

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021 **PROGRAM: HUMAN DEVELOPMENT/HUMAN SERVICES**

CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT

LAST YEAR CPPR COMPLETED: 2018-2019

NEXT SCHEDULED CPPR: 2021-2022

CURRENT DATE: 2/1/2021

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

This APPW encompasses the following degrees and/or certificates:

Human Development/Human Services AA; Addiction Treatment Studies AA; Social Work ADT; Social Justice ADT

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate:*

Human Development/Human Services (HDHS) Department has added a course to meet the need for the new Area F Ethnic Studies requirement. HDHS 230 Introduction to Social Justice and Ethnic Studies will be taught starting Fall 2021; a new part-time faculty member will be hired to teach that course.

Click here to enter text.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

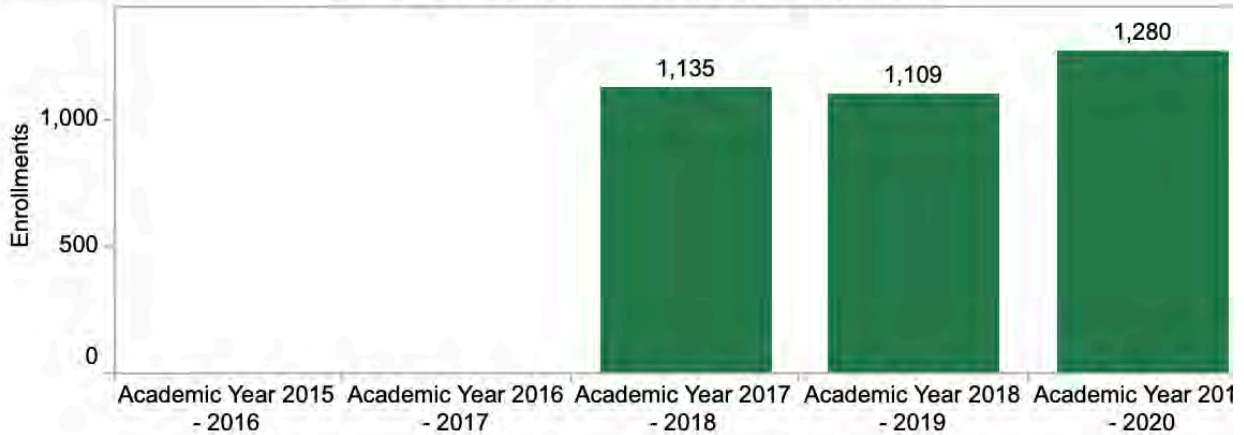
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

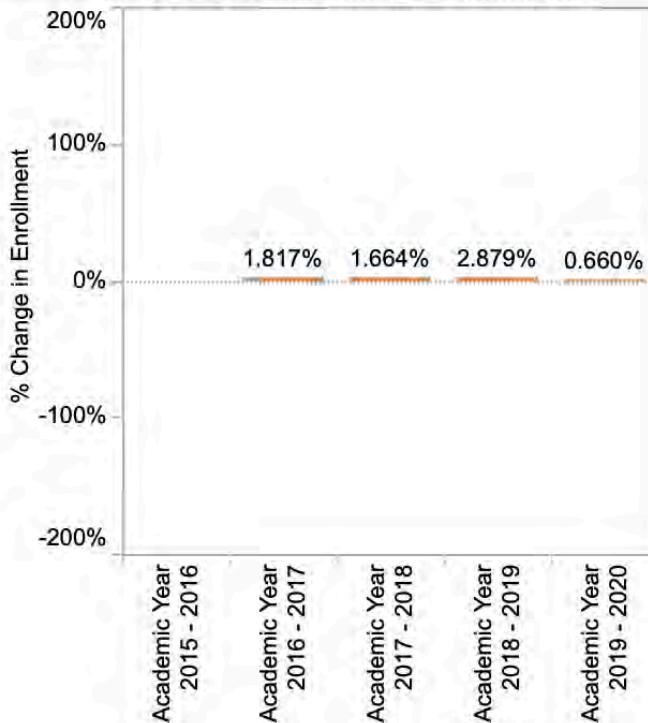
SLOCCCD Program Review Data - Enrollment

Department:
 Course:
 Dual Enrollment:
 Prison:

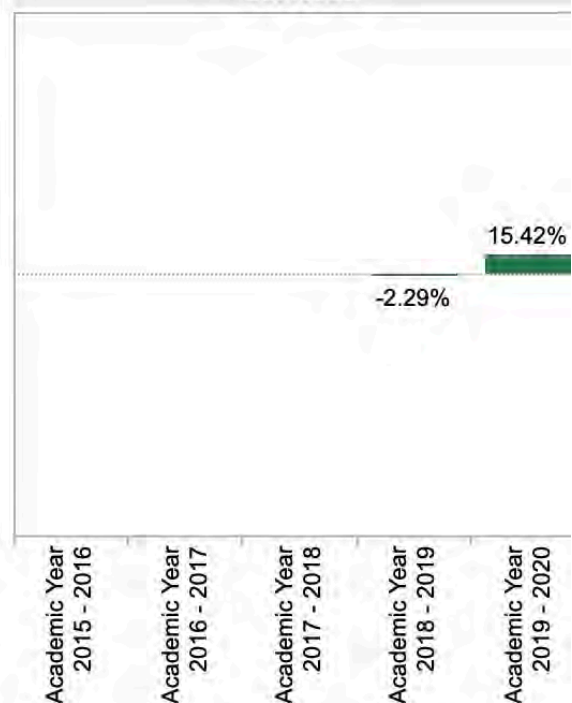
Human Developmt/Human Services Enrollments



% Change - Overall College Enrollments



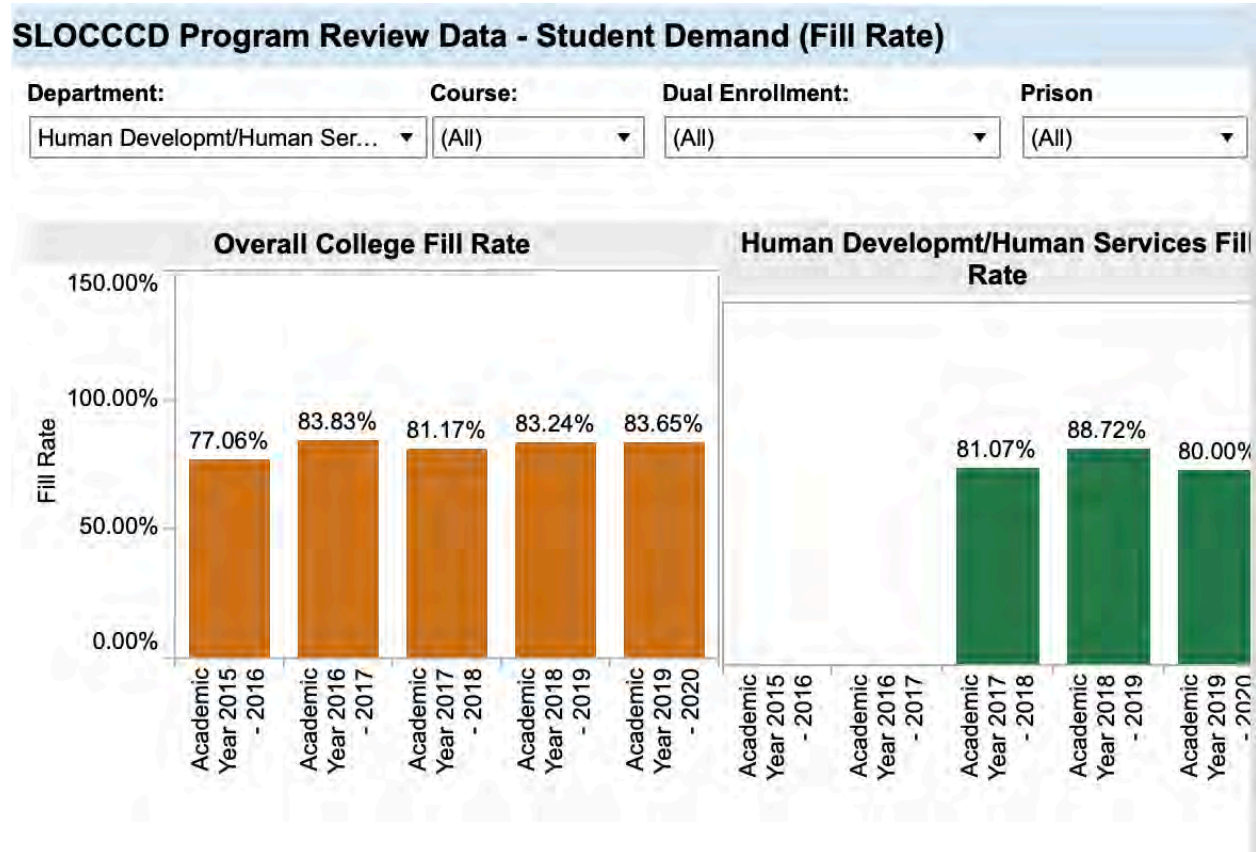
% Change - Human Developmt/Human Services



Observed difference between the program and the college is the percentage of increase in overall enrollments. The Human Development/Human Services (HDHS) Department followed the college wide trend of an increase in overall enrollments, but the HDHS Departmental increase was

significantly higher at 15.42% compared to .66% college wide. The strong program number, compared to the college wide number, may reflect that students are drawn to our program because of our dedicated faculty who support students academically and with general well-being by connecting with them and referring them to appropriate supplemental resources, when needed.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

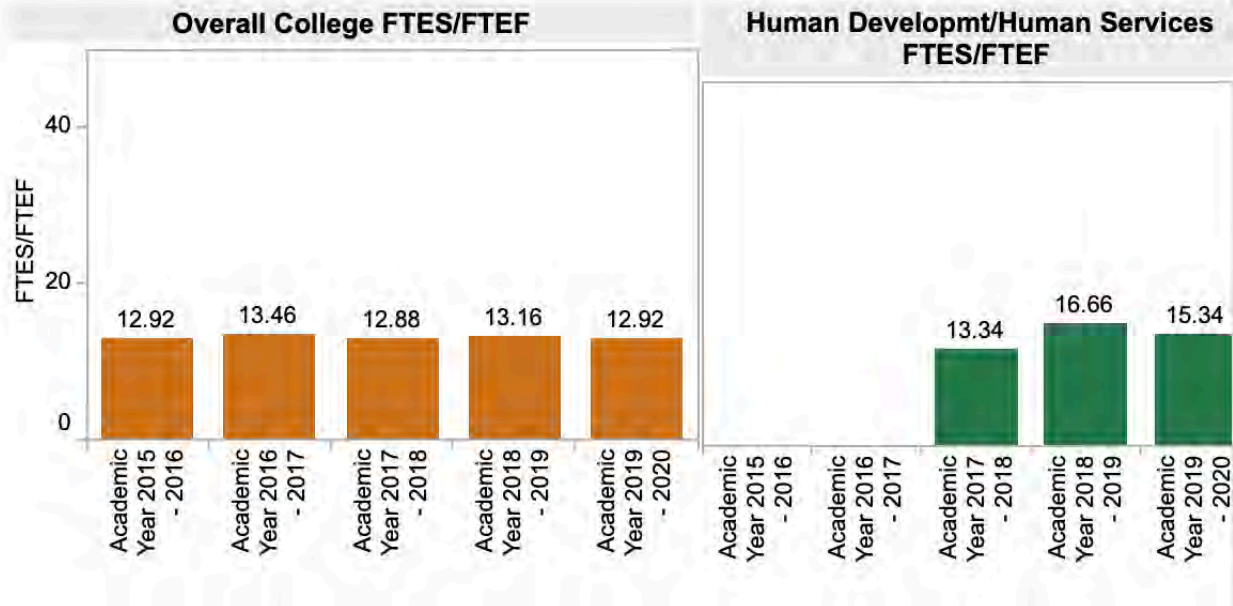


Observed difference between the program and the college with fill rates is the slight college wide increase to 83.65%, while HDHS fill rate showed a decrease at 80.00%. This may be due to the broad range of courses offered, given the multiple degrees and certificates offered in our program. Other contributing factors may be the fluctuation in CMC course offerings, and COVID-19 complications. Data that puts this information in perspective are the strong numbers for enrollment, FTES, and degree and certificates earned.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Human Developmt/Human Ser...
Course: (All)
Dual Enrollment: (All)
Prison: (All)



Observed differences between the program and the college is the percentage of decrease and the overall total. The overall FTES/FTEF for the college decreased slightly to 12.92. HDHS FTES/FTEF followed the decreasing trend but still remains significantly higher than the college wide level at 15.34. The decrease may reflect challenges from COVID-19. However, the strong program number, compared to the college wide number, may reflect that students are drawn to our program because of our dedicated faculty who support students academically and with general well-being by connecting with them and referring them to appropriate supplemental resources, when needed.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Human Developmt/Human Services

Course:

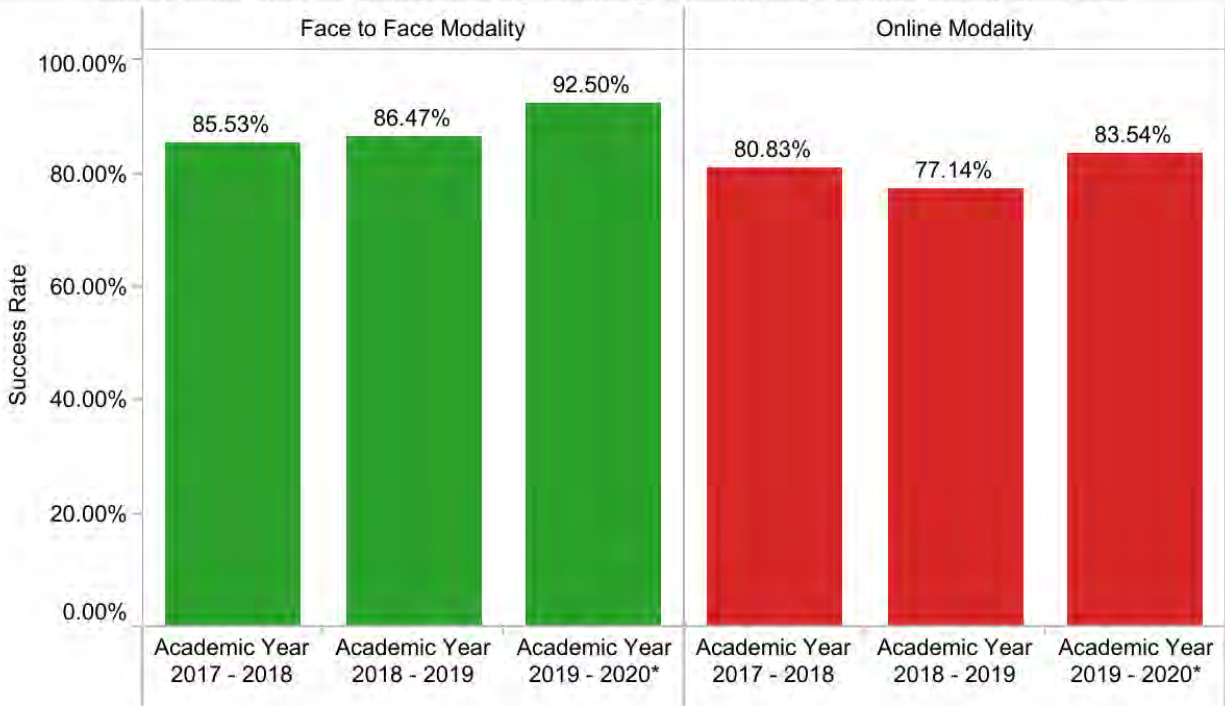
All

Legend:

Face to Face Modality

Online Modality

Successful Course Completion by Modality -Human Developmt/Human Services



Successful Course Completion by Modality Table - Human Developmt/Human Services

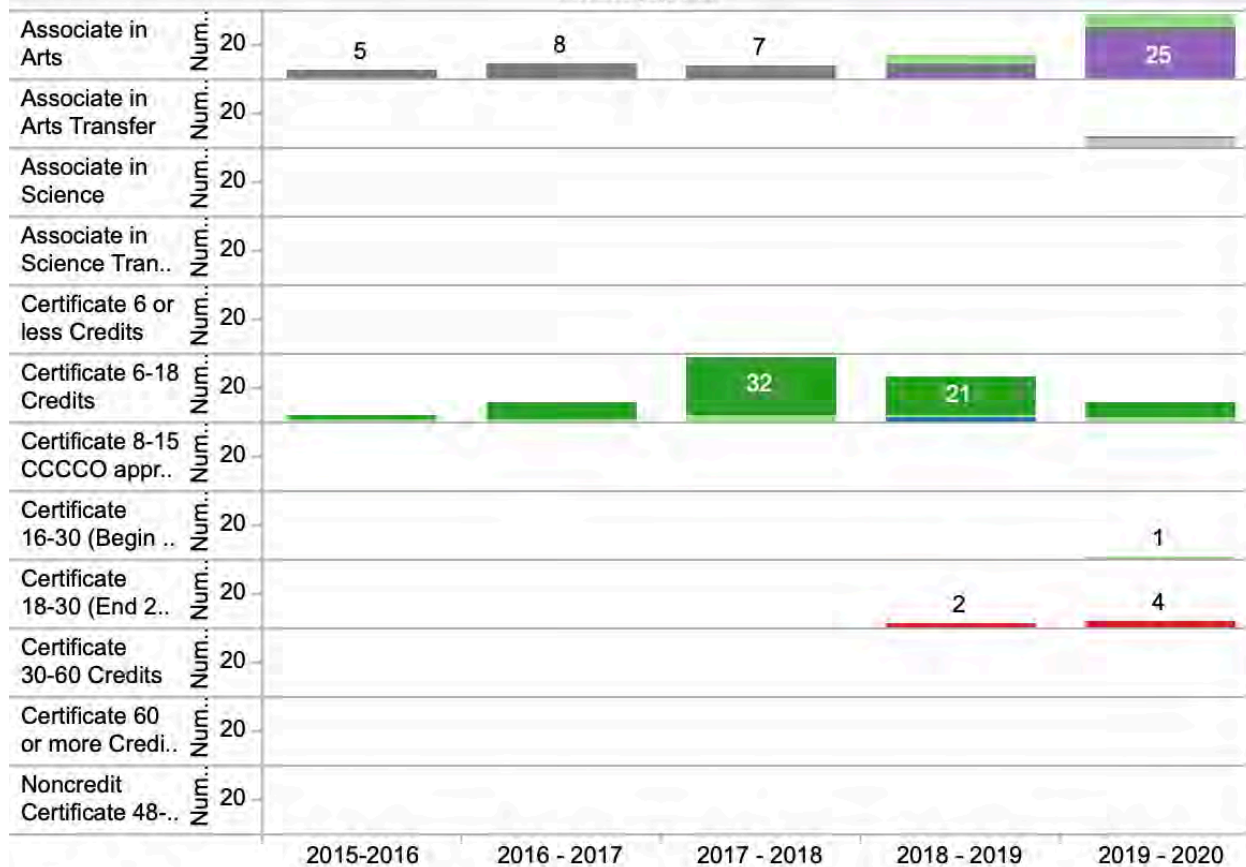
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	85.53%	86.47%	92.50%
	Total Department Enrollments	629.0	377.0	468.0
Online Modality	Department Success Rate	80.83%	77.14%	83.54%
	Total Department Enrollments	554.0	819.0	890.0

Observed differences between the program and the college are the higher student success rates in face to face modality and online modality by the HDHS Department compared to college wide. HDHS demonstrates an 83.54% online success rate compared to the college wide level of 78.59%. HDHS has a 92.50% face to face success rate compared to the college wide level of 84.04%. This may be a reflection of our dedicated faculty who support students academically and with general well-being by connecting with them and referring them to appropriate supplemental resources, when needed.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Program Awards

Top Code Description(s): Alcohol & Controlled Substance, Family Studies, Human Services and 1 more
Award(s): All



Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Certificate 16-30 (B..	Addiction Studies Found (CA)					1
	Total					1
Certificate 18-30 (E..	Addiction Treatmnt Stdies (CA)				2	4
	Total				2	4
Grand Total		9	19	43	40	59

Degrees and certificates awarded increased significantly in 2019-2020 from 40 to 59, which reflects the addition of the Social Justice AAT and the Social Work/Human Services AAT two years ago. The local degree was restructured to included meaningful embedded certificates and field-work experience, which may also draw students to the program.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

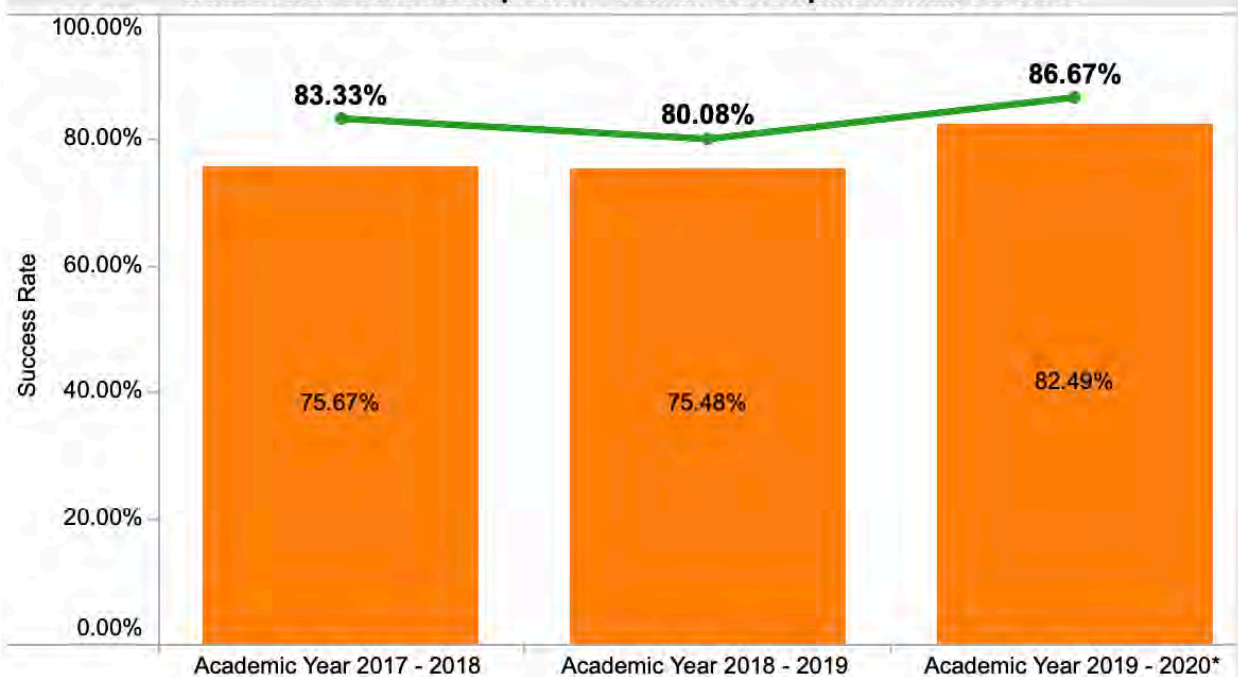
SLOCCCD Program Review Data: Successful Course Completion

Select Department: TERM_ID:

COURSE:

Measure Names
■ Department Success Rate
■ Overall College Success...

successful Course Completion - Human Developmt/Human Services



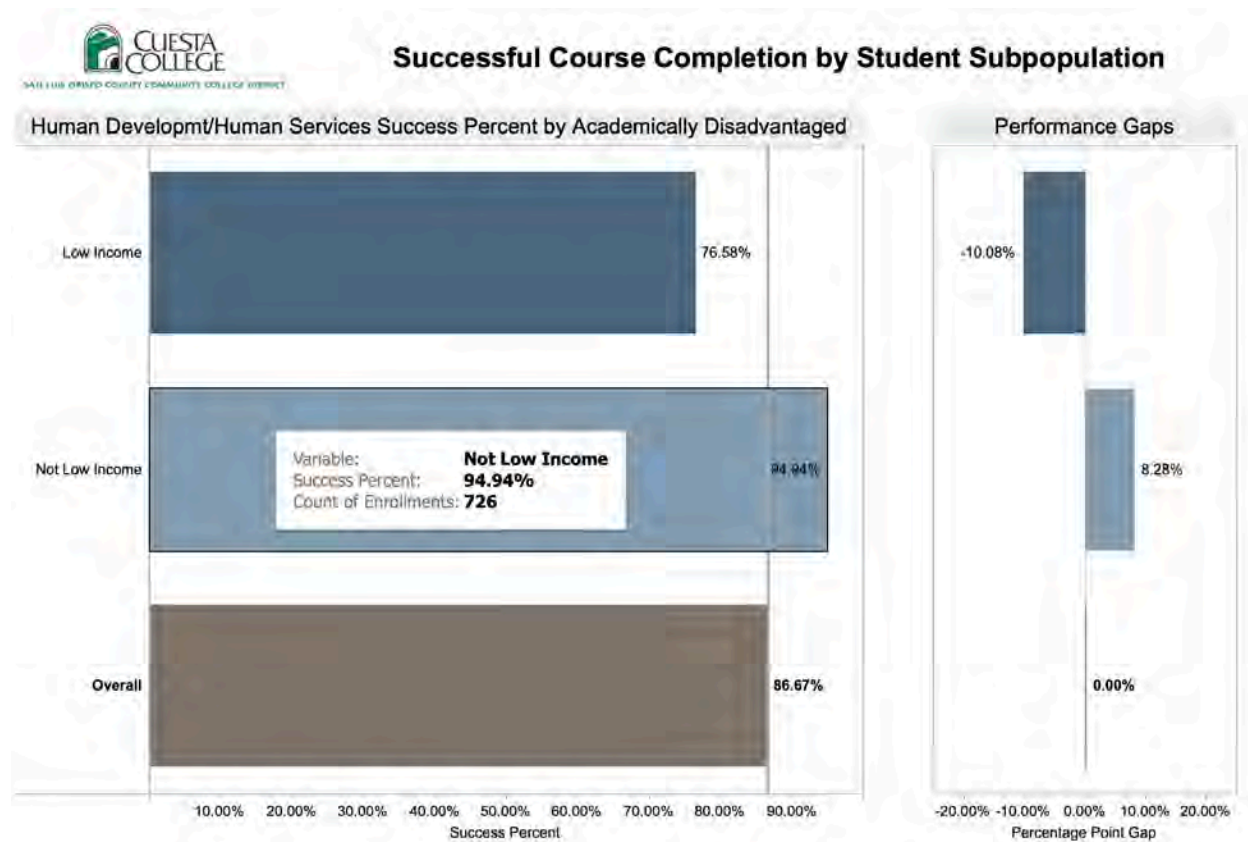
Human Developmt/Human Services Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	83.33%	80.08%	86.67%
Total Enrollments	1,183	1,196	1,35

Success: The Percentae of student enrollments resultina in a final arade of "C" or better

Observed difference between the program and the college with successful course completion is the higher percentage of completion by the program. HDHS successful course completion is 86.67%, which is 4.18% higher than the college wide rate of 82.49%. This may be a reflection of our dedicated faculty who support students academically and with general well-being by connecting with them and referring them to appropriate supplemental resources, when needed.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



Observed differences between the program and the college are the smaller performance gap for HDHS compared to college wide. HDHS performance gap for low income student is -10.08% compared to the college wide gap of -13.92%. This may be a reflection of our dedicated faculty who support students academically and with general well-being by connecting with them and referring them to appropriate supplemental resources, when needed.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes: NONE
- B. Anticipated changes in curriculum, scheduling or delivery modality:
Cuesta Campus course delivery modality has changed to all online and CMC course delivery has changed to correspondence education as a result of COVID-19.
- C. Levels, delivery or types of services:
Synchronous Zoom Lectures have been added to delivery and type of services.
CMC course delivery has changed to correspondence education.

D. Facilities changes: NONE

E. Staffing projections:

Hiring a part-time faculty member is required for the new Area F Ethnic Studies course, HDHS 230.

F. Other: NONE

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.