What are the strengths of your area?:

The instructors all work in the field of social work in this community and are able to serve as a connection to work experience and to jobs for the students. Given their expertise in the field of social work they are on top of funding and hiring trends which allows our courses to be more real-world relevant. The feedback we receive from the community who use our students as interns in work experience or who hire them seem to support the diverse course offering and the focus on application in each course.

In comparing our success rates (cited as 61% in 12-13) to other community colleges in Ca., our success rate is low. In examining the reason for this it appears that we are one of only colleges that offer a Human Services certificate with more than 20 units. Some colleges offer certificates with only 7 units. There are 19 that offer certificates that are more than 36 units. There are only 23 community colleges that offer Human Services degrees and only a few that offer transfer courses into a social work program.

As cited in the Faculty Growth Template - Social Sciences Division, the Human Services program has an increasing efficiency, ranging from 488 (10-11) to 619 (12-13) (statewide goal is 525). The program also has a high fill rate of 80% (12-13).

Human Service students provided 6112.25 hours of social service work in the community for the spring 2014 semester. These hours are part of their work experience hours (6 units are required to obtain a degree or certificate in Human Services, the student can gain 1 unit of credit for every 60 hours worked in the field. Hours can only be gained when they are enrolled in our work experience class in a given semester) The campus Federal work study indicates that the Human Service students were paid for 1000 hours of social service work. The Human Service program provides these hours to many programs that are totally dependent on our students to provide services to our community. Do we make a major impact even before the student reaches their educational goals here at COS.

What improvements are needed?:

As cited in the Faculty Growth Template for Social Sciences, the success rate for the Human Services program is a concern. (58% in 10-11, 58% in 11-12, and 61% in 12-13). Some improvements to the program that will lead to an increase in these numbers are as follows:

Advisory Board and community feedback has recommended that we expand evening class offerings which will allow those working in the field an opportunity to further their education without interfering with their work schedules. This will create a less stressful classroom environment for those students balancing work, internship, and school.

Based on in-class student feedback, they suggested that they feel more comfortable working in small groups. Small groups allow them to have a built in learning community, support system, and feedback loop. Starting this semester (Fall 2014), all students are placed in groups of 6-10 in each class where they discuss assignments and give each other feedback within the larger classroom setting. This also allows students to actively participate in analysis and problem solving which increases individual student participation.

The aforementioned changes will create an opportunity for increased retention and success rates for the student and the program.

Some other areas of improvement include:

The Social Work TMC template for transfer is still in the queue so we may need to make program changes to sync with the state requirements. We are keeping in communication with the Fresno State Social Work program as well as Brandman University and Fresno Pacific University, which are in the process of trying to develop BSW programs in Visalia (both are still working on accreditation through the Council of Social Work Education).

The program also needs to offer more classes that target current community needs (Family Violence and Gerontology classes which are pending approval), as well as classes that will prepare students to manage social service issues in the future (Case Management in mental health and substance abuse class which is being written).

Work Experience, an important part of the Human Services program, has not been offered during the summer session since 2010. Because it was not reintroduced when summer school was brought back in the summer of ’13, the time it takes Human Services students to get through the program is impacted. Students are required to complete 6 units of WEXP in order to obtain a certificate or degree. If it were offered in the summer, students would be able to devote more time to completing those hours than a typical student is able to during a regular semester.

Describe any external opportunities or challenges:

Social work is closely tied to state, federal and local funding and in recent years there have been many areas that the government has made changes in as they look at cost and outcome measures. The changes in mental health funding and service requirements are implementing strategies to keep the mentally ill off the streets and in appropriate housing. These changes have included an increased focus on case management and supportive job services. The recent state prison realignment, which happened with little funding or planning on the local level, led to increased problems in crime, recidivism, and homelessness. These are areas where our students may be able to be employed as community programs and funding streams are established. The risk is always lack of funding and the shift away from workers with degrees or certificates to volunteers and untrained workers. This potential shift toward untrained workers leaves the client and the community at risk.

Another external challenge to Human Service students is the fact that Fresno State closed their Social Work program during the 13-14 academic year. This made it difficult for students who were planning on transferring from COS to an accredited program. It also left in progress students unsure of their ability to transfer in the...
future. Currently, Fresno State is allowing students to transfer in the Spring as Pre-Social Work students to allow for priority registration in the Fall, which will result in a 5 semester program instead of a 4 semester program. The increased cost has a dramatic effect on students and may lead to students forgoing transfer or prolonging their time at COS in order to transfer in the Fall when Fresno State opens the Social Work program directly.

A huge opportunity is on the horizon for the Human Services program in the fact that 3 local, private colleges are working toward obtaining accreditation to offer Bachelor's of Social Work degrees. This shift would mean that our lower division human services program would become a feeder school for these 3 schools, as opposed to our current position as a feeder for only Fresno State.

Given new legislation allowing community colleges the opportunity to offer some Bachelor's degrees, the demand in the community and state could lead to an offering of a Bachelor's in Social Work at COS.

**Overall Outcome Achievement:** The original Student Learning Objectives were assessed by questions on the final in each class. This was not a successful tool as the finals were given back with out keeping the data and the data was focused on specific details in the course that were not indicative of the core learning objectives. In 2012 we began using the case plan as the student learning tool in each class. This gave a great picture as to whether the student could apply the course material to a case but it did not give us the details we needed to see exactly where improvement in instruction was needed so we revised the assessment to score five individual core areas. Each course has an individualized case plan but the five core area remain constant. The core areas are as follows:

1. **Assessment**
   - (Identifies issues that need to be addressed in this case)
   - Questions
   - Joining
   - Client input
   - Client resistance
2. **Legal and Ethical**
   - (identifies and addresses legal or ethical issues that might impact service provision)
   - Reporting issues
   - Supervision
   - Professional boundaries
   - Confidentiality
3. **Treatment & Planning**
   - (what are you doing with this case to address what you assessed as needing intervention in this case)
4. **Community Resources**
   - (resources that match the client’s needs and are accessible)
   - Cost
   - Eligibility
   - Location
   - Match or fit with client
5. **Self-Awareness**
   - (personal issues that may get in the way of providing services)
   - Counter transference
   - Cultural bias
   - Lack of training
   - Scope of practice
   - Signs of burn out

The advantage of implementing this new Outcome Evaluation tool lies in the fact that the instructor can now hone in on the specific areas of instruction that are lacking in each class. The Outcome Evaluation tool that the program previously used only gave us overall success vs. failure for each course as a whole. The new Evaluation tool gives a clear and concise picture of where additional instruction is needed. For example, the SLO Report for Spring 2014 cites the success rate for Assessment as 96.2%, for Legal and Ethical as 80.7%, for Treatment Planning as 84.6%, for Self-Care as 92.3%, and for Community Resources as 57.7%. It is clear in reviewing these assessments that more instructional time needs to be spent on Community Resources in HSRV 122. In comparing weakness in the Human Services program as a whole, success rates attached to Community Resources seem to be low in most classes.

In enabling instructors to identify weaknesses more clearly, the Human Services program as a whole will benefit.

**Changes based on outcome achievement:**

**Outcome cycle evaluation:** Outcome evaluation is in process due to the changes made in the SLOs. The cycle is expected to be complete next fall, measuring each of the five areas in the case plan.

**Action: Expanded classes and certificates**

- To be able to offer a full selection of Human Services classes in the evening at least once a year.
- To be able to offer Human Services courses on Tulare and Hanford campuses as needed.
- To decrease the amount of time it takes for human Services students to complete Educational Plan.
- To create a sub section of certificates that students could earn by taking a set of classes. A possible example is a Gerontology certificate that could be earned by taking the following courses; Interviewing,
Groups, and Gerontology.
The goal would be to have these changes implemented by Spring 2016.

**Implementation Timeline:** 2014 - 2015

**Start Date:** 05/01/2015

**Status:** New Action

**Identify related** District Objective #1

**course/program outcomes:**

**Person(s) Responsible (Name and Position):**

Gailerd Swisegood - Instructor

**Rationale (With supporting data):** Meet student and community needs, offer more classes in the evening, add new courses, smaller class size, decrease the amount of time Educational Plan completion takes for Human Services students.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

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**Add Resource Request for Action**

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>An additional instructor is needed in order to offer all Human Service classes in an additional evening track. This instructor will also allow us to offer the 3 new course which are in progress and expand certificate offering. This instructor will also allow us the opportunity to offer Human Service classes on Hanford and Tulare campuses. Estimated cost 100,000 for full time salary and benefits</td>
<td>One Human Service instructor can not offer enough courses to meet the needs. We have expanded classes to 63 available seats in 3 of the Human Services courses and 38 in the lecture/lab Human Services courses. These numbers are too big to provide the quality of and services they have received. Sadly instruction needed by the students. The size of classes may also be negatively impacting student success. At the beginning of each semester all Human Services courses are full, indicating a need for expanded course offerings. As a result of closed classes, the state and college goal of successfully completing the Student Educational Plan takes much longer for students. Human Services students are often unique in that many are coming to school to restart their lives after substance abuse, domestic violence, and extreme poverty. They are often inspired by the workers in their lives and services they have received. Sadly many are not skilled students, but have a heart and passion for the work. Our job is to assist them in “learning how to learn” as well as balance their lives.</td>
<td></td>
<td>Yes</td>
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</tbody>
</table>

**Resource Type:** Faculty- New/Replacement

**Action: Increased group work in classroom around tables**

Human Service classes rely heavily on students working in groups to assist in learning the material and assessing problems (ie. case plan).
Learning how to work effectively in groups is a necessary skill in the work place.
Group work creates learning communities within the classroom to provide support and networking to increase student success.

**Implementation Timeline:** 2014 - 2015

**Start Date:** 01/01/2015

**Status:** New Action

**Identify related** District Outcome #1

**course/program outcomes:**

**Person(s) Responsible (Name and Position):**

Gailerd Swisegood - Instructor

**Rationale (With supporting data):** Increased effectiveness of group work in the classroom will allow for support and networking among students, increased understanding of material, and work place skills. decreases safety risks of students moving chairs and tables and blocking exits and passages in the classroom

**Priority:** High

**Safety Issue:** Yes
<table>
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<tbody>
<tr>
<td>Large tables such as in the Kern Building Room 733 which would allow students to work in groups of 8-10.</td>
<td>Currently, students must rearrange furniture in classrooms (both at the beginning and end of the class) in order to be able to work in groups, taking an estimated 10 minutes away from instructional time. When students arrange tables in a manner that is conducive to effective group work, walkways (for students and instructor) are often second priority. This often creates classrooms where general safety is impeded. Because of the haphazard nature of having students rearrange tables at the start of each class meeting, homeostasis cannot exist. Homeostasis, or having a classroom that is ready when the student walks in the door, creates an increased familiarity for students and lessens student anxieties.</td>
<td>if Human services could be allowed to use Kern 733 for all our courses there would be no additional cost to the college</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Resource Type:** Facilities