**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: **Human Services/Behavioral Science**

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

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.**

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.**

**II. 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** |
| 1. Increase hours of Human Services Pro-gram Coordinator. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 09/18/2015 (Date) | This goal requires a commitment on the part of administration and that has not yet occurred. |
| 2. Increase male enrollment. | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing 09/18/2015 (Date) | At this point limited male enrollment represents a rather tenacious issue that is going to take some time to overcome.  |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Increase community presences on the part of Bakersfield College’s Human Services Program in order to provide our students with the learning resources they need.** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | **Frankly, this is just another way of stating that we desperately need to increase hours of Human Services Program Coordinator. This would allow Bakersfield College to provide our students with the best possible resources and remain competitive in a rapidly growing field.** |

**III. 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 minimal changes in data related to demographics.**
2. Changes in enrollment (headcount, sections, course enrollment and productivity). **There will be no changes in this data (see below)**
3. Success and retention for face-to-face, as well as online/distance courses. **(See below)**
4. Changes in the achievement gap and disproportionate impact (Equity). **There have been no significant changes in this data.**
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**There have been no significant changes in the trend data related to the Human Services Program. It should be noted that while the retention and success rate remains significantly higher than the college average (93% and 91% respectively) course enrollment will continue to remain at 30 students for a single section each semester. While the demand for additional sections is certainly there, enrollment is restricted by a limited number of internship positions available within our community. The limited nature of our internship program is in direct proportion to the limited hours allowed the Human Services Program Coordinator. Increasing relevant trend data, such as enrollment, will require greater community presence which, in turn, requires increased hours on the part of the program coordinator to represent Bakersfield College within the greater community.**

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

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

**As a CTE program, the Human Services instructional component provides students with the knowledge they need to move directly into the field for the practical application of that knowledge. While it is not directly related to this immediate demand, the historical foundation of human services, as we know it today, allows students to better understand the current nature of the human services endeavor. The stark contrast between the pre and post test results indicates the importance of this element of instruction in helping the student to *Explain bureaucracies, social policy, ethical standards and various courses of action while working with clients.* (PLO 3) In this case, the focus of the assessment was on the historical factors that led to the current nature of bureaucratic structures and the development of present day social policy. The average percent correct in the pre-test was 21.71% compared to the average correct of 88.39% for the post-test. This represents an average of 66.67% increase or gain in topical related knowledge. The single area representing the least gain (51.71% increase over pre-test) was related to the concept of social engineering as a means of reform. While the gain remains significant, the concept of social engineering could be reiterated at multiple points throughout the semester.**

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

**Assessment results have no impact on resource requests.**

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

 **Providing foundational knowledge that enable a student to *Explain bureaucracies, social policy, ethical standards and various courses of action while working with clients* (PLO 3) aligns directly with the ability to *Integrate skills and characteristics needed to work in the Human Services field and apply to various client systems* (SLO 1) and the ability to *Utilize theory and knowledge to understand and describe the workings of bureaucracies, profit and non-profit organizations, and social policy* (SLO 3). These three areas of instructional objectives in turn align with the *Think, Demonstrate,* and *Engage* components of theInstitutional Learning Outcomes.**

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

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

**The program’s strengths have remained the same but they should be restated: 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.

**Once again, this area remains the same but it should be restated for emphasis: 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.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

**As stated above: 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. The degree of student success within this program is limited by the number of student who can be admitted.**

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
3. What professional development opportunities and contributions can your program make to the college in the future?
4. Facilities:
5. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? **N/A**
6. How will your Facilities Request for next year contribute to student success? **N/A**

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? **N/A**
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? **N/A**
3. Discuss the effectiveness of technology used in your area to meet college strategic goals. **Multimedia presentations are used extensively in the instructional process. This is not only in relation to power points and video clips presentations but students are also encouraged to use their personal media devices (smart phones, tablets, lap tops, etc.) as a means to access the wealth of information available online. It should be noted here that this aspect of the instructional process is conducted in a manner that intentionally directs the use of personal devices to a course appropriate activity.**

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

**This is a reiteration of last year’s report but 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. The retention and success rates are significantly higher than the college wide average and the single section offered each semester is always full. At its present level of staffing, however, the program is losing ground to the competition offered by other educational institutions that maintain a fulltime liaison within the community. If Bakersfield College is desirous of continuing to provide the best possible service to our students in this area, it will require the funding of additional hours for the program coordinator.**

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

[x]  Curricular Review Form **(Instructional Programs Required)**

[x]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

[ ]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_