

Comprehensive Instructional Program Review Self-Study

OVERVIEW OF PROGRAM REVIEW

The Comprehensive Instructional Program Review Self-Study (CIPR), conducted every six years, is a structured opportunity to gather, analyze, and reflect on data related to individual programs or program groupings within Academic Clusters or Areas of Study. The primary purpose of the CIPR is to support continuous improvement by evaluating the overall health of a program and identifying meaningful, actionable recommendations.

In the years between CIPRs, departments engage in Annual Planning, which informs and is summarized within the Self-Study. This process aligns with the College's five-year planning model, ensuring that short-term goals and long-term strategies are integrated.

At the conclusion of each CIPR cycle, the final report is posted to the Program Review Committee (PRC) webpage and shared with the College Council. All instructional programs, whether standalone or part of a defined grouping, are required to participate. Career and Technical Education (CTE) programs with separate accreditation processes may coordinate with their dean to streamline overlapping requirements. Additionally, biennial CTE Mini-Reviews are incorporated into the CIPR.

The PRC acknowledges that the CIPR is a more in-depth and time-intensive process than the previous two-year reviews. We deeply appreciate the contributions of all faculty and staff involved, especially those serving on the Gold, Silver, and Green Teams, who help ensure each report is thorough and meaningful. Thank you for your dedication to this important work!

HOW ARE PROGRAMS SELECTED FOR REVIEW

The PRC maintains a master schedule of all programs, Academic Clusters, and Areas of Study, including a multi-year forecast of planned review cycles. Each year, the committee collaborates with Division Deans to update this schedule and determine which programs will participate in the upcoming cycle. Teams are formed in early fall, and timelines for the year-long review process are distributed.

Each fall, Comprehensive Program Review Evaluation Teams are assembled and include:

- **Gold Team** – Writing Team
- **Silver Team** – Draft Review Team
- **Green Team** – Final Evaluation Team

Important timelines and resources are available on the *Planning Support Canvas* page and in the *Program Review Handbook*, which is posted on the PRC webpage.

ABOUT THIS SELF-STUDY

Before starting your current CIPR, you will complete a brief reflection on outcomes from prior planning efforts. The CIPR is organized into five required sections, varying in depth. We recommend reviewing all sections in advance to understand the scope and how each part connects. Notably, each section's analysis should inform and lead into Section 5 (Summary and Future Plans), which synthesizes your findings and outlines future goals.

The five sections are:

1. Mission and Learning Outcomes
2. Instructional Practices
3. Program Data Analysis
4. Curriculum
5. Summary and Future Plans

Program(s) Under Review

DRAFT submission and date: *Click or tap here to enter text.*

FINAL submission and date: *Click or tap here to enter text.*

Check the option that applies to this CIPR:

- This Self-Study considers a single degree or certificate.

Enter the name of the degree or certificate:

AS 1225 Human Services

- This Self-Study considers multiple degrees and/or certificates organized by Areas of Study or Academic Cluster.

List Name of Areas of Study or Academic Cluster:

Click or tap here to enter text.

List each degree or certificate associated with the Areas of Study or Academic Cluster:

Click or tap here to enter text.

Please note: *In some sections of the Self-Study it may be appropriate to report on individual program outcomes rather than academic cluster outcomes, such as PLOs that are distinct vs shared.*

Background Information

PRIOR PROGRAM REVIEW and ANNUAL (formerly Area Plan) PLAN REFLECTION

Last Program Review Term and Year: 2019

1. Revisit the goals from your *last* program review and annual plans. Briefly identify which goals have been achieved, which are in progress, and what evidence demonstrates impact? List any resources your program received to support student learning improvements.

Several goals have been achieved since the last Program Review 6 years ago. There is now advertising for the Human Services degree program with brochures. In addition, the Case Management certificates have been developed and are stackable. These have been developed to help students work in the community. In addition, I have met with Kate Ashbey a few times to discuss the SLOs in each course and how we might measure these through Canvas. Ultimately, I think more could be done to improve the success rate of our students. I think this success rate will improve as I work with the part-time faculty more consistently and frequently. I have worked with the PACE office and attempted to work more effectively with students to help them succeed in the Human Services courses. I have also worked to refer students in need of support to the Wellness Center (Nicole Smith). I do believe that students in the field of Human Service generally have more traumas than the average student here at Shasta College because many of them are going into this field because of their past interactions with Human Service professionals. As a major, I believe that we need to consider ways to support students suffering from traumas and working through stressful situations during the semester. Camilla Delsid also shares similar views about our students,

"I would like to see a stronger bridge between classroom content and community practice. More time for dialogue, reflection, and skill-building — less focus on traditional grading logistics. Allowing credit for experience and prior learning. Measuring learning flexibly and not tied to a specific rubric. And perhaps a deeper emphasis on self-care and boundaries for students entering helping professions."

In summary, one major concern that I have for the future is providing students that are experiencing life changes and stress support outside of class so they can succeed at higher rates in these courses. This is reflected in a lower success and retention rate overall compared to Shasta College at-large. Some evidence suggests that this major is increasing in impact. For example, there have been 48 graduates that have obtained this degree in the last 5 years. That is up from the last program review in 2019 where there were only 20 graduates in this major from 2015 to 2020. In addition, I still need to develop the ADT part of this program. Currently I have set up HuSv 95A and 95B as the capstone class for the ADT in Human Services. I plan to complete the ADT by Spring 2026.

(CTE programs may wish to include references to any external accrediting or regulatory agencies).

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Current Comprehensive Instructional Program Review

We engage in this process with the ultimate goals of enhancing program effectiveness and

advancing student success and achievement. Completing the Comprehensive Instructional Program Review should be a collaborative effort, involving input from a broad range of stakeholders. Additional guidance on team roles and responsibilities is available in the *Comprehensive Instructional Program Review Handbook* and on the *Planning Support Canvas* page.

Year of Current Review: 25-26

List Gold Team Member(s): Wade Stewart, Jeanne Veich, Kate Ashbey

List Silver Team Captain: *Click or tap here to enter text.*

List Green Team Captain: *Click or tap here to enter text.*

1. MISSION AND LEARNING OUTCOMES

1. *Alignment with Mission: Describe how the program contributes to the [Shasta College mission](#). Include discussion of some of the program's successes and benefits to the students and/or community (ACCJC Eligibility Requirement 6, Accreditation Standard 1.1, 1.5, 2.9).*

Shasta College Mission Theme Mission Statement Focus Aligned Program Learning Outcomes (PLOs) Alignment Summary Empowering Students & Strengthening Diverse Communities “Empowers students and strengthens the diverse communities we serve.” **PLO 1:** Identify the impact of context (historical, cultural, societal, familial) on human development.

PLO 2: Integrate perspectives of continuity, change, and resiliency. Students analyze diversity and context to understand the complex systems influencing individuals and families. This promotes inclusive perspectives and prepares graduates to strengthen and advocate for diverse communities. **Teaching-Centered & Committed to Student Success** “As a teaching-centered institution, we are committed to student success in the classroom and beyond.” **PLO 3:** Apply systems perspectives in analysis.

PLO 4: Reflect critical awareness of current issues and valid scientific research. Encourage critical thinking, problem-solving, and application of evidence-based practice—skills that ensure academic success and lifelong learning beyond the classroom. **Fostering Belonging & Thriving for All Students** “We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive.” **PLO 5:** Create an action plan reflecting personal and interpersonal effectiveness.

PLO 6: Differentiate between personal values and professional ethics. Builds self-awareness, empathy, and ethical integrity—cultivating a sense of belonging and readiness to support others across diverse settings. **Career-Oriented & Community Engagement** “Through quality instruction and compassionate support, we offer career-oriented programs and transfer degrees to prepare students for meaningful professions and active engagement with our communities.”

PLO 7: Complete a semester of guided, practical experience integrating classroom and professional training. Directly connects coursework to career preparation, giving students real-world skills and community engagement experiences that align with the College's mission of applied, compassionate education.

Program's successes and benefits to the students and/or community:

- Students transferring to Chico State.
- Hill Country is interested in the case management certificate.
- Large need in the tri county area
- Adverse Childhood Experiences Studies
- Therapy-4-month waitlist for families
- The need is high at many different levels.
- The job attainment is high.

2. *Describe any current or recent challenges that might hinder students in the program from reaching their goals.*

The Work Experience requirement is a barrier and should be optional. Too many GE classes are required for the major. We don't need to require math, for example. Students and faculty say they want more face-to-face classes. There are not enough faculty to teach more face-to-face classes.

3. *List each [PLO](#) and write a brief narrative summary analysis discussing outcomes for*

each of them. If not assessing PLO's at the time of this report writing, list each PLO and attach your plan and timeline to complete assessments (Accreditation Standard 2.2, 2.9):

- *Assessment results should include overall success rate on assessment, and as appropriate, provide outcomes achievement data by mode of delivery by courses. Multiple years of data should be used when available.*

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this degree, the student should be able to:

1. Identify the impact of the context (historical, cultural, societal, and/or familial) on individuals as they develop, as well as the reciprocal influences, and apply this understanding when analyzing human behavior.
2. Integrate the perspectives of continuity and change, multidirectional pathways, and resiliency when evaluating the process of personal and interpersonal development throughout the lifespan.
3. Identify crucial elements of various systems perspectives and apply these concepts in the analysis of specific situations.
4. Reflect a critical awareness of current issues and valid scientific research in the field of Family Studies/Human Services.
5. Create a comprehensive action plan that reflects both personal and interpersonal effectiveness within the physical, mental, financial and psychosocial domains.
6. Differentiate between personal values and professional guidelines/ethics established within the field of Human Services.
7. Complete at least one semester of guided, practical experience in the workplace that integrates classroom experience with professional training.

No PLOs are being directly assessed at this time. Faculty are collaborating on the Curriculum Map to align PLOs to SLOs in core HUSV coursework. The plan is to complete the Curriculum Map with help from a coach on the Student Learning Outcomes Committee. There is only one full-time faculty member in HUSV, so gathering input from part-time faculty takes time. The goal is to incorporate a PLO assessment system for graduating students by 2032.

Timeline for PLO Assessment:

- 2026-27: Complete Curriculum Map (align SLOs to PLOs)
- 2027-28: Complete Assessment Map (coordinate SLOs assessments)
- 2027-28: Complete PLO assessment for graduating students
- 2028-32: Track PLO outcomes
- 2032-33: Program Review and reporting

2. INSTRUCTIONAL PRACTICES

1. *In this section, work on deliberative discussions with varied stakeholders and partners. Describe how your program promotes students' sense of belonging, connection, and engagement? (examples: outside learning experiences, project celebrations, and clubs) (Accreditation Standard 2.8)*

Human Services AS at Shasta College attempts to help students connect with one another and with those in the community. Several courses in this major offer students opportunities to volunteer in the community and interact with individuals providing human service programs. For example, in Human Services 70 one of the assignments asks the students to work as a volunteer in the community for 10 hours. As part of HuSv 70, I have various professionals come in to present in front of my class so that students have an opportunity to connect with professionals in the community and get questions answered. In addition, Human Services 94 provides opportunities for students to work in the community alongside other human service workers and leaders. I have considered starting up the Social Work club again. This is a club on campus that was made up of students who wanted to give back to the community through service and community engagement. It lost steam during Covid and has not been reorganized since then.

Camilla Delsid reported that in her classes,

"I think of students who overcame personal obstacles — housing insecurity, caregiving, anxiety — yet completed their degrees or transferred to a four-year university. Or when a student says, I used what we talked about in class at my job this week, I never thought about that in THIS way. Those moments are quiet but powerful confirmations of impact and learning."

Camilla also discusses some of the challenges that the students experience at Shasta College.

"Balancing compassion with accountability. Many students juggle so much — jobs, families, trauma histories — that structure and flexibility are both needed. Also, digital fatigue and inconsistent writing skills can make academic expectations feel intimidating. Maintaining engagement online formats can also be tough because students often don't like to interact meaningfully with others and they offer, sometimes, BS, just to have fulfilled the requirement. The increase in EOPS students has also been both rewarding and challenging. True to the spirit of learning, it requires additional time, attention, and energy to ensure they have a positive and empowering educational experience."

2. *Explain how collaboration between this program and academic support and student services takes place (Accreditation Standard 2.7, 2.8).*

The courses in Human Services works effectively with the PACE office to help students succeed in these courses. We attempt to focus on the students holistically. We will often refer students to the Wellness Center where they can get support from Nicole Smith. We have also tried to send out progress reports when possible. We also refer students at times to the tutoring center.

3. *Describe institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2).*

We are one of 10 programs at Shasta College to have our courses set up in the Accelerated College program format, thereby offering more flexibility and routes to students in our community. The certificates offered in this program were also created based on collaborations with community partners. Recently I have collaborated with Joanne Tippin in developing the Youth Wellness Coaching specialization in Human Services. As part of this collaboration, Joanne wrote a grant, and we were approved to be an HCAI-Designated Education Program. This means that students who take the Youth Wellness Coach pathway in Human Services can work in the field as certified wellness coaches. These wellness coaches' hours can currently be reimbursed through Medi-Cal which will increase the need for these workers in our community and California at-large. I interact with members of the community through an advisory board, and they help me know what direction to take the current degree programs.

4. *Describe collaboration between full-time, part-time faculty, and dual enrollment partners that promote student achievement and learning within the program.*

I reach out to part-time faculty every semester to discuss how their classes are going. Part of these discussions review current challenges and successes in the classes the part-timers are teaching. In addition, we discuss students in the courses that might be having difficulty. Jeanne Veich who serves as program coordinator in our area recommended that our faculty attend the Early Childhood Education Faculty Fundamentals trainings to discuss how to engage students more effectively. Jeanne has invited the part-timers to attend this meeting during the semester. In the future, I think it might be best to meet all together as faculty once a month to train and discuss some of the issues we are having in Human Services.

5. *When multiple sections of the same courses are taught in varied modalities (e.g., online, hybrid, f2f) and by different instructors, explain the processes and strategies used to establish and maintain academic standards and consistency.*

All part time faculty use the course of record to provide content to the courses they teach and we all use the same student learning outcomes. We have also discussed our syllabuses and content of the courses. When a new part timer begins to teach their course, I share my Canvas course with them to ensure consistency across classes. I have conversations with the part-time faculty about their courses each semester. I also have personally reviewed the part-time faculty courses when they come up for review based on the policies outlined by Shasta College. As part of this review, I have provided them with feedback, and we discussed successes and challenges as part of the review process.

6. *Describe how faculty ensure online courses are accessible (ex., Accessibility Check, and universal design) and maintain regular and substantive interaction with students in their online classes to promote engagement and learning. (ACCJC Distance Education Policy, Standard 2.6)*

We have attempted to help students get the accommodations that they need to succeed. In addition, we have attempted to make our online courses accessible. Regarding the regular and substantive interactions, I work to accomplish this with my classes. I have reviewed the other faculty's classes as required by Shasta College current policies. Here is what the part-time faculty in this area have reported doing in their classes. Camilla Delsid: In my online courses, accessibility is ensured through clearly structured weekly modules, detailed

written instructions, consistent due dates, screen-reader–friendly materials, captioned media when used, and multiple formats for engagement. I maintain regular and substantive interaction through weekly announcements, required discussion posts grounded in the textbook with proper citations, detailed and individualized responses to student posts, grading summaries, and consistent feedback within 48–72 hours. I also hold virtual office hours, invite students to drop by when I am on Campus, proactively check in with students regarding their progress and well-being where they have to respond to me, and regularly refer students to Shasta College support services as needed. I also share all materials that are of student interest in Announcements. One ongoing challenge is ensuring equitable assessment practices for PACE students while maintaining academic standards, as differentiated evaluation requires additional faculty time and careful balancing of rigor and access; when a large number of students require modified evaluation, it can affect overall class dynamics and academic depth of peer interaction.

Vaness Banda: I design my courses to be accessible by providing clear instructions, organized modules, and materials in multiple formats to support diverse learning needs. Accessibility is intentionally built into the course structure so all students can fully engage. To maintain interaction online, I upload instructor videos so students can connect with me personally, encourage weekly gratitude check-ins to build community, offer Zoom office hours for real-time support, and post weekly announcements to ensure consistent communication.

3. PROGRAM DATA ANALYSIS (Standard 1.3)

Relevant data is found on the [Institutional Research Intranet page](#) within the “Instructional Program Review” folder. Strong narrative responses will reflect a clear understanding of the data and identified trends. When discussing contributing factors, focus on those within the department’s sphere of influence—such as pedagogy, curriculum design, instructional modality, course location, short-term or late-start offerings, and alignment with general education requirements.

Proposed strategies and interventions should be data-informed, actionable at the department level, and accompanied by measurable outcomes. They should also include realistic short-term timelines and align with broader, aspirational goals. These goals should be clearly articulated in Section 5 (Summary and Future Plans).

Program Completion (*Dashboard Tabs: Awards, Award Demographics, Time to Degree*) (*Accreditation Standard 2.5*): Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should be reflected in Section 5.**

1. *Review the number of degrees and/or certificates awarded. If fewer than 10 were conferred for any award, identify possible factors contributing to the low number. Describe any planned actions the program will take to improve completion and increase the number of graduates. If an individual award has had fewer than 10 completers*

annually for each of the past five years, discuss the potential for program discontinuance with your area dean and summarize the outcome of that discussion in your response. (Accreditation Standard 1.3)

'Awards'[DEG]	ACPG_TITLE	'Award'	Count
AA/AS	As Human Services	2020-21	9
AA/AS	As Human Services	2021-22	7
AA/AS	As Human Services	2022-23	10
AA/AS	As Human Services	2023-24	13
AA/AS	As Human Services	2024-25	9

This program often has fewer than 10 completers. Possible factors include:

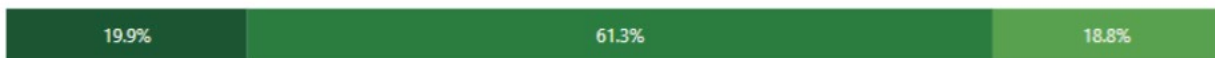
- This is a relatively new program and is still building in popularity and interest
- The degree broadly applies to entry-level jobs in the sector, but the industry doesn't require it
- 2023-24 was an outlier because there was a big push for "degrees when due"
- Planned actions to increase enrollment are described in section 5

Equity: Does the program's award distribution reflect Shasta College's student population? Which groups are over or under-represented? What will the department do to improve the equity of the awards conferred? (Accreditation Standard 1.3)

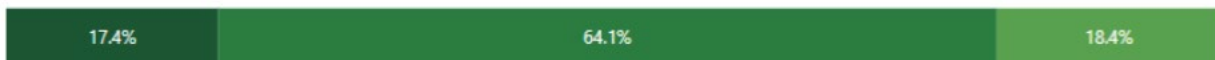
COLLEGE VS AWARD DEMOGRAPHIC

● Hispanic ● White ● Other

College Demographic



Award Demographic

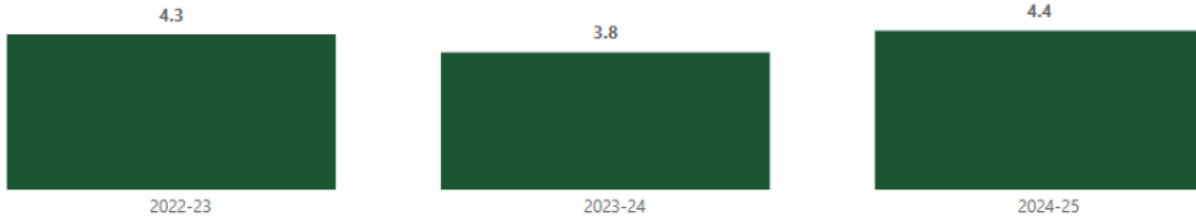


AS Human Services students are broadly representative of the Shasta College overall student body.

2. Is the median time to a degree within a three-year window? If so, what do you contribute to timely completion? If not, what factors within the program's control can help improve median time to completion (e.g., rotation schedule for required courses, identifying and reducing bottlenecks, limiting the number of excess units)? (Accreditation Standard 2.5)

All	2022-23				2023-24				2024-25			
	HC	TTD	Att	Earn	HC	TTD	Att	Earn	HC	TTD	Att	Earn
	6	4.3	79.1	76.8	7	3.8	76.0	76.0	2	4.4	80.0	80.0

Time to Degree (TTD) in Years for FIRST Degree: All



Time to degree is closer to 4 years (80 Units). Possible explanations include:

- Students often take time deciding on a degree pathway
- The system punishes students for taking courses that don't "count"
- When students switch from one major to another, they lose progress toward a degree

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Enrollments (*Dashboard Tab: Enrollments and Demographics*)

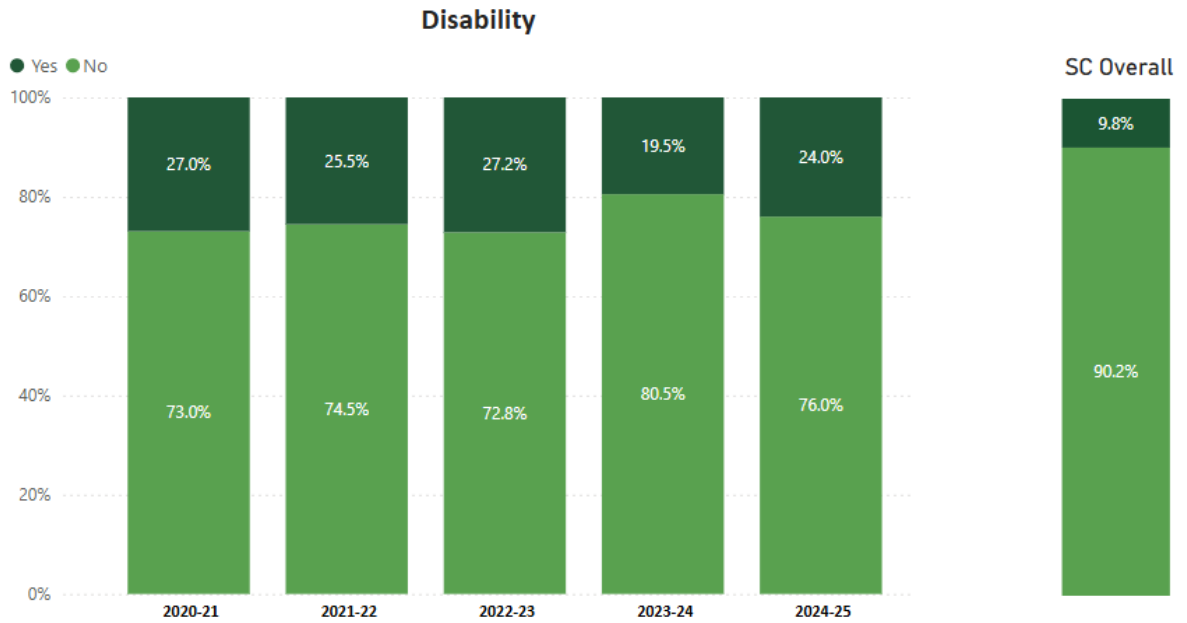
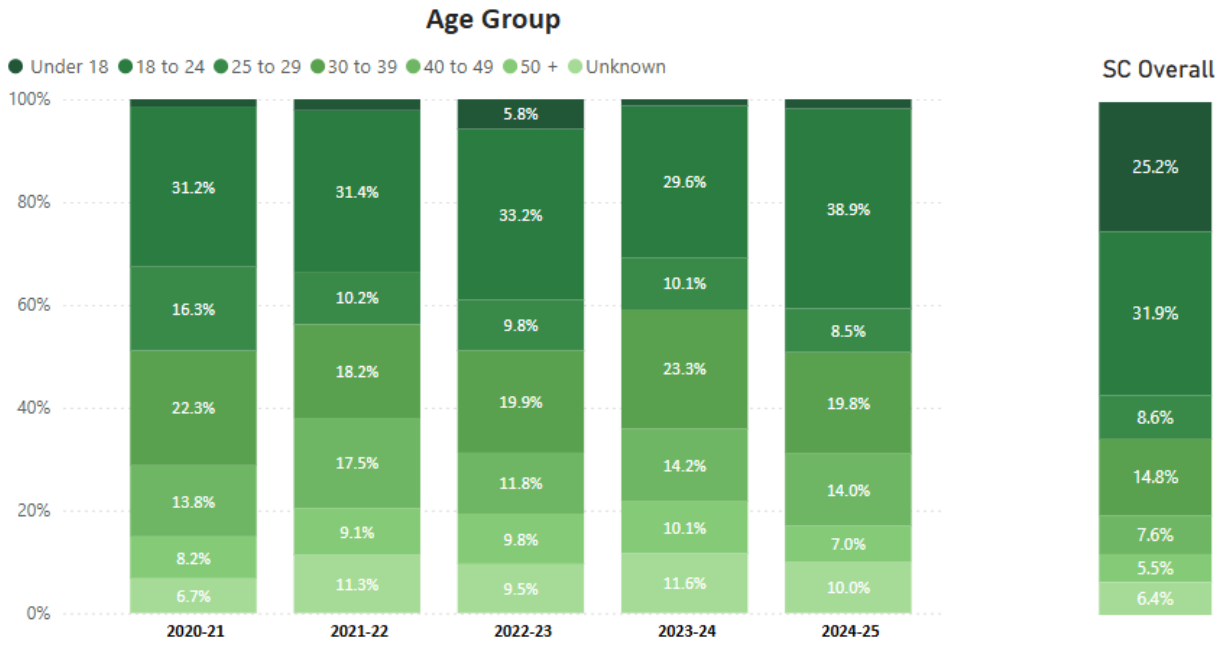
3. *Discuss program enrollment growth and decline trends (reflect enrollment data at the course and section level). What interventions will be implemented to increase enrollment?*

Unduplicated Headcount

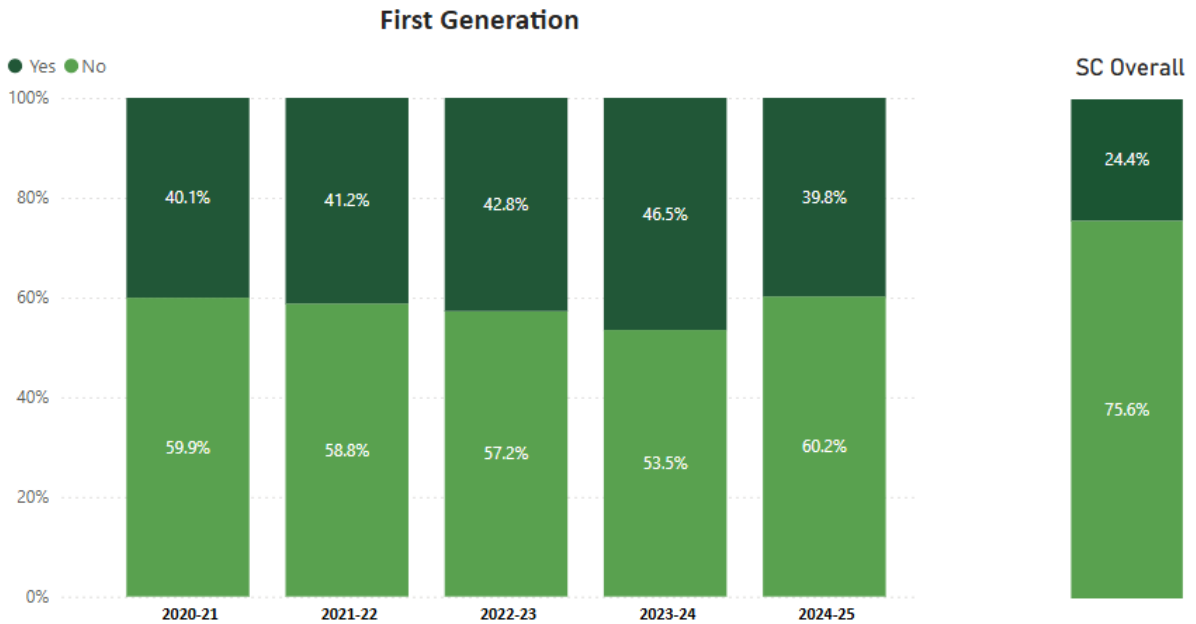
282	274	345	310	318
2020-21	2021-22	2022-23	2023-24	2024-25

Enrollment in this degree pathway has fluctuated over the past 5 years but seems to be holding for now.

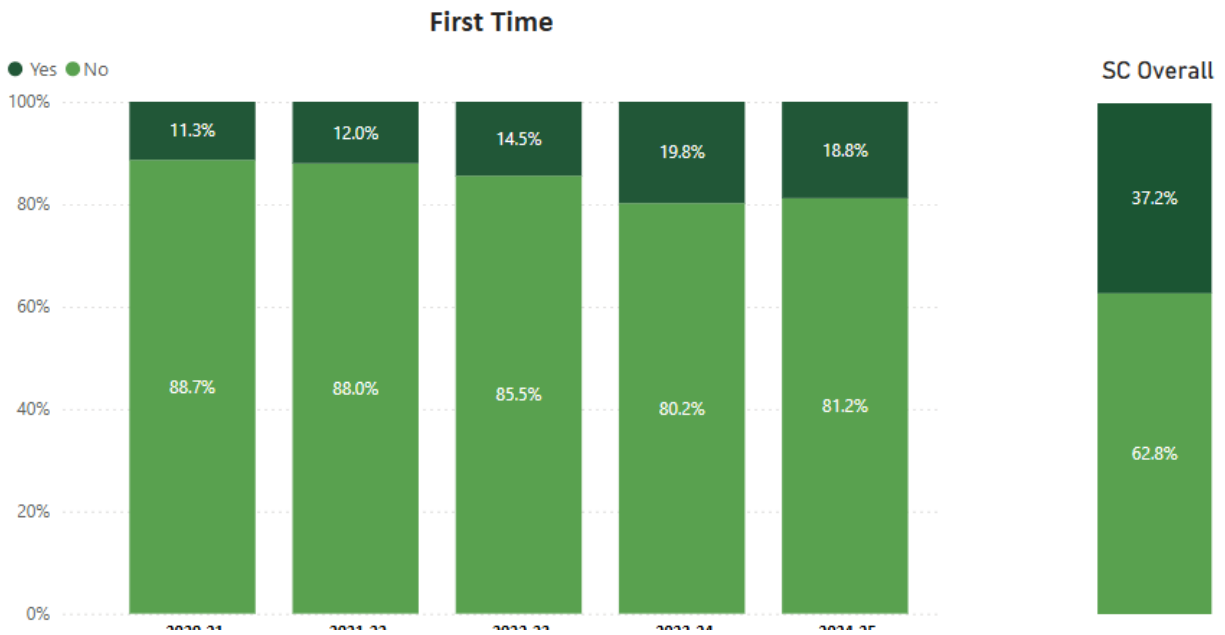
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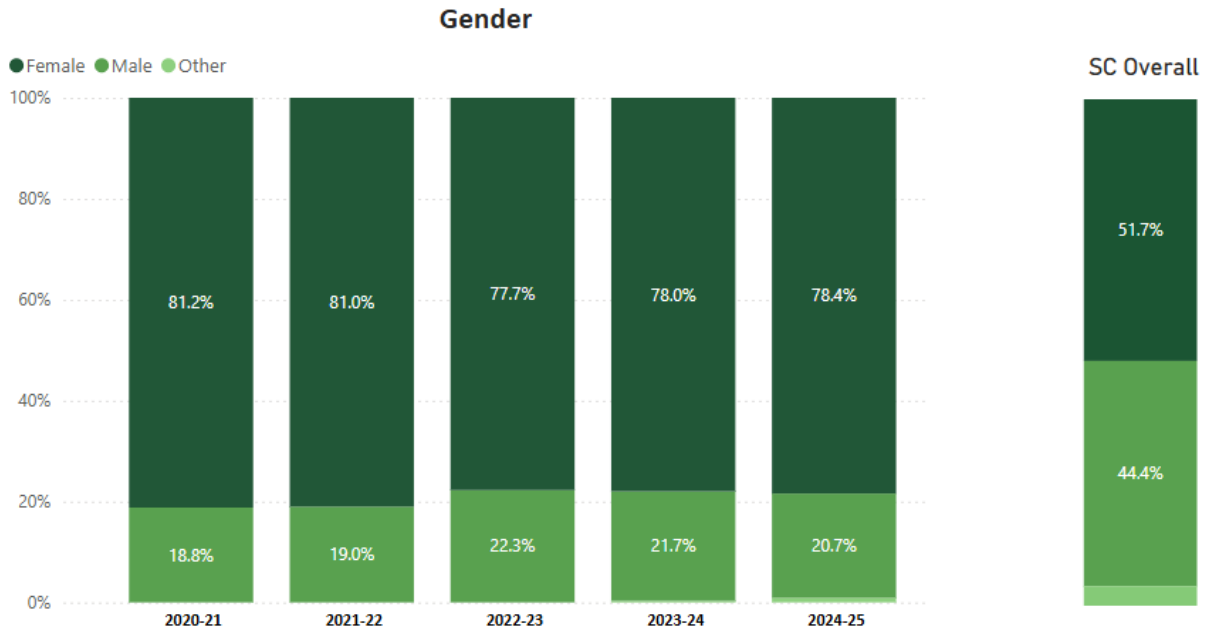
AS Human Services has significantly more Disabled students than the Shasta College population overall.



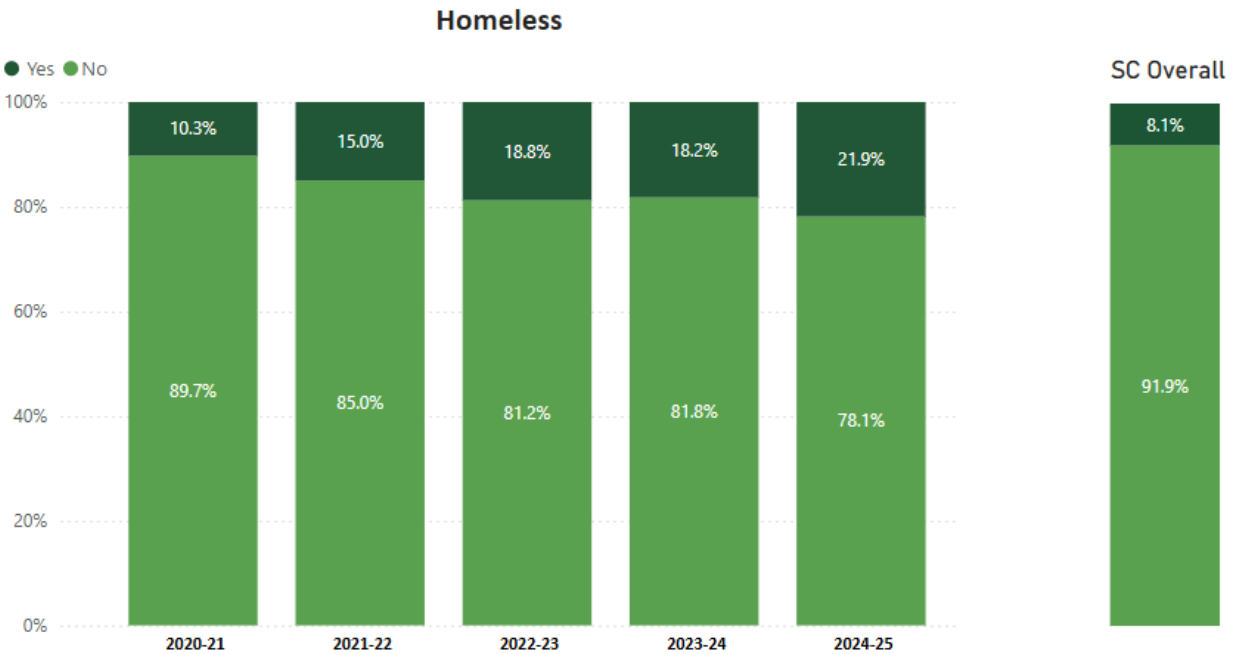
AS Human Services has significantly more First-Generation students than the Shasta College population overall.



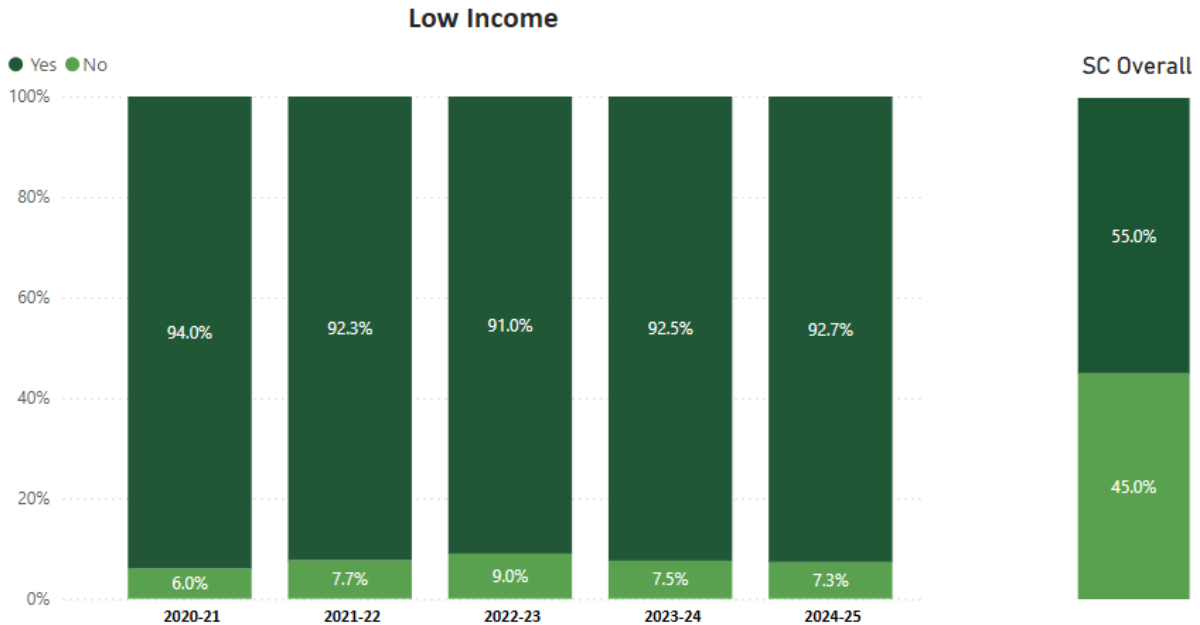
AS Human Services students tend not to be first time college students, reinforcing the idea that this is a major that students switch to after having been in college.



AS Human Services students are more popular with female students by a wide margin. Human Services occupations tend to be more attractive to females than males.



AS Human Services students are more likely to be homeless.



AS Human Services students are far more likely to be low-income than Shasta College students overall.

Only in terms of race/ethnicity and Veterans do Human Services students reflect the Shasta College overall student population.

CTE Programs Only

(For the following questions cite your sources for data. Examples of data sources can include Perkins Core IV, DataVista - Strong Workforce data. Also, any other review of relevant external databases. <https://www.shastacollege.edu/faculty-staff/institutional-effectiveness/research-reports/> Institution-set Standards under Outcomes Reporting. CTEOS data under Career Education)

- *Summarize current labor market trends and data that demonstrate demand for graduates in this field. If the labor market trends have consistently declined, and/or the number of individual awards conferred has been less than 10 annually for the past five years, discuss the option of program discontinuance with your area dean and summarize the discussion in the response.
*Click or tap here to enter text.**
- *Using current data metrics available, compare program outcomes to Institution-Set Standards for job placement and address hiring percentages.*

AS Human Services is not a CTE program

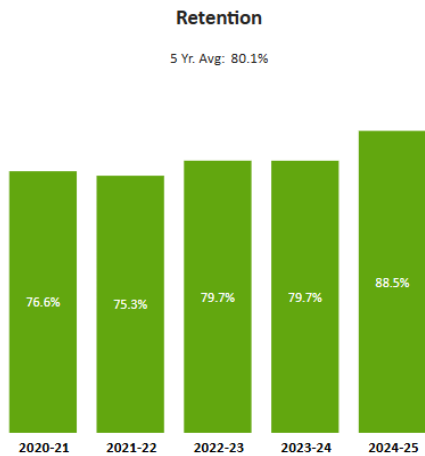
Course Retention and Success Rates (*Dashboard Tabs: Success/Retention, Success/Retention by Course, DI Demographics*) Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational

goals. These goals should also be reflected in Section 5.

A note about Disproportional Impact (DI): Occurs when a subgroup of students is achieving an outcome at a rate/percentage substantially lower than those in the other subgroups.

4. Retention Rate:

A. How does the program's retention rate compare to the college average?



The average retention rate is 80%, with recent data indicating increases to 88%. The college standard is 90%. Clearly, the program's retention has improved since the pandemic.

B. Discuss the program's 5-year retention rate growth or decline trends (reflect on data at the course and section level).

Improvements have been made in several specific courses, such as HUSV-60

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	65	86.2%	78.5%	91	78.4%	68.0%	120	80.0%	78.5%	70	74.8%	67.1%	65	90.8%	78.5%

HUSV-12

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	41	39.5%	34.8%	41	71.4%	61.9%	57	81.4%	64.4%	52	90.7%	70.4%	44	88.6%	70.5%

HUSV-16

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	95	79.2%	67.7%	71	70.8%	62.5%	97	73.7%	62.6%	100	83.2%	73.3%	111	92.9%	75.9%

HUSV-18

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	24	87.5%	83.3%	23	85.2%	52.2%	57	80.0%	70.0%	50	76.6%	59.6%	35	100.0%	72.2%

HUSV-70

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	107	75.2%	62.0%	111	79.8%	71.1%	73	86.3%	78.5%	118	88.9%	66.4%	120	82.6%	71.1%

Only HUSV-14 showed a decline in retention rates, and only in the past year:

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
All	39	89.0%	52.5%	43	87.4%	39.1%	62	81.3%	62.5%	42	92.9%	83.3%	39	81.1%	64.9%

C. What interventions will be implemented to increase retention rates overall?

Efforts to improve overall retention rates....

D. Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having retention rates in program courses disproportionately below their peers? What

specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)

Only Hawaiian/Pacific Islander ethnic groups indicate a disproportionate impact

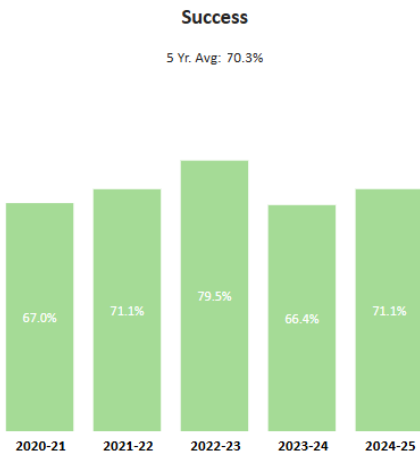
Success Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	No Concern	
Filipino	No Concern	
Hawaiian / Pacific Islander	Action Advised	Equity No.: 5
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

5. Success Rate:

A. How does the program's success rate compare to the college average and Institution-set Standard?

The college set Standard for Success is 72%, which is slightly above the AS Human Services degree overall.



B. Discuss the program's 5-year success rate growth or decline trends (reflect on data at the course and section level).



Success rates are indicated in dark green above. Human Services students overall tend to meet the Institution Set Standard for success, with a few exceptions. Most Human Services students succeed at rates higher than the standard.

C. What interventions will be implemented to increase success rates overall?

Faculty work on increasing success rates overall by collaborating more as faculty and streamlining the procedures to help support students. We will also plan to do more face-to-face courses which might help with these success rates as well. Although one area that we cannot see with this data is the success rates of courses depending on modality. It would be nice to be able to compare face-to-face classes versus online classes in terms of success rates. I would also like to compare our accelerated classes with our traditional classes to see differences in success rates.

D. Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having success rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)

Success Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	No Concern	
Filipino	No Concern	
Hawaiian / Pacific Islander	Action Advised	Equity No.: 5
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

Success Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	Warning	Equity No.: 1,028
Filipino	No Concern	
Hawaiian / Pacific Islander	No Concern	
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

has

Success Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	No Concern	
Filipino	No Concern	
Hawaiian / Pacific Islander	Action Advised	Equity No.: 5
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

Shasta College overall seems to struggle with Black students, but Human Services seems to struggle with Hawaiian/Pacific Islander students. This information is not available by course, only by program.

4. CURRICULUM

Although courses are reviewed as they come due, independent of associated inclusion in programs every 5 years, PRC recommends a review of all courses in a program as part of this Self-Study. Below are the minimum recommendations for this report.

1. Challenges to offering key courses

Briefly explain any challenges to offering key courses in order for students to complete their degree or certificate in a timely fashion. (Accreditation Standard 2.5)

This major is an local degree that is non-transferable. I have struggled in the past to know how to best organize this program because it really has three separate parts to it including (1) Human Services/Social Work Courses with a focus on intervention (HuSv 70, HuSv 12, and HuSv 14), (2) Family Studies Courses (HuSv 16 and HuSv 18), and (3) Life Management (this is more from the home economics past). One of the issues and concerns with this major is that the major required 28 to 31 credits in the core. It also required specific math courses (BUAD 14, Econ 1A or Econ 1B) which did not allow students flexibility in the math requirement. BUAD 14 is also not an approved transfer course. Some counselors report that the HuSv 94 course in worksite learning education has been a barrier for some students to complete this degree. One area that was a concern for the advisory committee was that this major did not have enough face-to-face courses at Shasta College. Because the work you will likely do graduating in Human Services involves interacting with people, the committee thought it would be best to help students practice this in face-to-face courses. I have worked to offer more face-to-face courses in the major while still maintaining online options.

Program Design

- Are there any unnecessary or bottleneck courses that prevent students from completing the program? Could those courses be made optional? For example, there could be a*

required course with low interest (based on enrollment). This would prevent students from completing an award. Alternatively, legacy math and English requirements could no longer be appropriate.

I have worked on a streamlined degree in collaboration with Joanne Tippin, Rebecka Renfer, Nickie McGarry, and Corrinne Minnard. I have also reviewed some of these changes with Mark Klever. Based on this feedback, I have narrowed the major down to 15 core classes. I have dropped the math requirement and made several of the Human Service classes as electives (HuSv 12, 16, 18, 60, and 94) instead of requirements for the major. I have provided options by including a category in Restrictive Electives where they can choose from a list of some 20 prechosen courses. Furthermore, I have established a pathway for the new specialization area of Youth Wellness Coaching based on the collaboration referenced earlier.

3. *How will the program be changed to allow for stacked certificates/awards without adding units? Reach out to Interest Area Counselor for suggestions and alternative approaches. Include timelines and action items.*

The Case Management Certificates are already in the stackable format. The AS degree in Human Services has already been modified and should have these changes show up in the Fall of 2026. After collaborating with Rebecka Renfer, I have decided to develop the ADT in Human Services. In Spring 2026, I am planning on developing an ADT in Human Services at Shasta College. I have already started this process by activating two courses that I need to complete this degree program including HuSv 95A and HuSv 95B. My plan is to keep the AS degree for students who want to work in the community in entry level human service positions or someone who wants to be a Youth Wellness Coach. In summary, the human services program here at Shasta College would include an ADT for transfer students, an AS degree for students who want to work in the community, and the Case Management certificates for students already working in the field or those that want a quicker pathway to employment.

4. *Review the "Course Schedule" tab on the dataset and identify the courses in your program that have not successfully run in 2 or more years. Justify keeping the course active or note the course for deactivation. (ACCJC Eligibility Requirement: 20) There are no courses in the dataset that need to be deactivated.*

5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)*

Here I have attempted to provide students with various classes with multiple formats. We have offered classes in the ACE format as well as online and face-to-face classes.

Credit for Prior Learning Opportunities (<https://www.shastacollege.edu/counseling/credit-for-prior-learning/>)

6. *Which courses within your program lend themselves to CPL opportunities? What is the plan to develop or expand the existing CPL opportunities?*
- a. *I would love to explore possible options for CPL opportunities. The difficulty here is that I am the only full-time faculty in Human Services. CPL in this field would be very grade intensive and take a lot of time for me to do. I am considering this for the future but I do not have a plan to expand in this area at this time.*

Click or tap here to enter text. What support or resources would faculty in your program need to implement or expand CPL opportunities? Identify any challenges or concerns you

anticipate in implementing CPL in your discipline (e.g., academic integrity, workload, transferability).

These ideas are more difficult in the Human Services field compared to math or other majors because it is not so much about what you know in this field; it is more about how you are interacting with people. Someone could do very well on answering questions and not be an effective human services professional.

Program Map (Accreditation Standard 2.2 and 2.5): Program maps represent one possible pathway to complete a program. Attach a copy of the program map to the final CIPR.

7. *Review your program map with your program's Interest Area counselors and explain how the program map supports timely course completion.*

I have reviewed our current program map with Corrinne Minnard, Nickie McGarry, and Rebecka Renfer. The new map that we developed should work better for students, helping them complete this major in a timely manner.

- Please check this box once you have attached Curriculum Map(s) and Program Map(s). These documents will be updated throughout this review process.

5. Summary and Future Plans

This section serves as the foundation for your Annual Plans leading up to the next Comprehensive Instructional Program Review. All program improvement and resource (funding) requests (formerly called Initiatives) must be clearly linked to the goals outlined in this Self-Study.

For additional guidance and planning tools, refer to the Planning Support Canvas page.

Note: Using a six-year planning model ensures alignment with the College's Annual Planning process. Once completed, the final Self-Study will be posted on the Program Review Committee webpage, and Section 5 goals will be highlighted at College Council.

1. *Drawing on the analysis provided in Sections 1–4, identify both short-term and long-term goals for the program over the next six years. For each goal, outline strategies to achieve them, including a proposed timeline, estimated budgetary needs, and responsible individuals or roles. (Aligned with ACCJC Eligibility Requirement 19 and Accreditation Standards 1.2, 1.3, 1.4, 3.4, 3.5, 4.3)*

Goals for this degree include:

Continue to work on the Youth Wellness portion of this major especially with the grant Develop and ADT in Human Services (I plan on working on this in the Spring of 2026).

Develop SLO and PLO recording and tracking

I need to first determine if the current list of PLOs meet the current degree and determine how to measure these PLOs.

Collaborate more with part-time faculty to ensure that the product of classes are of good quality.

Work toward helping provide support to students given how many of our students are struggling with traumas and stressors.

2. *Any other information/reflections from the Self-Study the Gold Team would like to share:
None to report.*

3. *As a result of this Self-Study, please share what the program is most proud of:
See what we are trying to do with some of our most vulnerable students. These students are different than the average Shasta College student. I also think the faculty in these classes try to meet students where they are and help them to succeed.*

End of the CIPR. Thank you, Gold Team!

TO BE COMPLETED by PROGRAM REVIEW COMMITTEE

See Instructional Program Review Bylaws for additional information.

Green Team Summary: *Please give an overall summary of the program highlights and CIPR strengths.*

Strong community partnerships with both industry and supporting organizations. Student success is high and the full-time faculty is finding ways to support intentional pathways between stackable certificates and ADT degree

Recommendation for program disposition: If disposition is “with qualification” please add rationale and any recommendations for improvement. If disposition is “discontinuance,” please provide explanation.

- Without qualification
- With qualification
- Discontinuance