

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name ____Human Services____**Academic Year** 2024-2025

1. Has your program mission or primary function changed in the last year?
Yes, the intention of the program is to provide more accessible learning opportunities through valuable and relevant degrees and certificates.
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
Yes, there has been the creation of a new Substance Abuse and Treatment Studies degree and certificate of achievement that has replaced the older Addiction Studies degree and certificates. There is implementation of a new Social Work degree for Transfer as well as grant funding to facilitate a new certificate for a wellness coach. Over summer session 8/2025, a new course proposal was submitted for HUSV 100: Introduction to Social Work.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
Yes, it is in place. The challenges that arose were revolving around the semesters classes should be offered and ensuring times were not overlapping for required courses.
4. Were there any staffing changes?
There were 2 part time faculty that have either retired or moved. 1 new part-time instructor was hired to teach.
5. What were your program successes in your area of focus last year?
We have continued to push students to utilize academic support programs, such as LAP, Rising Scholars, EOPS, Basic Needs etc.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
For PLO HUSV-1, a total of 18 students assessed for HUSV 101, 15> standards, 3<standards. 83.33% met or were above target level of 70%.
For PLO HUSV-2, a total of 44 students assessed (HUSV 101, HUSV 121, HUSV 103), 37 > standards, 7<standards. 84.09% met or were above target level of 70%.
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

PLO's that were assessed are relevant to coursework and evaluation methods, however, a goal for the program would be to update them so that they are up to date with the program's future pathways. The data however, does reflect students have a great, overall, understanding of course material.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

HUSV program was awarded a \$200,000 grant from HCAI to implement a pathway for a certified wellness coach. The program is also being streamlined with many certificates awaiting vitality processes.

Human Services: Advanced Helping Skills 1 Human Services: Advanced Helping Skills 2 Human Services: Family Services Worker 1 Human Services: Family Services Worker 2 Human Services: Family Services Worker 3 Human Services: Specialized Helping Approaches Certificate of Accomplishment	These programs are recommended for review for the following reasons: Ongoing low enrollment and low certificate attainment/demand. Dean Rantz has been in communication with Lexy Conrad, Human Services faculty, regarding potential revisions to the Human Services program offerings that might help address these concerns.
Human Services: Family Studies Certificate of Achievement	

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

N/A

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

None at this time, although this is a future goal to review all HUSV courses that are eligible for DE modality.

N/A

b. What were some key findings regarding RSI?

- Some strengths:
- Some areas of possible improvement:

c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Yes. With the added Wellness Coach certificate, we are also meeting new demands of the labor market and community needs.

b. How does the program address needs that are not met by similar programs?

We have provided more simplified pathways that allow the students to focus on subject matter that is relevant in preparation for the workforce. There is also a solid networking with the program and the community, that continue to build, to offer our students opportunities after academia is achieved.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

N/A

- e. Have recommendations from the previous report been addressed?

N/A

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Area of Focus Discussion Template INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
 - Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
 - Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
 - Address scheduling conflicts or dependencies across disciplines or general education areas.
 - Student access – cultivate majors, support cohorts and interdisciplinary connections.
 - Review units and time to course and program completion.
1. What data were analyzed and what were the main conclusions?

Data collected from the course heatmap shows that majority of the courses are offered in the afternoon and evening, with only a couple that were offered early afternoon (12:30pm). The courses that had the most enrollment were the earlier time slots (2:15pm) which could be telling of the students' needs or wants for an earlier time.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

My perception is that some students may have a harder time attending the later courses.

I also foresee another challenge of students having to pick between two classes they need but are offered at the same time. It may be beneficial to offer students various times for different courses, while being mindful of not scheduling during popular times that GE courses are offered.

3. What are your plans for change or *innovation*?

The plans for change or innovation is to continue to survey students based on their schedules and availability. It seems the historical way of scheduling was to offer students courses in the afternoon and evenings based on non-traditional students' schedules (working/family/returning) and accessibility for them. Currently, there has been a shift away from most students working, who then have more availability throughout the day. With the added Social Work degree, we will see more traditional student population that is in alignment with the needs of earlier class offerings and different course modalities.


There is a special group of HUSV students, those that are in their practicum/seminar course, who struggle making the evening course weekly due to families, work and their internship. This group would benefit from the course becoming hybrid, to better serve students who are unable to make it to class weekly.

4. How will you *measure* the results of your plans to determine if they are successful?

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Program Review Signature Page:


Alexandria Conrad (Sep 10, 2025 08:09:44 PDT)

Program Review Lead

Sep 10, 2025

Date


Monica Millard (Sep 10, 2025 14:38:55 PDT)

Program Dean

Sep 10, 2025

Date



Vice President, Academic Affairs

Sep 16, 2025

Date











F24-S25 HUSV - Innovative Scheduling_9.10.25

Final Audit Report

2025-09-16

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