



## **Instructional Program Review Summary 2005 - 06**

Instructional Area: **ATMPS**

Department: **HUSE**

Discipline: **General HS, Therapeutic Recreation and Addiction Counseling**

November 28, 2005

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The goal of the Human Services program is to prepare students for employment in a broad spectrum of the social services profession. The program objectives are to provide students with knowledge in social services functions and skills necessary for workplace success.

Overview of how the program review was conducted. The program review was drafted by the chair of the Self-study team and revised by two other faculty members. The SWOT was conducted with the three full-time faculty members, one student, one adjunct faculty member and one outside member.

Summary of findings:

Progress on previous program review recommendations. The 2001 program review included 6 recommendations. Overall, progress has been made in most of the recommendations, although not all the action steps delineated were followed. The program has made progress in the last 4 years on increased collaboration with four-year universities; marketing efforts; expanded use of alternative curriculum formats; and building linkages with local agencies. The program did not, however, make progress toward influencing policy decisions concerning the minimum degree requirements of employees or expanding curriculum programs to offer new certificates or degrees.

Program strengths. HUSE is strong in the commitment and longevity of the faculty members and the diversity of the students. The programs provide the training necessary for employment and credentialing in social service professions.

Areas for improvement. The program needs access to better facilities and technology, and students need access to better college support services.

Key planning issues. The program needs to continue to advocate for college resources particularly in the area of improved facilities and equipment. Faculty members should also continue to support efforts by Student Services to enhance student resources. The program must continue to build on its strengths and support faculty members' efforts for

continued professional development, and continue outreach to community members to attract students from diverse backgrounds.

Conclusions: What are the major conclusions regarding the present state of the program?

The Human Services program is a small program that in its present state meets the needs of the students and broader community. Graduates of the program find employment, and many make successful transitions to 4-year colleges. Fluctuations in program enrollment is a function of the greater socio/political environment - as social policies change toward the poor and underserved populations, so do the demands for social service workers. The program must continuously monitor changes in the profession to ensure the curriculum matches the demands of the profession.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services
- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

1. Advocate for access to better facilities and equipment.
2. Work with other College departments to increase student access to student services.
3. Market program to broad base of consumers to continue to attract diverse student populations and to create new networks for internships and job placements.
4. Explore new areas of growth in the professional market and create curriculum to match changing work-force needs.

**SELF-STUDY TEAM PARTICIPANTS**

List the names of people who participated in the review and their association with your program.

Name Elizabeth Coccia                     ACC Faculty             Industry Representative  
 Student

Name Lynn Beaman                     ACC Faculty             Industry Representative  
 Student

Name Rick Thompson                     ACC Faculty             Industry Representative  
 Student

Name Liz Salinas                     ACC Faculty             Industry Representative   
Student

Name Kirk White                     ACC Faculty             Industry Representative   
Student

Name Elizabeth Delgato                     ACC Faculty             Industry Representative  
 Student

Name                     ACC Faculty             Industry Representative  Student

Name                     ACC Faculty             Industry Representative  Student

Name                     ACC Faculty             Industry Representative  Student

**PROGRAM DESCRIPTION**

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The purpose of the Human Services Department is to thoroughly prepare students for a variety of careers in the human services profession. The program is also designed to prepare students for the continuation of their educational goals at a four-year institution. In existence since the inception of the college, the program has worked to stay current with trends in the profession. The addiction counseling program was added in 1981 as a program sponsored by the Greater Austin Council on Alcoholism and Drug Abuse. The program started with one course taught at The Villa Caprie Hotel with 35 students. One interesting story is of the faculty member would visit the students who could not come to campus to register. He went out to see one older women who was a waitress at the old Night Hawk restaurant. She had \$63.00 in tips and the course was \$67.00. She let the instructor know that the table over in the corner looked like big tippers, and to wait for a while and she would have enough to pay for the

tuition.

Therapeutic Recreation was started as a grant-supported program. It was taught off campus at the Texas School for the Blind. It was a block time type program without credit.

Currently the Human Services program awards the following certificate and degrees: Certificate or Associate of Applied Science degrees in Human Services, with specializations in Chemical Dependency Counseling, Therapeutic Recreation, and General Human Services. (note: this IPR is not designed to address the Interpreter Preparation Program which is handled separately in the department)

There have been no major developments in our program since the last Instructional Program Review. However, since that time the State license for Addiction Counseling has changed to require an Associates Degree. This change has meant that while students may still complete the Certificate to begin work in the field, they must finish the Associates degree for licensure.

Current objectives in our program are to continue to provide knowledge, skills and attitudes necessary for employment in the human service profession.

Further deliniation of program goals and objectives will be noted throughout this document.

### **STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name Elizabeth Coccia                       ACC Faculty                       Industry Representative  
 Student

Name Lynn Beaman                       ACC Faculty                       Industry Representative  
 Student

Name Rick Thompson                       ACC Faculty                       Industry Representative  
 Student

Name Liz Salinas                       ACC Faculty                       Industry Representative  
 Student

Name Kirk White                       ACC Faculty                       Industry Representative  
 Student

Name Elizabeth Delgato                       ACC Faculty                       Industry Representative  
 Student

Name                       ACC Faculty                       Industry Representative                        
Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

The program excels in providing the educational curriculum necessary for employment in the human services profession. In particular, the curriculum fulfills the necessary requirements for professional credentialing in addiction counseling and therapeutic recreation. Students in these two specialty areas are able to find employment and apply their skills in a professional setting.

The other strengths of the program include a good learning environment, motivated students, and knowledgeable and supportive faculty and staff. Our program has longevity, both in terms of the curriculum and in faculty employment, which gives the program stability. Students in the program are generally older, with diverse backgrounds, and are motivated to succeed.

The program and faculty stability and the high caliber students combined lend themselves to creating good internship sites, with ACC students being in high demand at agencies.

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

The greatest weakness in our program is the poor quality of the facilities. There is a lack of equipment and space that hampers efforts to provide alternative learning experiences. The classroom media equipment is of poor quality and getting computers in the classroom is a challenge. Consequently, students cannot see faculty members model professional presentation, nor are they able to practice professional presentation using powerpoint, web access, or DVD presentations. Classrooms are too small for breakout sessions and faculty offices are cramped, prohibiting more than one student present in the room at the same time.

In addition to the poor facilities, students in the HUSE program need access to more student services. Students need counseling related to stress, depression and anxiety, many students are incredibly poor and need financial assistance beyond federal financial aid, and students need more remedial help with writing and math. Similarly, students in this program often come from life situations in which the student role is challenging - they lack impulse control and appropriate classroom behavior. This creates some discipline programs and additional college resources would be helpful to orient students to college life.

Lastly, because the HUSE program is traditionally low enrollment, some classes are cancelled because of high class limits. This fear of class cancellation forces the program to offer some classes only once during the year which impedes academic progress.

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

The program must take advantages of changes in the professional market. We need to explore areas of new growth, such as the criminal justice alternative

sentencing programs, Virtual College of Texas, and new state-wide emphasis on foster care and child abuse services. The program needs the help of the marketing department and professional networks to leverage new opportunities for student enrollments and job placements. Service learning, field experiences, and collaborative programs with community members are essential to staying current in the industry.

**Threats:** What are the external factors that could negatively impact your program's future?

The two greatest threats to the program are shifts in the job market that would draw students away from the low paying human service profession to other more lucrative degrees. Employers also find that with the plethora of bachelor level psychology and social work majors, it is just as easy to fill a low paying job with someone with a BA as an AAS. Building relationships with employers is essential to have them view the trained AAS Human Service graduate as preferable to the generic psychology bachelor's graduate.

The other greatest threat that could impact the program's future is the increasing number of online colleges and the competition this brings for students. There is only one proprietary school in the area of addictions, and they has created an articulation agreement with a two-year college and area 4-year universities, thereby offering their certificate students opportunities to complete the AAS or BA. (The proprietary school is not accredited by a recognized body for ACC transfer credit.)

Discuss changes from the program's previous SWOT analysis.

The strengths mentioned in the 2001 SWOT were virtually identical to those of the 2005 SWOT. Our program has a great faculty, we have a relevant curriculum, and our students are diverse.

Our weaknesses, however, has shifted from the primary concern in 2001 being a concern about the College's image to the 2005 concern about the lack of decent facilities and adequate technology (in 2001 this ranked fourth). Both years, however, ranked as second the lack of college resources - particularly counseling resources - for our students who often have significant mental health issues.

The opportunities in 2001 were changes around the state in employment and licensing trends - more state employees retiring, new requirements for the LCDC to have an associate's degree, and a growth in some community mental health programs. 2005 opportunities focused more on the new college initiatives for service learning, the growth in VCT enrollments, and the use of technology to tap into new markets.

Threats to the program have similar themes - low pay, lack of job opportunities as programs funds are cut, and the concern that the bachelor's degree will become the norm for employment.

## **ANALYSIS**

**[a] Relevance of the program to College mission and desired ends**

**Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college. Enter the program's purpose statement: The purpose of the Human Services Department is to thoroughly prepare students for a variety of careers in the human services profession. The program is also designed to prepare students for the continuation of their educational goals at a four-year institution. Human Services is an interdisciplinary department with programs that lead to the award of Certificate or Associate's of Applied Science degrees in Human Services, with specializations in Addictions Counseling, Therapeutic Recreation, and General Human Services.

The purpose statement was revised as shown below (enter the revised purpose statement):

**Intended Outcomes (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college to "ensure a quality return on the public's investment in its community college district?"

The Human Service program is well suited to support the college's mission to ensure a quality return on the public's investment in its community college district. Our program provides access to a quality education for a diverse population of students. These students in turn provide quality social services to the community upon entering the workforce. The responses to the questions below will demonstrate a match between the college's intended outcomes and the program's.

In what ways does the program encourage students to become lifelong learners?

Students in the Human Services program are encouraged during their years of study to become members of 3 important professional associations: National Human Services Organization, Texas Association of Addiction Professionals, and the Texas Recreation and Parks Society (TRAPS). Students can become members while they are in college for a reduced rate, and may attend local and regional conferences to help them network with other professionals. Lists of area meetings are posted to a departmental faculty member's website, and students in many courses are given assignments or extra credit for attending professional meetings and workshops.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

The program does not have separate entrance requirements and therefore any student is eligible to become part of the program. Students are allowed to enroll in certain introductory courses without writing skill requirements, thereby giving them the opportunity to see if the program is a good "fit". The courses do not have any additional fees (lab fees, etc), and the textbooks are within range of other college texts. Qualifying students may be eligible for financial aid, Vetern's benefits, tuition assistance from the State Department of Assistative and Rehabilitation Services, and the ACC Support Center.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

Age: According to the ACC 2004-05 Fact book, the highest percentage of student enrolled at the college are between 19-21 at 29.6%. In the Human Service program, between F00-S05, the average age range of students was from a low of 29 years old, to a high of 45.4 years old. Using the F04 department data, the median age of HUSE students was 35.6. Hence, students in HUSE are older than the average ACC student. In comparison to the general population of the service area, the median age of the region is 29.6 years (<http://austintx.areaconnect.com/statistics.htm>. ) Hence, HUSE students are above the average age compared with the service area age range.

By ethnicity:

White students: using F04 headcount demographics as the sample, the ACC service area is 57.9% white, ACC is 60.3% white, and HUSE was 59% white.

ACC service area

Black students: the ACC service area is 7.8% black, ACC 7.3% black and HUSE 16% black.

Hispanic students: the ACC service area is 29.2% Hispanic, ACC is 22.4% Hispanic, and HUSE 18% Hispanic.

Other (includes Native Americans, Asian, Pacific Islander, International and Unknown) : ACC Service area is 5.1, ACC 10%, and HUSE 5%.

Gender: ACC service area is 51.4% male, ACC is 43.7% male, and HUSE is 22.6% male.

The ACC service area is 48.5% female; ACC is 56.3% female, and HUSE is 77.4% female.

Conclusions: HUSE students are older than the average ACC student, and the average Austinite. Our program attracts primarily white and black women at rates higher than for ACC and the service area, but fewer individuals of Hispanic origin than live in the service area or attend ACC.

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

All students work with a full time faculty member to establish a degree plan in their first semester of enrollment. Students are advised every semester to ensure continued progress toward degree completion. The semester prior to the first Internship, students complete an application for Internship and their degree plan is reviewed for course completion and grade point average. Because our program is fairly small, individualized attention is the norm. Students have the 3 full-time faculty members in multiple courses, and it is easy to monitor a students progress.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

There is limited data to measure student performance against the listed benchmarks. We do know that students from the Addictions Counseling program are significantly more successful on the state Licensed Chemical Dependency exam than the average test-taker. The pass rate for the license exam is about 50%, and students who list that they received their training at ACC have about a 95% pass rate.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

Students in the Human Services program receive individual attention to help them plan their career goals. Approximately 17% of students transfer to other state public institutions. Some students (no data) transfer to area private college – in particular to Park University and St. Edwards. These two universities accept the Human Services Associate's degree, and allow students to complete their 4-year degrees in non-traditional formats. Students who opt to go into the workplace are prepared through the completion of 2 internship courses in their last year of study. During internship they are evaluated for good workplace skills, such as ability to work in groups, punctuality, acceptance of supervision, etc, as well as gaining skills in their respective specialty area, such as case management, counseling, and directing therapeutic activities. The Internship courses give the student, the faculty, and the employers the opportunity to provide further direction and advise to guide the student toward personal success.

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

The program demonstrates efficient practices through the use of the curriculum. Introductory courses all require a college reading level, thereby ensuring that all students are academically prepared to succeed. Advanced

courses require both reading and writing skills, again ensuring that students have the ability to succeed. Advanced courses also have course pre-requisites so that students have the knowledge, skills and abilities to succeed in the upper level courses.

As mentioned earlier, students must be advised by a full time faculty member. Students are not allowed to enroll in Internship I and II without departmental permission, thereby serving as a final check that students have degree plans on file and are making academic success.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process? The faculty members in Human Services are active in their professional activities and stay current within the field. Faculty members provide workshops within the community, and volunteer their expertise in a variety of settings. These faculty activities help create a stimulating environment in which the students learn. Students are invited to attend professional meetings and conferences with the faculty members, and are often given a role in hosting professional activities such as assisting with conference registration, and workshop monitoring.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

Yes

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

According to the Texas Employment Projections 2002-2012 (Texas Labor Market Review, June 2005), the top growing industry sectors in Texas are anticipated to include the health and social assistance industries. Further Texas market labor data (<http://www.tracer2.com/publication.asp?PUBLICATIONID=797>) indicates that by the year 2012 public and private hospitals, including psychiatric and substance abuse hospitals, are projected to grow by 25.5%, nursing and residential care facilities by 27.2%, and social assistance programs by 39%. Graduates of the Human Services program are ready to enter these industries and fill these projected employment needs. Students with General Human Service degrees may enter into many of the social assistance programs, and graduates with degrees in addiction counseling and therapeutic recreation are prepared to enter many health service positions at hospitals, nursing, and residential care facilities.

Describe the results of the program's most recent assessment of community need.

The program conducts information assessment of community needs through the input of Advisory Board members, information from relevant professional associations (NOSHE, TAAP, TRAPS), and from employer contacts about hiring.

This informal analysis, in addition to the data provided by the Texas Labor Market, suggests that the Human Services program is a vital component to Texas community needs. An attempt was made for two consecutive years to collect survey data from employers, however the return rate was so small as to make the data not statistically significant.

How do the program's five-year enrollment trends compare with those of the College overall?

HUSE experienced a 28% growth in enrollment compared to the 23% Applied Technologies, Multimedia and Public Service enrollment growth and the College's 13% growth. (Fall 00-2004, ACC Fact book)

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

Courses in Human Services are offered primarily at the Rio Grande campus. As of Fall 2000, certain courses began being offered through Distance Education. Enrollment drives the number of sections that are taught throughout the year: hence, some of our courses are offered only once per year. The following is the analysis of when and where courses are offered:

Fall only courses include: CMSW 1323, SCWK 1301, SCWK 1305, RECT 1342

Spring only courses include: PSYT 1394, SCWK 1391, PSYT 1345, RECT 2431

Summer only: SCWK 2331

All other courses are offered during at least one additional semester, either in a traditional classroom format or PCM.

Two courses each fall and spring semester are available in the evening.

Courses are scheduled during the daytime hours to avoid inter-departmental time conflicts so that students can take the maximum number of courses available.

On average, from F00-S05, 11 courses are taught in the morning and 3 are taught in the afternoon.

All summer courses are taught in the morning.

Two therapeutic recreation courses are available PCM and through VCT; one general human service course is available through PCM and is cross-listed with CE and VCT; and three addiction specific courses are available through PCM and cross-listed with CE and VCT. One additional general human service course is scheduled to go online Spring 06 and be cross-listed with VCT.

Fall 05 the first HUSE course was offered at the new Round Rock location with the same course scheduled again for Spring 06 although in an evening time slot.

List the number of sections taught (by location).

For the time period F00-S05, 137 sections have been taught at RGC and 44 sections have been taught telecommunication.

List the number of sections closed or canceled per course.

In S02, RECT 1341 was canceled both at RGC and PCM

In Summer 02 RECT 1301 was canceled through PCM  
In F02, SCWK 2307 was canceled at RGC  
In S04, DAAC 1391 (12-week) was cancelled through PCM and RECT 1341 was canceled through PCM.

The following were closed (full):

S01: DAAC 1319 and PSYT 1394

S02: DAAC 1307

F02: DAAC 1391

S03: DAAC 1307, PSYT 1303, PSYT 1345, PSYT 1394

F03: CMSW 1323, DAAC 1319

S04: SCWK 1321, SCWK 1391

Su04: DAAC 1319

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

The following information is from the ACC Fact Book, Fall 00- 2004.

College statistics:

White student headcount declined during these years from a high of 63.5% to a low of 60.5% - a decline of 3%

Hispanic student headcount went from a low of 20% of the total enrollment to a high of 22.5% of total enrollment, an increase of 1.9%

Black student headcount went from a low of 6.6% of the total enrollment to a high of 7.1% - a increase of 5%

Asian/Pacific Islander student headcount went from 6% of college enrollment to a low of 5.1%, a decline of 9%

Am.Indian/Alaskan Native student headcount went from .7% of enrollment to .8%

International students grew from 1.4% of enrollment to 2.4%, an increase of 1%

Other/unknown went from 1.3% of enrollment to 1.7% enrollment, a different of .4%

HUSE for the same time period:

White student headcount in F00 was 60% of total department enrollment and in F04 was 60%.

Black student headcount was 22% of department enrollment in F00 to 16% in F04, a decline of 6%

Hispanic student headcount was 15% in F00 and 17% in F04 an increase of 2%

Asian/Pacific Islander, Am Indian/Alaskan, non-resident alien and unknown all stayed consistent between 0-1% of enrollment

Conclusion: While the college saw a decline of white students and an increase in black students, the department stayed consistent with white student enrollment but declined in black student enrollment. The college and the department both saw modest increases in Hispanic student enrollment, and negligible change in the other ethnic groups.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

The program does not seem to present any barriers to students, although the students in our program come with many personal challenges. Many students have disabilities, are single parents, and are working full-time. Students do not report any programmatic difficulties - most of our courses are offered at alternative times/semester/formats to allow maximum opportunities for enrollment. The greatest challenge to students in the program is their lack of personal resources - transportation, childcare and money.

**[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Taking representative samples of the time from F00-S05, the college completion rate of courses was 68% and the HUSE department completion rate was 88% in sample year F00, and in sample year S04 the college rate was 69% and HUSE was 85%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Overall median number of graduates for the Division is 14 and for HUSE (for the same time period, 1999-00 to 2003-04) is 14.

How do withdrawal rates for courses compare to College norms?

HUSE withdrawal rates are much lower than College norms.

F00: 25% College; 8% HUSE

S01: 24% College; 14% HUSE

Su01: 15% College; 2% HUSE

F01: 23% College; 10% HUSE

S02: 24% College; 7% HUSE

Su02: 15% College; 5% HUSE

F02: 22% College; 11% HUSE

S03: 23% College; 11% HUSE

S u 03: 13% College; 4% HUSE

F03: 20% College; 15% HUSE

S04: 22% College; 9% HUSE

Su 04 : 15% College; 5% HUSE

F04: 21% College; 10% HUSE

S05 23% College; 7% HUSE

List the expected learning outcomes for the program.

By the end of the program all students are expected to learn general Human Services skills of:

Case management  
Crisis intervention  
Client referral  
Treatment Planning  
DSM IV diagnostic impression (recognize, not diagnose mental health disorders)  
Computer literacy  
Oral proficiency  
Communication proficiency  
Written proficiency  
Basic math proficiency  
Workplace skills: punctuality, professional conduct, collaborative work relationships

In addition, Therapeutic Recreation specialists are expected to learn:

Activity analysis and adaptation  
Inclusion techniques  
Leadership skills  
Program design

Finally, Addiction Specialists are expected to learn:

Substance abuse counseling  
Group facilitation  
Client and family education  
Case presentation

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The results of the program's student learning outcomes assessments indicate that students are successful in meeting the learning objectives. This is evident from the pass rate of courses as well as the pass rate of state licensing and certification exams. Students also "pass" their internships, i.e., it is extremely rare for a student to be asked to leave an internship site and most students are scored very favorably on exit criteria at the end of the internship placement.

### **[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The Advisory Board is helpful in ensuring the academic standards of the department meet area workplace standards. As members of NOHS, TCBAP and TRAOS, the academic standards are also regularly compared to national and state workplace standards.

As there are only 3 full-time faculty members, consistency within the department is maintained with regular discussions of course content. Any course that is a "shared" course, i.e., taught one semester by one faculty and the alternate semester by another faculty, is reviewed to ensure the course content is consistent. The same textbooks are used for courses taught in multiple semesters by varying faculty members.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

As stated above, the curriculum is reviewed by the Advisory Board, and is also compared to state and national standards. Additionally, the Addiction program has been compared to other community colleges in Texas for course content and textbook selection. All reviews have demonstrated that the program is on par with other colleges and meet all standards.

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

The library has an excellent supply of books and videos available for instructor and student use. The librarian assigned to HUSE is very responsive to departmental requests, and also regularly seeks out advise on what materials to add to the collection. Yearly reviews of books also culls out those that are out-dated. The library also has a link on the library website that guide students to good web resources for the subject matter.

Individual faculty members also have collections of books and videos purchased through their own funds that are used in the classroom. Resources are also received from state and national organizations, such as SAMSHA to supplement the instructional materials.

Evaluate the extent to which technology impacts the mode of instruction,

including the number of courses and sections taught via distance learning.

Human services is still a fairly low tech industry. Beyond the typical use of videos in the classroom, there is little technology required for instruction.

Students are given web-based assignments, and are introduced to industry standard software, but even those are very basic (power-point, MS Word).

Distance learning courses are growing in the department. As stated in previous sections in this document, there are currently 6 courses(one section per course) taught via PCM, with another slated to start in January 06.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

HUSE is designed to give students work-place skills so the instructional methodology is based on active-learning. Each course incorporates critical thinking, case studies, role plays and simulations, and group problem-solving. Assignments are designed to give students practice in work-based elements such as performing the experiential tasks often given to clients (example: students in Addicted Family Intervention must complete a family genogram, a common assignment in working with families). Our program is weighted toward applied learning and less focused on the theoretical basis of the human services profession.

List below the current discipline-specific courses within the program and the date of the latest review.

CoursePSYT 1303	Date of Last Review
CourseSCWK 1321	Date of Last Review
CoursePSYT 2339	Date of Last Review
CourseCMSW 1323	Date of Last Review.
CourseDAAC 1307	
DAAC 1319	
DAAC 1391	
PSYT 1345	
PSYT 1394	
PSYT 2339	
RECT 1301	
RECT 1341	
RECT 1342	
RECT 2431	
SCWK 1301	
SCWK 1305	
SCWK 1391	
SCWK 2331	
SCWK 2486/2487	Date of Last Review

All courses listed above were last reviewed at the FY02 Advisory Board meeting

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

Follow the directions below to complete the SACS *Roster of Instructional Staff*.

Column One: Provide the name of the faculty member and indicate full or part time status.

Column Two: List, from the ACC Catalog, the course prefix, course number, and course title of all credit courses taught. If appropriate for establishing the relationship between the course and the faculty member's qualifications, provide the course description as well. Indicate whether the courses are Transfer (T) or Non-Transfer (N).

Column Three: List each academic degree earned by the faculty member, and indicate the discipline (concentration or major) of each degree; the institution which awarded the

degree; and the total number of graduate semester hours earned in each discipline in which courses have been (or will be) taught.

Column Four: Specify qualifications such as diplomas or certificates earned (with field indicated), related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements (such as publications or papers presented) that contribute to effective teaching and student learning outcomes. Make clear the relationship between these qualifications and the content of the courses assigned to the faculty member.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Rick Thompson, FT	PSYT 1394 Counseling skills and issues PSYT 2339 Counseling theories SCWK 1301 Adolescent life cycle SCWK 1305 Group work intervention SCWK 1321 Orientation to social services SCWK 391 Ethical issues SCWK 2331 Abnormal Behavior SCWK 2486/2487 Internship I and II	PhD Psychology; MS Psychology; MEd. Counseling	Licensed psychologist; LPC; LMFT; private therapist with specialization in adolescent and family counseling; member of Austin Psychoanalytic Society; frequent conference speaker on ethics and psychiatric disorders; continuous excellent teaching evaluations
Liz Coccia FT	DAAC 1307 Addicted Family Intervention; DAAC 1319 Intro to alcohol and other addictions; DAAC 1391 Special topics in substance abuse counseling; PSYT 2339 Counseling theories; SCWK 1321 Orientation to social services	Ed.D - Adult education; MS Counseling and Psychological services with specialization in Human Services (36 hours)	LCDC; Board member Texas Certification Board of Addiction Counselors; past president Austin Chapter Texas Association of Addiction Professionals; volunteer in multiple settings for general social services and addiction counseling; regular

			presenter in the community on addiction issues; continous excellent teaching evaluations
Lynn Beaman FT	CMSW 1323 The exceptional person; PSYT 1345 Principles of Behavior Management and Modification; SCWK 2486/2487	PhD Recreation Administration MS Recreation Administration with concentration in therapeutic recreation BA Psychology	Certified therapeutic recreation specialist; Therapeutic recreation specialist, Texas; Texas Certification Board member and committeee chair; Consortium of Therapeutic Recreation Activity Director Certification; continous excellent reaching evaluations
Wayne Wentworth PT	PSYT 1303 Dynamics of Human Relations	MA Counseling. Psychology	LPC; private therapist; excellent teaching evaluations
Liz Salinas, PT	RECT 1301, Intro to TR; RECT 1341/1342 Therapeutic Recreation Leadership I and II	MS Special Education BA Therapeutic recreation	Certified Therapeutic recreation specialist; Therapeutic recreation specialist, Texas. Excellent teaching evaluations

What is the ethnic diversity of the faculty?

None, all faculty members in the department (outside of the Interpreter Preparation program) are White.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

Faculty members continue to maintain their professional certification and licenses.

What recognition has been given to faculty within the last year?

Rick and Liz were recipients of an Instructional Technology Innovation Grant. Lynn was elected to the Board of Therapeutic Consortium for Therapeutic Recreation Activity Director Certification.

Describe professional development activities in which program faculty participate. All full-time faculty have participated in Blackboard training. Two faculty members have received Innovation Grants through the College for 3 years in a row. One faculty member has participated in the Summer Technology Institute. Outside of the college-sponsored trainings, all faculty members participate in subject area professional activities to maintain professional licenses and certifications.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

100%, 5

Describe the types of discipline-related professional development activities offered.

Faculty members are regularly offering discipline-related professional workshops to the community. Rick and Liz give an average of 3 Ethics workshops per year to area agencies. Rick provides free consultation to an area child guidance center on a weekly basis. volunteers for the SIMs foundation, and for the Capital Area Mental Health Association. He also presents at area conferences on the topic of abnormal psychology. Liz is on the ACC Speaker's Bureau list and gives 1-2 workshops at area churches or schools on the topic of addiction. She also serves on the Texas Certification Board of Addiction Professionals; is a proctor for the State licensing exam; and is a Trainer for the Addiction Technology Transfer Center (a subsidiary of SAMSHA). Lynn presented at 1-2 local and statewide professional conferences.

What percent of sections do full-time faculty teach?

Of the 16 courses in our program, 5 are taught regularly by adjunct faculty members (3% of courses taught by adjuncts, 93% taught by full-time faculty members)

What percent of contact hours do full-time faculty teach?

70-75%

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Classes within the Human Services program include the use of web-based instruction. Students are required to use the Internet for research, and some courses incorporate the use of Blackboard for posting grades and providing

course materials. Individual instructors have websites which students use to find lecture notes and announcements.

In addition to technology, students have alternative modes of instruction through the use of required agency visits and service learning assignments. Instructional components are designed for students to learn more about the human service profession through hands-on activities.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes       No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

The overall adequacy of resources for effective program delivery and outcomes is fair-to-good. As noted in the SWOT, the program needs better facilities, particularly appropriately sized classrooms to carry out experiential activities and meeting space to conduct small group interactions with students and members of the community. Additionally, while technology is not a significant need in the field, the classrooms lack adequate equipment to demonstrate software (such as powerpoint) and view websites useful for instructional purposes. Human resources are sufficient for the program.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

There are 3 full-time faculty and 2 part-time faculty within the department. One course, Dynamics of Human Relations is typically taught by an adjunct faculty member to allow students to reveal the personal content covered in the course without having to share this information with a full-time faculty member. The other 3 courses taught by an adjunct faculty are the Therapeutic Recreation courses. As the faculty member who is certified in this area serves as the department chair and assistant dean, the department hires an adjunct faculty to teach courses in this specialty area.

How up-to-date is the equipment used by the program? The program uses equipment supplied by the College for general media and technology use. The equipment available for classroom use may be up-to-date, but it is scarce - competition for media carts during the day is very high. Few classrooms have DVD players.

Identify possibilities for improving the efficiency of the program's use of resources.

Ideally, each classroom would have built-in media equipment to allow faculty members to show web sites, give powerpoint presentations, and play either VHS or DVD programs. There is no room for improving efficiency if the equipment is simply not available.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

The only competition in the service area for similar programs is the proprietary college called the Institute of Chemical Dependency Studies. This "college" offers the 270-hour education and 300 hour practicum requirements to begin the LCDC licensing process. They cannot, however, offer the require 2-year Associate's degree needed for the LCDC. The cost of the 270 hours/300 hour practicum is \$2650. The comparable number of hours at ACC would cost an in-district student (24 credit hours) is \$1312 and an out-of-district student is \$2784. The ICDS offers a 10-week day program and a 6-month night program. They do not provide public information about performance results or enrollments.

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

For FY2003, the major source of revenue for this program is the college – state funding and tuition revenue. 1% of revenue comes from sale of videotapes produced by faculty in Interpreter Preparation. :

Compare program costs to those of other ACC programs.

In comparison to ther ACC programs, Human Services is a low-cost program. We do not have any expensive equipment requirements, there are few travel costs, and there is a miminal overload or adjunct faculty salaries. The ACC FY04 Program Revenues vs Expenses analysis shows HUSE as having a cost surplus compared to other programs in the discipline (such as Child development, Fire Protection; Automotive) that have a deficit.

Compare the program's actual expenditures to the approved program budget for the previous two years.

Total direct expenses for the program (and this figure includes Interpreter preparation) was \$480,314, and program revenue was \$684,201. The program had a surplus of \$203,887, or 28%. This surplus percentage meets the average surplus percentage of all college programs.

For FY2004, the program revenue was 714,923 and expenses was 556,408, giving the program a surplus of 158,515 or 22.2% in comparison to the college surplus of 23%.

In FY04 the total program budget was 574,693. Expenditures were: 556,408  
In FY05 total program budget was 690,424. Expenditures were 612,364.

### **TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

We are not accredited by any outside agency. The only accrediting bodies for the program as the same as those of the college - THECB and SACS

When was the most recent program revision?

Academic year 2003-04 incorporated program revisions.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

We do not have data available to show the number of declared majors who intend to complete the program in comparison to graduation rates. Some students, particularly those in the Addictions concentration are only intending to complete the minimum requirements to become state-approved counselor interns (8 courses) or to re-take the state licensing exam (6 courses).

Average number of semesters it takes for students to gain degree/credential.

Of those students who completed the degree, it took an average of 6 semesters for the AAS, and 4 semesters for the certificate.

Number of graduates within the last three years

60 students graduated, but this number does not distinguish among the types of degrees awarded (includes interpreting students).

Demographics of graduates

The demographics of the graduates appears to match those of the program participants.

Percent of graduates who are employed within one year of graduation.

Informal contact with graduates indicate that all those choosing to be employed are employed within one year of graduation.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Informal reports from graduates indicate they are successful on the job. Graduates often work at agencies which serve as internship sites so the faculty members will often see the graduates while visiting the agencies. Starting salaries are generally between \$21,000- \$23,000.

Percent of employers indicating satisfaction with graduates.

Employer satisfaction surveys had a very low return rate making the data statistically insignificant. However, as these employers are often the same individuals as supervise students interns, informal reports indicate that graduates are successful in the workplace.

Discuss the most recent results of Focus Group or internal survey of employers. Surveys were sent to employers in 2002 and 2003 but the returns were minimal. No focus groups have been conducted.

Number of employers indicating need for more graduates

There are on average 3-4 employers who indicate a need for more graduates in the area. The prison system is probably the largest employer of students graduating with specialization in Addiction Counseling, and they have a regular need for employees. Locally, there are 2 prison who hire our students. Another agency, an outpatient alcohol/drug program, also has a high demand for addiction counselors. State licensing requirements for addiction counselors restrict employment to only those state-approved training sites for the first two years, hence our Addictions students tend to be clustered at those agencies. General human service students have many more opportunities for employment, but these students also have a higher transfer rate to area universities.

Provide evidence of SCANS competency integration into course syllabi and programs.

SCANS are not integrated in individual course syllabi. They are maintained in table format kept in the departmental office.

How often does the program's advisory committee meet to discuss curriculum issues?

Once/year

When and where are advisory committee minutes maintained and posted?

Following each meeting, the minutes are posted to the ACC website:  
<http://accweb.austincc.edu/minutes/hsrachpg.htm>

Evidence of recent review of curriculum by external advisory committee.

The 2002 Advisory Board minutes state that the curriculum was reviewed.

Advisory committee validation of entry level skills

The Advisory board minutes of 2002 and 2003 indicate discussion took place regarding entry level employment skills. No indication of this topic is present in the 2004 minutes.

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

Number of articulation agreements with universities and colleges

██████████

Number of courses that transfer

██████████

Number of student complaints about problems with course transfer

██████████

Discuss the results of the most recent Survey/focus group of transfer institutions.

██████████

Discuss data from transfer institutions if available.

██████████

Number of students transferring successfully.

██████████

## CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The Human Services department provides a vital resource to students and the community at large by offering relevant curriculum in preparation for employment in the social services profession.

## PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

1. Advocate for access to better facilities and equipment.
2. Work with other College departments to increase student access to student services.
3. Market program to broad base of consumers to continue to attract diverse student populations and to create new networks for internships and job placements.
4. Explore new areas of growth in the professional market and create curriculum to match changing work-force needs.

## ADDITIONAL COMMENTS



## APPENDIX

List all documents that you used in your report:

ACC Fact Book

IPR Review Notebook

<http://austintex.areaconnect.com/statistics.htm>

<http://www.tracer2.com/publications.asp?PUBLICATIONID=797>

When you have completed this report, send it via e-mail to the Coordinator for Institutional Planning and Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.