



**Instructional Program Review – Annual Update
2022**

Date:	3/10/2022
Program and Department:	Human Services – Social & Behavioral Sciences
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	N/A
Date of last comprehensive review:	2016
Submitted By:	Brian Stokes
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

No.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

The Human Services Program prepares students for employment in the interpersonal helping fields and for the pursuit of higher academic goals by providing educational experiences that emphasize intellectual and technical excellence, creativity, personal and interpersonal skills, professionalism, and cultural competence.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

N/A

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The Human Services Programs provide the knowledge and skills necessary for entry level employment positions in the social service, mental health, addiction treatment, substance use prevention, and related fields, as well as opportunities for upgrading the skills and knowledge of individuals already employed in these fields. Program graduates work in a number of varied settings including drug and alcohol addiction treatment and prevention, family services, parent education, social service eligibility workers, youth shelters, community health care, juvenile corrections, and case management services, to name a few. The human services field is rated among the top twenty growing job opportunities both in California and the nation.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

N/A

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

No. There is no fulltime faculty/coordinator to complete the assessment plan.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

N/A

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

No.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

N/A

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

Yes.

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

The program needs a fulltime faculty member/coordinator.

- b. List any (internal or external) conditions that have influenced the program in the past year.








Many of the part-time instructors are getting reasonable accommodations so that they can continue to remotely.

Data for Program with Vocational TOP Codes (CTE):

https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources) Suggested sources: [ONet Online](#) and [EDD LMI site](#)

Quick Facts: Social and Human Service Assistants	
2020 Median Pay 	\$35,960 per year \$17.29 per hour
Typical Entry-Level Education 	High school diploma or equivalent
Work Experience in a Related Occupation 	None
On-the-job Training 	Short-term on-the-job training
Number of Jobs, 2020 	417,600
Job Outlook, 2020-30 	17% (Much faster than average)
Employment Change, 2020-30 	69,500

U.S. Bureau of Labor Statistics. (2022). Social and Human Service Assistants. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

National estimates for Social and Human Service Assistants:

Employment estimate and mean wage estimates for Social and Human Service Assistants:

Employment ⁽¹⁾	Employment RSE ⁽³⁾	Mean hourly wage	Mean annual wage ⁽²⁾	Wage RSE ⁽³⁾
399,920	1.1 %	\$ 18.38	\$ 38,230	0.4 %

Percentile wage estimates for Social and Human Service Assistants:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 12.00	\$ 14.05	\$ 17.29	\$ 21.68	\$ 26.96
Annual Wage ⁽²⁾	\$ 24,950	\$ 29,220	\$ 35,960	\$ 45,100	\$ 56,080

U.S. Bureau of Labor Statistics. (2022). Occupational Employment Statistics. Retrieved from <https://www.bls.gov/oes/current/oes211093.htm>

d. Industry employment and wage trends

Data were obtained from the United States Bureau of Labor Statistics on key occupations for which the Human Services Program offers training and certificates. A brief summary of BLS statistics indicates the following:

- Community and social service occupations are growing “faster than the average for all occupations.”
- Job prospects for Social and Human Service Assistants are “overall good,” with the proviso that additional education and training will be beneficial for those seeking employment in this field.
- The percent change in demand for substance abuse and behavioral disorder counselors is projected to be 22 percent from 2014 to 2024.

e. TOP code employment CORE indicator report

Section 1 Part F (for Colleges)					Page 1 of 1	
College Core Indicator Information by 4-Digit TOP (2020-2021)						
Perkins IV, Title I, Part C Local Application						
Agreement # _____		District/College: ALLAN HANCOCK/ALLAN HANCOCK				
2104 - Human Services						
Instructions: Print out forms. Complete and sign bottom of last page.						
Cohort Year CTE Enrollments: 733		CTE Headcount: 344				
(includes CTE enrollments above introductory level only)		(CTE students enrolled above introductory level only)				
Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	140	150	91.75	88.42	93.33	4.9
2 Non-Traditional			91.75	88.42	N/R	N/R
3 Displaced Homemaker	5	5	91.75	88.42	100.00	N/A
4 Economically Disadvantaged	132	139	91.75	88.42	94.96	6.5
5 Limited English Proficiency	4	4	91.75	88.42	100.00	N/A
6 Single Parent	28	30	91.75	88.42	93.33	4.9
7 Students with Disabilities	22	26	91.75	88.42	84.62	-3.8
8 Migrant			91.75	88.42	N/R	N/R
Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	67	75	89.00	89.00	89.33	0.3
10 Non-Traditional			89.00	89.00	N/R	N/R
11 Displaced Homemaker	2	2	89.00	89.00	100.00	N/A
12 Economically Disadvantaged	59	67	89.00	89.00	88.06	-0.9
13 Limited English Proficiency	2	3	89.00	89.00	66.67	N/A
14 Single Parent	12	12	89.00	89.00	100.00	11.0
15 Students with Disabilities	13	14	89.00	89.00	92.86	3.9
16 Migrant			89.00	89.00	N/R	N/R

V.

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	123	148	91.00	91.00	83.11	-7.9
18 Non-Traditional			91.00	91.00	N/R	N/R
19 Displaced Homemaker	5	5	91.00	91.00	100.00	N/A
20 Economically Disadvantaged	115	138	91.00	91.00	83.33	-7.7
21 Limited English Proficiency	3	4	91.00	91.00	75.00	N/A
22 Single Parent	27	29	91.00	91.00	93.10	2.1
23 Students with Disabilities	22	26	91.00	91.00	84.62	-6.4
24 Migrant			91.00	91.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	43	67	73.23	73.23	64.18	-9.1
26 Non-Traditional			73.23	73.23	N/R	N/R
27 Displaced Homemaker	DR	DR	73.23	73.23	DR	N/A
28 Economically Disadvantaged	37	59	73.23	73.23	62.71	-10.5
29 Limited English Proficiency	DR	DR	73.23	73.23	DR	N/A
30 Single Parent	8	9	73.23	73.23	88.89	N/A
31 Students with Disabilities	10	13	73.23	73.23	76.92	3.7
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*			26.00	19.93	N/R	N/R
Non-Traditional			26.00	19.93	N/R	N/R
Displaced Homemaker			26.00	19.93	N/R	N/R
Economically Disadvantaged			26.00	19.93	N/R	N/R
Limited English Proficiency			26.00	19.93	N/R	N/R
Single Parent			26.00	19.93	N/R	N/R
Students with Disabilities			26.00	19.93	N/R	N/R
Migrant			26.00	19.93	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*			30.00	23.97	N/R	N/R
Non-Traditional			30.00	23.97	N/R	N/R
Displaced Homemaker			30.00	23.97	N/R	N/R
Economically Disadvantaged			30.00	23.97	N/R	N/R
Limited English Proficiency			30.00	23.97	N/R	N/R
Single Parent			30.00	23.97	N/R	N/R
Students with Disabilities			30.00	23.97	N/R	N/R
Migrant			30.00	23.97	N/R	N/R

a. Advisory committee recommendations

I do not believe that the Advisory Committee met this year. The recommendations from the previous Advisory Committee have not been made as we lack a fulltime instructor/coordinator to complete these tasks.

VI. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Develop an assessment mechanism/system for Student Learning Outcomes	Accomplished
Incorporate teaching strategies that appeal to younger students	Accomplished
Streamline internship courses	Accomplished
Ensure that all program courses are requirements for certificates or degrees	Accomplished
Cooperate with neighboring colleges to assist students taking courses at more than one college	Accomplished
Evaluate teaching equipment needs and work with CTEA coordinator in attempt to obtain funds for needed equipment	Accomplished
Restore/increase coordinator reassigned time	Accomplished

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
N/A			

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
N/A							

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Travel for internship site visits	Travel Budget	SLS7,E1	Money	N/A	\$200.00	On-going until new faculty hire