**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name:

Program Type:  Instructional  Non-Instructional

Program Mission Statement:

*The mission of the Bakersfield College Human Services Program is to provide our diverse student population with an interdisciplinary background for success as a “helper” in the broad field of human services using application of knowledge, decision making and problem solving.*

Program Description: Describe how the program supports the Bakersfield College Mission.

*“The major in Human Services provides the student with an academic background for entry-level positions in various human services agencies. It also prepares the student for upper-division work in human services and other behavioral sciences. The field is interdisciplinary with the overall career goal of helping people.” This program description clearly addresses the Bakersfield College Mission objective to provide students with “excellent learning opportunities in basic skills, career/technical education, and transfer courses for our diverse community…” A Human Services student can choose a course of study that leads to a Job Skills Certificate for immediate entry-level opportunities or an Associate in Arts Degree as a foundation for transfer and upper division work. Either educational path provides students with the means to effectively engage their larger community.*

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

*The assessment target for the 2013-14 academic was Program Learning Outcome number 3 which is intended to provide students with a working knowledge of bureaucracies, social policy, ethical standards, and various courses of action related to the practical application of the human services endeavor. In general, the assessment results were at an acceptable level of gain (42.5% gain overall with a 70.1% average); however, one question related to the three distinct functions performed by human service providers had the lowest level of gain overall (23.8%). The question dealt with social control as an aspect of the human services endeavor and the information related to this topic is contained in the first chapter of the text and a point covered in the very first lecture. The results would seem to indicate a lower level of retention on that point and a practical response would be to re-enforce this information at multiple points in the course of an entire semester. The impact of the response to this assessment finding on the overall program planning would serve to re-enforce an area of instruction to better equip students with a great opportunity for the retention of pertinent knowledge.*

1. How did your outcomes assessment results inform your resource requests?

*The results of this assessment provide valuable information related to the timing and delivery of course content and seem to have little impact on budget and/or additional resource requests.*

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

*The Human Services student learning outcomes map directly onto the program learning outcomes; in fact, the PLO assessment results described above can also be applied to HMSV B40 SLO #2 and HMSV B5 SLOs #1, #3, and #4.*

1. How do the program learning outcomes align with Institutional Learning Outcomes?

*The Human Services program learning outcomes map directly onto the institutional learning outcomes; in fact, the PLO assessment results described above can also be applied to institutional leaning outcomes III (A), III (C), and IV (B).*

1. Describe *any significant changes* in your program’s strengths since last year.

*Student retention and success rates have increased over previous years and they remain significantly higher than the college-wide average. Community partnerships and agency internship requests remain consistent but subject to increasing competition from other education institutions.*

1. Describe *any significant changes* in your program’s weaknesses since last year.

*Unfortunately, the program’s strengths have contributed to its weakness. The exceptional success of the Human Services Program at Bakersfield College has caused other community educational institutions to replicate the structure and offer similar programs. This fact has created a significant degree of competition for the limited number of internship opportunities available in the Bakersfield Community. The current Program Coordinator is effective and very talented but the position simply lacks the number of hours necessary to effectively represent Bakersfield College in the larger community and maintain the necessary partnerships.*

1. If applicable, describe any unplanned events that affected your program.

*None.*

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

*On any matrix of student success Bakersfield College Human Services students excel. They are significantly higher in all categories when compared to the college-wide average. The real issue here is not whether student success will increase but whether or not the current exceptional standard can be maintained for a sufficient enough number of students to make a difference. The past success of the Human Services Program was in direct proportion to the number of hours the Program Coordinator committed to keeping the face of Bakersfield College present in the community at large. The directive to restrict those hours to those specified in the contract has effectively eliminated that presence. Growing competition for the limited number of internship opportunities has already restricted enrollment in the Introduction to Human Services course. This trend will continue to have a negative impact on this program unless the Human Services Program Coordinator is allowed sufficient enough hours to adequately represent the interests of Bakersfield College Human Services students in the Bakersfield community.*

1. Professional Development (Professional Development form)
2. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
3. Provide rationale for future professional development opportunities and contributions that your program can make.
4. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

*No.*

1. If yes, how has the outcome contributed to student success?

*N/A*

1. If no, how will your facilities request contribute to student success?

*No request has been made.*

1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this cycle?

*No.*

* 1. If yes, how has this technology contributed to student success?

*N/A*

* 1. If no, how will your new or repurposed technology request contribute to student success?

*No request has been made.*

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

*N/A*

1. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

*N/A*

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

*There have been no statistically significant demographic changes in the categories of gender, age or ethnicity for the Human Services Program student population. The main point of distinction from the college-wide norms continues to be a 35% higher female student population when compared to the college-wide average of 55%. The only other area of minor distinction would be a 13% higher Hispanic/Latino population when compared to the college-wide average of 62%.*

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

*No change.*

1. Success and retention for face-to-face, as well as online/distance courses.

*The Human Services courses are offered in the traditional format only with a 96% Retention rate and a 90% Success rate. This represents a 6% and 4% gain respectively over last year.*

1. Other program-specific data that reflects significant changes *(please specify or attach).*

*The percentage of Human Services students who have a completed Student Education Plan and are fully matriculated is 96% in both categories, which is over 30% higher than the college-wide average.*

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 1. Increase hours of Human Services Pro-gram Coordinator.  2. Increase male enrollment. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_09/17/14\_ (Date) |  |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **1. Increase Bakersfield College Humans Ser-vices representation in the community.** | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | **An increase in community representation will enable the Bakersfield College Human Services Program to maintain current level of internship opportunities.** |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| HMSV B5 | 2014 | 12/01/2015 | N/A | NO |
| HMSV B40 | 2014 | 12/01/2015 | N/A | NO |
| SOCI B1 | 2015 | 01/01/2016 | N/A | YES |
| SOCI B45 | 2015 | 01/01/2016 | N/A | YES |
| PSYC B1A | 2016 | 11/01/2017 | N/A | YES |
| PSYC B40 | 2015 | 01/01/2016 | N/A | YES |
| CHDV B21 | 2015 | 01/01/2016 | N/A | YES |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

\_*The program information in CurricUNET is accurate.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

\_*The catalog information is accurate.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

\_*None anticipated*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

As indicated above, the Human Services Program is a valuable asset to our students in that it provides a clear and effective pathway to immediate employment and/or transfer to a four year institution.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_*Human Services*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
| BC Human Services | X |  | No | Yes |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?