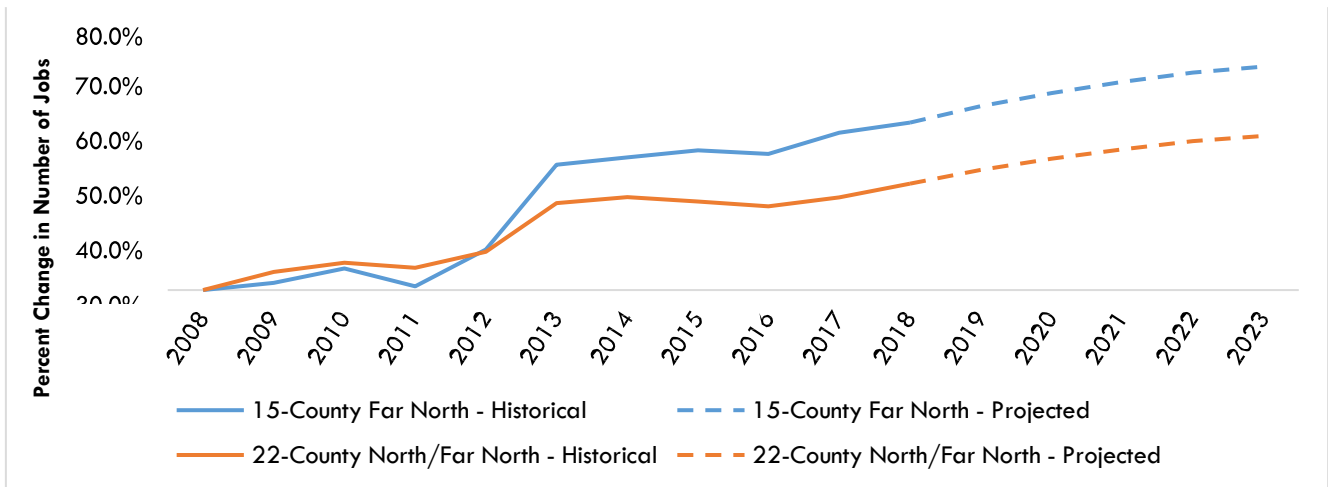
Occupation	SOC	2008 Jobs	2018 Jobs	2023 Jobs	2018-23 Jobs % Change	Annual Openings
Social and Human Service Assistants	21-1093	1,691	2,562	2,852	11%	372
Community Health Workers	21-1094	82	147	170	16%	23
15-County Far North Region	TOTAL	1,773	2,710	3,022	12%	395
Social and Human Service Assistants	21-1093	5,823	7,483	8,317	11%	1,082
Community Health Workers	21-1094	415	847	951	12%	128
22-County North/Far North Region	TOTAL	6,238	8,060	9,268	11%	1,209

Exhibit 2 shows the percentage change in number of jobs between 2008 through 2018 and occupational projections from 2018 through 2023. The rate of change is indexed to the total number of jobs in 2008 as the base year and compares the 15-county Far North region and the 22-county North/Far North region.

¹ <https://www.onetonline.org>

² Emsi 2019.2; QCEW Employees, Non-QCEW Employees and Self-Employed. The fifteen-county Far North region includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama and Trinity. The 22-county North/Far North region includes the aforementioned counties as well as El Dorado, Placer, Nevada, Sacramento, Sutter, Yolo and Yuba.

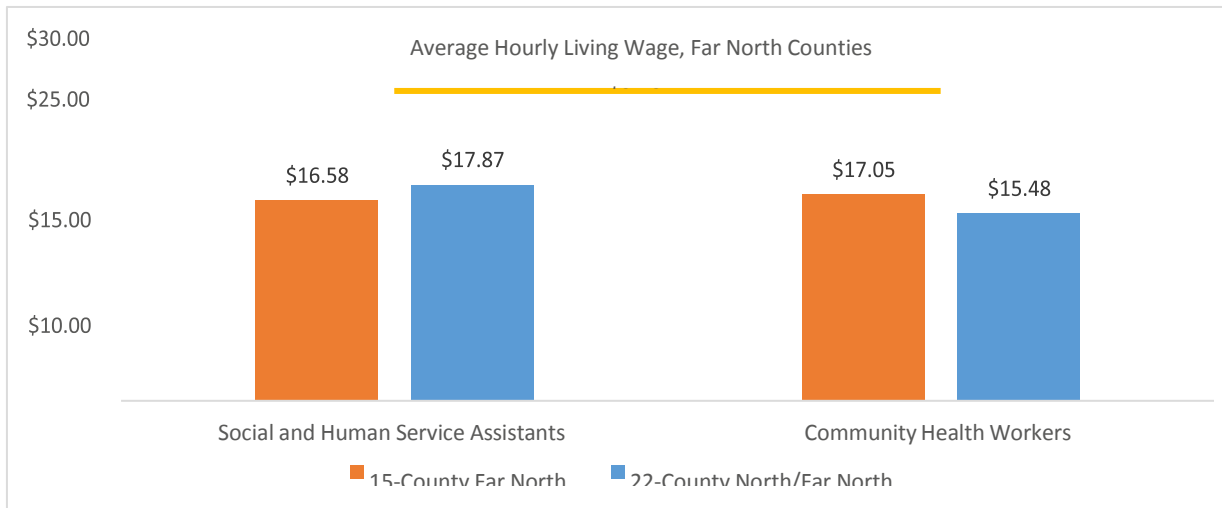
Exhibit 2: Rate of change for selected occupations³



WAGES AND JOB POSTINGS

Exhibit 3 displays hourly wages for the selected occupations in the Far North and North/Far North regions. The average living wage for Far North counties for a one-adult, one-child household is \$25.25. The average living wage for one adult is \$11.38.

Exhibit 3: Wages for selected occupations⁴



³ Ibid.

⁴ Emsi 2019.2, Living Wage Calculator: Counties and Metropolitan Statistical Areas in CA, <http://livingwage.mit.edu/states/06/locations>.

Burning Glass data for job postings for representative SOC codes identified a pool of 318 listings in the North/Far North region during the past year. Exhibit 4 shows job posting trends since 2011 by occupation for each region.

Exhibit 4. Job posting trends for selected occupations⁵

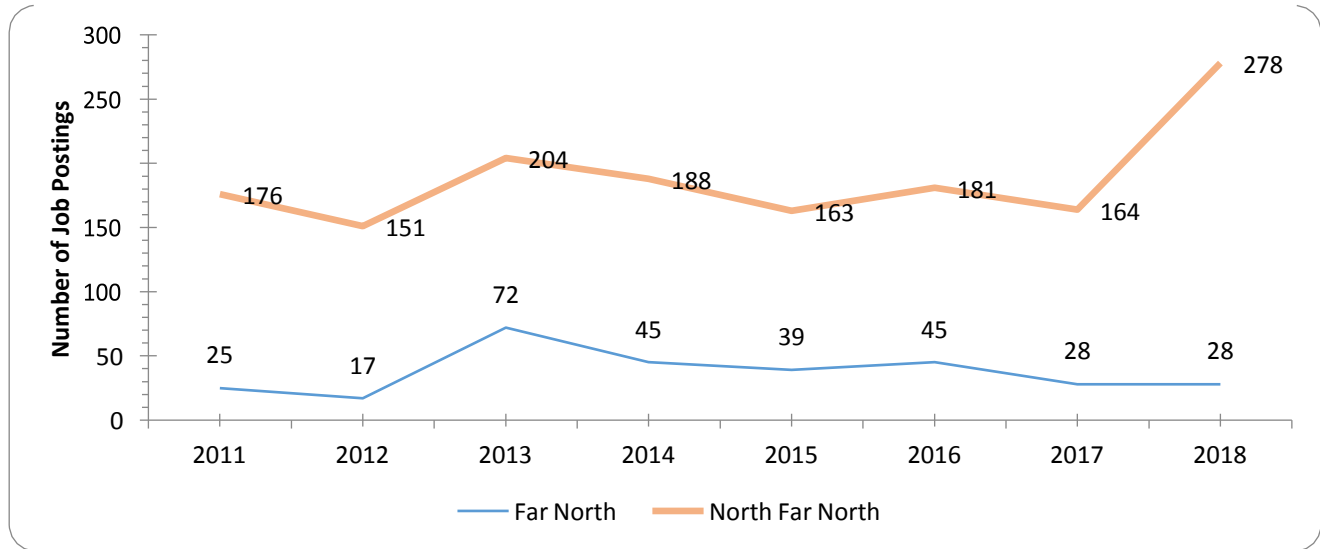


Exhibit 5 displays the skills most requested by employers in the 22-county North/Far North region for social and human service assistants and community health workers during the 12 month period of June, 2018 through May, 2019.

Exhibit 5. Top 10 skills desired in the selected occupations⁶

Social and Human Service Assistants (278 postings)		Community Health Workers (40 postings)	
Most requested skills	% of postings	Most requested skills	% of postings
Social Services	31%	Case Management	43%
Case Management	25%	Crisis Intervention	32%
Mental Health	21%	Cardiopulmonary Resuscitation (CPR)	27%
Budgeting	18%	Mental Health	27%
Crisis Intervention	17%	Teaching	27%
Psychology	12%	Cooking	16%
Customer Service	12%	Money Management	16%
Social Services Industry Knowledge	12%	Social Services	16%
Abuse Treatment	11%	Special Education	16%
Cardiopulmonary Resuscitation (CPR)	11%	Training Programs	16%

Note: 35 of the 278 social and human service assistant records have been excluded because they do not include a specialized skill.

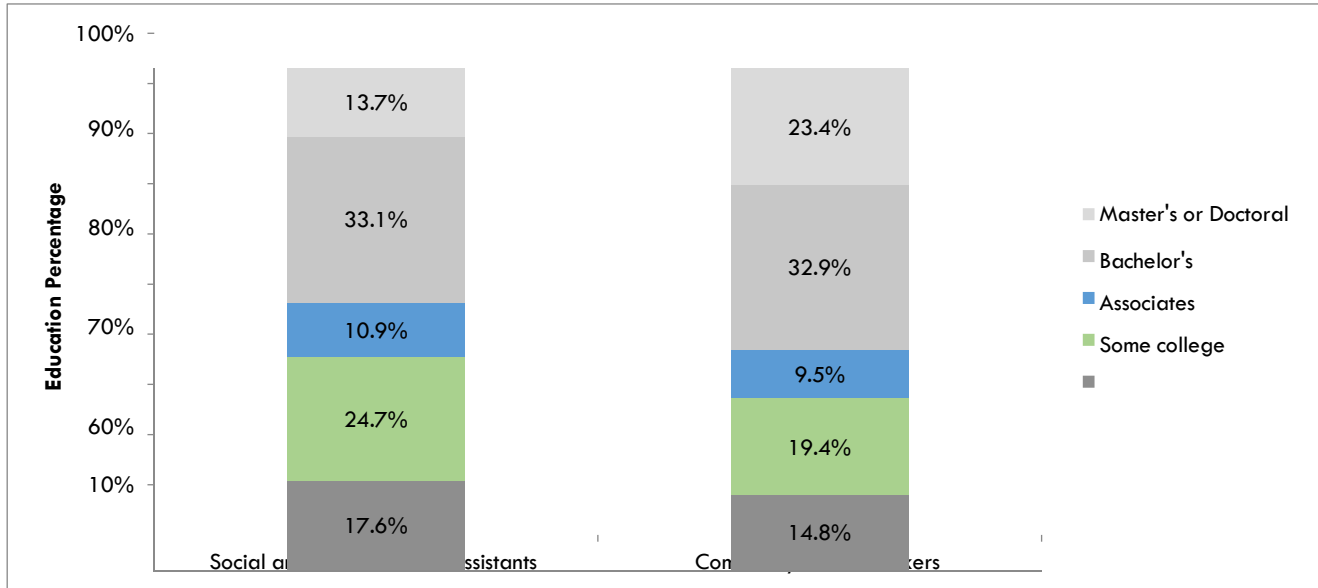
⁵ Burning Glass.

⁶ Ibid.

EDUCATIONAL ATTAINMENT AND SUPPLY

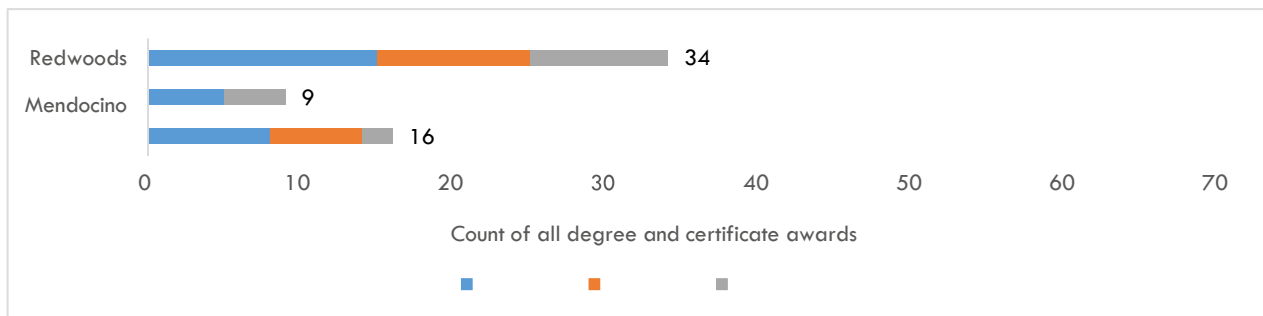
At the national level, the typical education requirement for entry-level social and human service assistants and for community health workers is a high school diploma or equivalent, though a majority of workers in both occupations have at least some college or an Associate's degree. Nearly half (47%) of social and human service assistants hold Bachelor's degrees or higher while more than half (56%) of community health workers hold Bachelor's degrees or higher. Exhibit 6 shows educational attainment percentages by occupation.

Exhibit 6. Typical educational attainment for selected occupations nationally⁷



To estimate supply, this study used the Taxonomy of Programs (TOP) code Alcohol and Controlled Substances (2104.40). Exhibits 7a and 7b show the number of awards conferred by Far North community colleges during the past three academic years. College of the Redwoods conferred more awards than other colleges in the region. A majority of awards conferred are certificates.⁸

Exhibit 7a: Total awards conferred by Far North community colleges, 2015-2018⁹



⁷ Current Population Survey, Educational Attainment for Workers 25 Years and Older by Detailed Occupation, 2016-17, https://www.bls.gov/emp/ep_table_111.htm.

⁸ California Community Colleges Chancellor's Office Data Mart, 6/13/19.

⁹ Ibid

Exhibit 7 b: Annual awards conferred by Far North community colleges, 2015-2018¹⁰

	Certificate				Associate Degree			
	2015-16	2016-17	2017-18	3-Yr Avg	2015-16	2016-17	2017-18	3-Yr Avg
Lassen	4	3	1	4	4	3	1	4
Mendocino	4	0	3	4	1	0	1	1
Redwoods	15	10	9	15	0	0	0	0
Total	23	13	13	16	5	3	2	3

FINDINGS AND RECOMMENDATION

- Demand for these occupations is projected to be strong through 2023.
- Based on three-year average award data for colleges in the Far North region (3 degrees and 16 certificates) and projected annual openings in the region (395), there appears to be an opportunity for program growth.
- Data show that a majority of social and human service assistants and community health workers hold Bachelor’s degrees; thus, the proposed focus on transfer pathways is recommended. Furthermore, typical education levels required for Substance Abuse and Behavior Disorders Counselors is at least a Bachelor’s degree.

COE Recommendation	
<input checked="" type="checkbox"/>	Move forward with program
<input type="checkbox"/>	Program is notrecommended
<input type="checkbox"/>	Additional information needed

¹⁰ Ibid.

APPENDIX A: SOURCES

Sources used for data analysis purposes in this report include:

- U.S. Department of Labor/Employment and Training Administration (DOLETA) O*NET Online
- Burning Glass, Labor Insight/Jobs
- Economic Modeling Specialists, International (EMSI)
- California Employment Development Department, Labor Market Information Division (EDD, LMID)
- California Community Colleges Chancellor's Office Management Information Systems (MIS Datamart)
- California Community Colleges Chancellor's Office, Cal-PASS Plus LaunchBoard

For more information, please contact:

Sara Phillips
Director, Far North Center of Excellence for Labor Market
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Mon 3/1/2021 9:41 AM
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Hi Colleen,

Thank you for getting in touch. Please feel free to use the report. I've recently updated a bit of the LMI related to that study- please see memo attached.

Please also let me know if you have any questions.

Thank you,
Sara