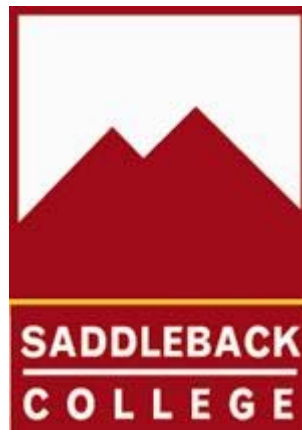


**Saddleback College
HUMAN SERVICES
Program Review**



December, 2008

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Program Review Team Members and Approvals

Program Review Team Chairs:

Rich Goodman and Dr. Terri Whitt

Program Review Team Members:

Julie Bright, Faculty
Peggy Dakin, Program Specialist

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
Fall 2008	Contact Program Review Chair for orientation
Fall 2008	Form Program Review Team
Fall 2008	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2008	Solicit input from faculty and students
	Determine if additional research is needed
Fall 2008	Contact College Research Analyst if necessary
Fall 2008	Write Program Review report
January 27, 2009	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Presentation to the Planning and Budget Committee

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

Human Services Program Mission:

The mission of the Saddleback College Human Services program is to provide learning opportunities that promote success.

...by fostering intellectual growth, individual expression, and character development.

...through the process of academic instruction, sharing of experience and cultivation of Knowledge.

...with the commitment of offering high-quality courses in Human Services that enable graduates to pursue their educational objectives and career goals by way of obtaining vocational certificates of achievement or Associate Degrees.

Expanded Statement of Institutional Purpose

Saddleback College Goal 1: Provide educational programs leading to the Associate in Arts and Associate in Science Degrees.

Saddleback College Goal 2:

The college will provide a comprehensive, broad range of high-quality courses and programs to enable graduates to pursue their educational objectives and career goals.

Human Services Program Mission:

Provide learning opportunities that promote success by fostering intellectual growth, individual expression, and character development through the process of academic instruction, sharing of experience and cultivation of knowledge with the commitment of offering high-quality courses in Human Services that enable graduates to pursue their educational objectives and career goals by way of obtaining vocational certificates of achievement or Associate Degrees.

B. Historical Background and Unique Characteristics of the Program

The Human Service Programs is part of the Health Science and Human Service Division. It was first approved and established since 1976 and has been offered continuously since 1976.

The Human Services Programs offers 7 certificate options: Human Service Generalist; Alcohol and Drug Studies; Corrections and Criminal Justice; Family Services; Victim Services; Mentor and Prevention; Eating Disorders.

Students who wish to work in the Human Services field will complete one or more of these certificates. All students, regardless of Certificate, must take Core classes of HS 100 and HS 120 and HS 110/150 Field Experience (Please see attached certificate OPTIONS page – Exhibit A).

C. Progress Since the Last Program Review

This is the first HS Program Review to be conducted

D. Current Strengths

- a. Maintained a steady enrollment in the past 32 years

- b. Known in community; many graduates employed in local human services agencies and have become leaders in the field
- c. Internship sites and HS curriculum have recently been revised to meet the Council for Standards in Human Services Education (CSHSE) and the counselor certification regulations of the California Department of Alcohol and Drug Program, Title 9, Division 4, Chapter 8.
- d. Community partnerships: Sober Living by the Sea TEACH program, MHSA, Drug Court etc.
- e. Part-time faculty bring knowledge from current practice in related fields. The following are positions held by part-time faculty: Mark Ala is a MFT at a local psychiatric hospital. Ken Schmaling, MS, CADDTP, works for Southern California Alcohol & Drug Programs Inc. Phil Falcetti's is the Director of the Community Alliance Network. Dr. Lori Phelps is Lecturer, CSU Fullerton and Executive Director, CAADE.
- f. Program chairs have taught at SC for 33 and 31 years respectively
- g. Division Interim Dean is highly visible and supportive of the HS programs.
- h. Articulation agreement with CSU Fullerton is in place. CSU Fullerton Human Services program will accept up to 18 units of transfer credit for students completing Saddleback's Alcohol and Drug or Eating Disorders certificate programs. Program chairs receive a high volume of communication from students and community agencies regarding vocational opportunities.
- i. Program chairs receive a high volume of communication from students and community agencies regarding vocational opportunities.
- j. Students can enter the program at any semester.
- k. Curriculum development and review is an essential ongoing process in order to provide academic program/certificates that are current with industry needs and standards.
- l. Successful completion in the HS Programs results in a Certificate of Achievement – students attend a completion ceremony annually.
- m. The Saddleback College Human Service Program enjoys an excellent reputation in the HS community. Graduates find jobs easily and are often times hired before graduation.

Opportunities

- a. Employment opportunities are expected to grow in this community. According to the 2008-2009 Edition of the Occupational Outlook Handbook, the number of entry level type human services positions is projected to grow by nearly 34 percent between 2006 and 2016.
- b. Mental Health Certificate in progress ---collaborative efforts with industry, Pacific Clinics, ensures financial support for student consumers and their families. Orange County Health Care Agency Behavioral Health Services Training Department presented Saddleback's Human Service program the opportunity to apply for financial assistance. Pacific Clinics requested a partnership with HS and will implement a CASRA type MH certificate/associate degree program.
- c. Continue to participate in activities that bring students to the campus: such as, career fairs, family night, Red Ribbon and off campus events to promote careers in Human Services.
- d. Continue to update textbooks and technical support to meet the current standards of the Industry.
- e. Community Agencies request to be part of internship

Challenges Students on probation/parole have a more difficult time finding an Internship.As the program/certificates expand – more specialized faculty are needed.

• Section II: Review Report

A. Faculty and Staff

Staffing Structure: Presently two FT faculty share the HS Chair position.

Two FT instructors and 4 to 6 (depending on subjects taught) adjunct faculty.

The two Chairs work very well because they live their passion and seek quality instruction from the HS team. Terri Whitt, EdD, RN, and Richard Goodman service as co-chairs.

Julie Bright, MSN

Professor Julie Bright was hired as full time faculty in 1989 and has had a full time teaching assignment in the Human Services Program since 2003. She has also had full time assignments in the Nursing and Psychiatric Technician Programs. Her leadership positions have included dean for the Division of Health Sciences, Human Services and Emeritus Institute from 2000-2002 and Health Sciences Department Chair/Assistant Director of Nursing from 1998-2000. She served as the Saddleback College liaison for the South County Drug Court program from 2003-2005.

Richard Goodman, MS

Professor Rich Goodman was hired in 1991 after serving 10 years as adjunct faculty in Human Services. His extensive background in probation served to strengthen and broaden the Criminal Justice and Corrections option in the certificate program and brought additional focus to Alcohol and Drug Studies. Professor Goodman is currently co-chair of the Human Services programs and the Saddleback College liaison for the South County Drug Court program.

Both Professors Bright and Goodman remain current in the discipline of Human Services by attending professional conferences and completing discipline appropriate continuing education courses.

B. Curriculum and Instruction

- a. Successful completion of any of the HS certificates, prepares students to enter the HS workforce.
- b. HS courses can be used as elective courses for students applying for an Associate of Arts degree.
- c. HS program curriculum is evaluated by the campus Technical Review process yearly
- d. Curriculum revisions/adjustments are made as necessary with the feedback from Internship sites and State approved Alcohol and Drug Counselor certifying organizations, Council for Standards in Human Services Educations and the California State University requirements for transfer.
- e. The most up-to-date textbooks are used in the program.
- f. Each course provides a syllabus and additional reference materials.
- g. Written examinations and quizzes are administered in all courses.
- h. Two Internship classes provide field experience with opportunities to relate and apply theoretical and pragmatic principles. Field trips within the corrections certificate are implemented every semester.
- i. A variety of teaching modalities are used: lecture, student presentations, collaborative learning team projects, experiential learning exercises, expert guest speakers, AV presentations and distant learning courses.
- j. Instruction evaluations by students help faculty to modify course material and lesson plans.
- k. HS 150 is a capstone course for all certificates recently revised to meet CSHSE standards
- l. HS 100, HS 140, HS 174 and HS 285 are encouraged to be taken before beginning Internships.
- m. A Mental Health certificate/associate degree is in compliance with the CASRA curriculum.
- n. A recent review and revision of all certificates and courses were completed Nov '08. Curriculum Review is in progress. Four certificates are predicted to remain (Alcohol and Drugs, Corrections, Human Services Generalist and Mental Health)
- o. A full assessment of Student Learning Outcomes (SLO) was completed in the Spring of 07. Outcomes validated that students completing the program have met their learning objectives and have the knowledge and skills of entry level human service professionals.
- p. HS 100, HS 120 meet Social Behavioral Sciences general education requirement for Associate Degree

- q. HS 170, HS 175 meet Life Skills/Critical Thinking general education requirement of Associate Degree
- r. HS 175 meets Life Skills general education requirement for CSU
- s. HS 170, 171, 173, 184, 285 are provider approved by the California Board of Registered Nursing in order to meet the continuing education requirement of licensed registered nurses.
- t. HS 131 has been revised to meet the diversity requirement..

RECOMMENDATIONS:

- o Offer additional courses on specialty topics including preparing for the state certification examination required by the state of California for all alcohol and drug counselors.
- o Continue to create and dedicate resources to the areas of student success, retention, and recruitment.
- o Continue to collaborate with other educational institutions and health care institutions to foster positive working relationships, ultimately benefiting our student population.
- o HS faculty will conduct an Advisory Committee meeting Spring 2009 to gather recommendation for improving the quality of the program.

C. Student Success

The Human Service Program has a high average retention and course completion rates for all classes that were offered from 2004 to Spring 2008.

1. Classes such as HS 131, 177, 176, 174, 182, 285, are only offered once a year and faculty and staff encourage students to plan their schedules according in order not to miss required courses. Faculty is reviewing the possibility to offer these courses more often.
2. The Learning Assistance Lab (LAP) is recommended by faculty for Human Services students. LAP tutors provide appropriate levels of English composition, vocabulary and review for students to strengthen their skills.

Data regarding demographics course completions, AA/AS, transfers and employment data can be reviewed in Appendix D.

D. Facilities, Technical Infrastructure, and Resources

On campus— The new state of the art Health Sciences/Human Services building opened January 2005. The Human Services program has a designated 60 seat classroom and the availability of two breakout rooms. The classroom internet capability is essential as it allows access to websites of Human Services agencies, internship site and professional organizations. The breakout rooms are frequently utilized for small group. Students also have access to the computer lab located in the Health Sciences/Human Services building.

Off campus--- Students completing a Human Services Certificate spend a total of 200 hours of field instruction. The numerous field experience sites extend learning beyond the classroom, complement the didactic instruction and facilitate the application of theory to practice. To date there are sixty four sites throughout all of Orange County.

E. Service, Community Outreach, and Economic Development (optional)

Every October, the Human Services program co-sponsors with ASG the Saddleback College Red Ribbon Substance Abuse/Criminal Justice Career Fair. The purpose of the event is twofold: to educate about drug prevention and to recruit for possible careers in the field. More than fifty + community agencies have information booths

Section III: Needs Assessment

A. Human Resource Needs

Consider an additional full time faculty. Continue to recruit/evaluate part-time faculty.

B. Instructional Needs

Update library and media holdings

C. Research Needs

Current Trends i.e. Teens and Baby Boomers prescription abuse

Changes in Treatment Needs and Correctional Policies

The Orange County Register reported in an article dated January 24, 2009 that there has been a 90% increase in health care and social assistance needs which has created 1200 additional jobs.

D. Technical, Equipment and Other Resource Needs

HS Computer Lab for students lacking computer and technical research skills

E. Facilities Needs

On Campus: classroom with Internet access

F. Marketing and Outreach Needs

Consider marketing more to high school students, potential transfer students etc.

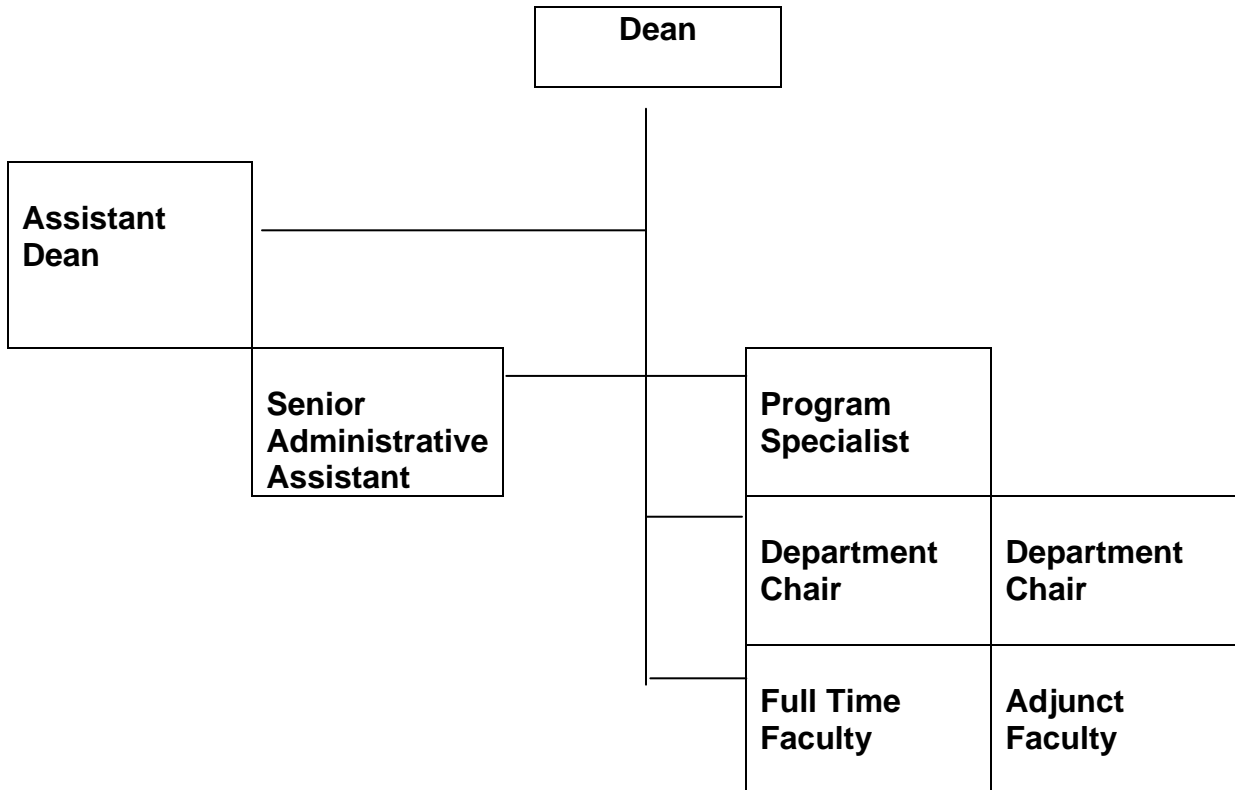
Review CAADE self-study.

Future goals

- **Student Information Sessions** each semester; advertised in schedule etc.
- **Human Services Career Fair**; could coincide with Advisory Meeting
- **Human Services Club**--students are interested. Could help with Red Ribbon Week, have speakers from agencies, perhaps lead a community outreach event, student support etc.
- **Human Services Resource Library**, textbooks and related references in the library.
- **Human Services Faculty Workshop**---to orient part-time faculty to the program, resources etc.
- **Human Services Faculty Meeting to Receive Student Input**---could maybe have student representatives from each certificate.
- Continued structured collaboration with Counseling Dept
- Students are encouraged to attend the annual California Association for Alcohol and Drug Educators (CAADE) conference.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2004	2005	2006	2007	2008	
Administration	2	2	2	2	2	0
Bargaining Classified Staff FT	1	1	1	1	1	0
Bargaining classified Staff PT	0	0	0	0	0	0
Non-bargaining Classified Staff FT	0	0	0	0	0	0
Non-bargaining Classified Staff PT	0	0	0	0	0	0
Student Workers	0	0	0	0	0	0
Faculty FT	2	2	2	2	2	0
Faculty PT	6	6	6	6	7	17%

C. Data Sets

**Human Services Program Review Date Set
(November,2008)**

**C. Human Services
Program Review Data Set**

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Art Program Students' Duplicated Headcount
 - a. Gender
 - b. Zip Code
 - c. Age Groups
 - d. Ethnicity
 - e. Educational Goal

**Data Source: SOCCCD Management Information System (MIS) Data
Warehouse November 2008**

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College**

