

Wayne Community College Program Review – 2024-2025

Name of Program: Social and Human Services (Formerly known as Human Services Technology)

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The Human Services Curriculum of Wayne Community College aligns itself with the mission of the College by participating in the development of a workforce that is highly skilled and professional in the field of human services. As part of this process, the program seeks to:

- Assist students in developing both personal and marketable skills through lifelong learning
- Increase the global and cultural awareness of our students
- Develop partnerships with local human services agencies
- Enhance the quality of life for families and individuals in Wayne County and other areas in which graduates find employment

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No revisions needed

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1: The Human Services program increases student access by offering courses in multiple modalities including online, hybrid, and seated options and scheduling many classes during lunch hours to accommodate working students. This flexibility ensures that individuals with employment or family responsibilities can pursue a Human Services degree with minimal disruption to their daily lives. These efforts directly support the college's mission to make education accessible to diverse learners and strengthen workforce participation. Furthermore, the Human Services program has additional financial opportunities available to students. It has been included in Top 12 program for grants through the WCC Foundation, which gives those students priority for grants.

Goal 2: Program excellence is maintained through intentional action steps that connect classroom learning with real-world practice. The lead instructor brings a strong clinical background and extensive professional experience in the Human Services field, ensuring that instruction reflects current industry standards and best practices. In addition, the program’s Advisory Board — composed of agency professionals, employers, and community partners — provides ongoing guidance to ensure curriculum relevance, identify emerging workforce needs, and strengthen community partnerships. These efforts guarantee that students receive a high-quality education aligned with both professional and community expectations.

Goal 3: Student success is supported through a curriculum that emphasizes personal growth, professional skill development, and applied learning. In addition to experiential learning and community partnerships, students are referred to college resources such as Accessibility Services, Counseling Services, the Academic Skills Center, and Learning Coaches as needed. Partnerships with local agencies offer students opportunities for experiential learning and connection to future employment. This hands-on approach, combined with accessible instruction and individualized support, prepares graduates for career readiness and lifelong learning.

Goal 4: The Human Services program contributes to institutional quality by aligning closely with the college’s mission and producing graduates who positively impact their communities. Continuous collaboration with advisory board members, ongoing curriculum review, and adherence to ethical and professional standards ensure that the program remains accountable, effective, and representative of the college’s broader commitment to excellence.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Social and Human Services
Certificate	Social and Human Services

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Deletion of HSE 125; SOC 213	Approved Spring 2025: Effective Fall 2025
Addition of HSE 223: DDT 110	Approved Spring 2025: Effective Fall 2025
Program Title Change to Social and Human Services	Approved Spring 2025: Effective Fall 2025
Addition of SHS Certificate	Approved Spring 2025: Effective Fall 2025

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

The Social and Human Services program has evolved significantly over time to reflect changes in the helping professions, workforce expectations, and community needs. Originally focused primarily on entry-level preparation for human service assistants, the program has expanded its curriculum to include a broader range of competencies such as case management, counseling techniques, cultural competence, crisis intervention, and service coordination. These changes align with national trends emphasizing professionalism, ethical standards, and credentialing in the human services field. Program updates have also responded to shifts in the community landscape including increased awareness of mental health, aging populations, addiction recovery, developmental disabilities, and multicultural issues. The program's name changed to Social and Human Services to make the title more clearly identifiable with the program's purpose and the work graduates perform in the field.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	10/19/22	Discussion of updated curriculum, WBL Sites and increasing enrollment.
2023-2024	09/27/23; 02/20/24	Articulation Agreements, more upcoming curriculum changes
2024-2025	10/03/24	Increased student enrollment and graduation rates.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The Social and Human Services program remains highly relevant by continuously adapting to the evolving social landscape and the changing needs of the communities it serves. As societal awareness grows around mental health, social justice, and systemic inequities, the program equips students with the critical skills and cultural competencies necessary to address these complex challenges effectively.

The job outlook for occupations aligned with the Social and Human Services program (specifically the role of a Social and Human Service Assistant) remains positive and growing. Nationally, employment of Social and Human Service Assistants is projected to grow 6 percent from 2024 to 2034, which is faster than the average growth rate for all occupations according to the U.S. Bureau of Labor Statistics (BLS).

Moreover, the program's connection to local agencies and nonprofits strengthens its community impact, enabling students to engage directly with populations experiencing poverty, homelessness, addiction, and other barriers to well-being. This real-world engagement enhances student learning and reinforces the program's mission to improve quality of life in the region.

In an era marked by rapid social change and increasing demand for human services professionals, the program's commitment to adaptability, inclusivity, and practical experience ensures that it remains an essential pathway for preparing a workforce ready to meet current and future community needs.



Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 42 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 43 #

Target: 44 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	46
2022-2023	45
2023-2024	36

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	21	45.7%	18	40.0%	16	44.4%
American Indian/Alaskan Native, Female	0	0.0%	1	2.2%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	13	28.3%	11	24.4%	6	16.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	2.8%
Hispanic/Latino, Female	3	6.5%	4	8.9%	4	11.1%
Two or More Races, Female	3	6.5%	1	2.2%	2	5.6%
Unknown, Female	1	2.2%	2	4.4%	1	2.8%
Female Total	41	89.1%	37	82.2%	30	83.3%
African American, Male	2	4.3%	3	6.7%	3	8.3%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	2	4.3%	4	8.9%	2	5.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	2.2%	1	2.2%	1	2.8%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	5	10.9%	8	17.8%	6	16.7%
Total	46	100.0%	45	100.0%	36	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	6	13.0%	4	8.9%	2	5.6%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	8.7%	5	11.1%	2	5.6%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.2%	2	4.4%	4	11.1%
Two or More Races, 18-24	1	2.2%	1	2.2%	2	5.6%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	12	26.1%	12	26.7%	10	27.8%
African American, 25-44	10	21.7%	9	20.0%	12	33.3%
American Indian/Alaskan Native, 25-44	0	0.0%	1	2.2%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	7	15.2%	8	17.8%	4	11.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	3	6.5%	3	6.7%	1	2.8%
Two or More Races, 25-44	1	2.2%	0	0.0%	0	0.0%
Unknown, 25-44	1	2.2%	2	4.4%	1	2.8%
25-44 Total	22	47.8%	23	51.1%	18	50.0%
African American, 45-64	6	13.0%	7	15.6%	5	13.9%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	4	8.7%	2	4.4%	2	5.6%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	1	2.8%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	1	2.2%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	11	23.9%	9	20.0%	8	22.2%
African American, 65+	1	2.2%	1	2.2%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	2.2%	1	2.2%	0	0.0%
Total	46	100.0%	45	100.0%	36	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment has decreased. Possible reasons for decreased enrollment include after the COVID-19 pandemic, the job market rebounded rapidly, with many employers offering higher wages, flexible work, and remote opportunities. As employment rates increased, fewer adults sought retraining or degree programs, leading to lower community college enrollment. Many potential students chose to work full-time instead of enrolling in school due to immediate financial needs. Other possible factors include financial barriers disproportionately affect students who typically enroll in this program, many of whom may be nontraditional or working adults.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Increase Outreach and Marketing	Use Surveys and Feedback Forms; Ask students how they heard about the program to determine which outreach methods are most effective.
2	Strengthen Community Partnerships	Assess how active agencies are in supporting the program (WBL opportunities, retraining opportunities for their staff).

Outcome #2: Retention**Baseline:** 48.7 % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)**Standard:** 50 %**Target:** 51 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	43.0%
Fall 2022 to Fall 2023	48.4%
Fall 2023 to Fall 2024	54.8%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	7	41.2%	6	40.0%	7	41.2%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	4	23.5%	4	26.7%	3	17.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	1	5.9%
Hispanic/Latino, Female	1	5.9%	1	6.7%	2	11.8%
Two or More Races, Female	2	11.8%	1	6.7%	1	5.9%
Unknown, Female	1	5.9%	1	6.7%	1	5.9%
Female Total	15	88.2%	13	86.7%	15	88.2%
African American, Male	0	0.0%	0	0.0%	1	5.9%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	5.9%	1	6.7%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	5.9%	1	6.7%	1	5.9%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	2	11.8%	2	13.3%	2	11.8%
Total	17	100.0%	15	100.0%	17	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	1	5.9%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	1	5.9%	0	0.0%	0	0.0%
African American, 18-24	1	5.9%	0	0.0%	1	5.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	5.9%	2	13.3%	1	5.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	6.7%	2	11.8%
Two or More Races, 18-24	1	5.9%	1	6.7%	1	5.9%
Unknown, 18-24	1	5.9%	0	0.0%	0	0.0%
18-24 Total	4	23.5%	4	26.7%	5	29.4%
African American, 25-44	3	17.6%	2	13.3%	5	29.4%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	5.9%	1	6.7%	2	11.8%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	2	11.8%	1	6.7%	1	5.9%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	1	6.7%	1	5.9%
25-44 Total	6	35.3%	5	33.3%	9	52.9%
African American, 45-64	2	11.8%	4	26.7%	2	11.8%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	3	17.6%	2	13.3%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	1	5.9%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	5	29.4%	6	40.0%	3	17.6%
African American, 65+	1	5.9%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	5.9%	0	0.0%	0	0.0%
Total	17	100.0%	15	100.0%	17	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention rates have increased. A major contributing factor has been strengthened faculty engagement and relationship building with students. Faculty have prioritized meaningful connections through regular office hours, personalized outreach, and early alert interventions, creating a supportive learning environment where students feel seen and encouraged.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Integrate mental health and wellness resources to support overall student well-being.	Analyze correlations between participation in mental health resources and retention rates, course completion, or GPA to determine if wellness supports contribute to academic success.
2	Identify at-risk students earlier and customize support	Evaluate which interventions were most effective for different categories of risk.

Outcome #3: Completers (*unduplicated*) (*Degree level, highest level of attainment*)

Baseline: 5 # (*Average of total completers for the last three years – 2022-23; 2023-24; 2024-25*)
Standard: 6 #
Target: 7 #

Number of Completers (<i>unduplicated</i>) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	3
2023-2024	5
2024-2025	8

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	2	66.7%	2	40.0%	2	25.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	0	0.0%	1	20.0%	2	25.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	1	20.0%	1	12.5%
Two or More Races, Female	0	0.0%	1	20.0%	1	12.5%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	2	66.7%	5	100.0%	6	75.0%
African American, Male	0	0.0%	0	0.0%	1	12.5%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	33.3%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	12.5%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	33.3%	0	0.0%	2	25.0%
Total	3	100.0%	5	100.0%	8	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	33.3%	0	0.0%	1	12.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	20.0%	1	12.5%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	12.5%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	33.3%	1	20.0%	3	37.5%
African American, 25-44	0	0.0%	0	0.0%	3	37.5%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	0	0.0%	1	20.0%	1	12.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	12.5%
Two or More Races, 25-44	0	0.0%	1	20.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	0	0.0%	2	40.0%	5	62.5%
African American, 45-64	2	66.7%	2	40.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	66.7%	2	40.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	3	100.0%	5	100.0%	8	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Continued focus on proactive advising, career relevance, and milestone recognition will further strengthen student persistence and completion outcomes in the Social and Human Services program.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Targeted Advising	Implement more proactive advising and progress tracking to identify students who are close to completion and help them plan final semesters effectively by creating an intake form or early advising survey that asks about career goals and motivation for enrollment, confidence in study skills and time management, support systems (family, work, childcare responsibilities) and barriers to success (transportation, housing, mental health, etc.).

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 26.607 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 28.00 #
Target: 29.00 #

Budget FTE Year	Budget FTE
2022-2023	22.703
2023-2024	27.734
2024-2025	29.383

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The recent stabilization and gradual improvement in FTE aligns with increased retention and completion rates, expanded course delivery options, and faculty engagement efforts that have encouraged students to remain enrolled across multiple semesters. Additionally, offering courses during flexible time blocks—including online and lunchtime hours—has supported working adults and nontraditional learners, contributing to more consistent FTE generation.

By focusing on outreach, flexibility, and strong student support, the program can continue to build enrollment momentum, sustain higher FTE levels, and ensure continued funding and program vitality.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Enhance Outreach and Recruitment	Collect data on how students learned about the program (e.g., website, social media, community agency, high school outreach) to identify which recruitment methods most effectively increase enrollment and FTE.

Outcome #5: Career Development (*COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets*)

Academic Year	Enrolled	Completed
2021-2022	2	2
2022-2023	4	3
2023-2024	8	6

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. (Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. *If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.*)

Data indicates steady or slightly increased completion rates among internship students, suggesting that most students who reach this stage are successfully completing their placements and meeting program learning outcomes. Faculty will continue to carefully screen and advise prior to placement help ensure that students are academically and personally prepared for fieldwork, leading to successful completions.

2025-2026 Action Items:

Item	Action Items (<i>What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	Integrate Career Development Activities	Student Feedback and Surveys; Students will complete surveys after participating in résumé workshops, mock interviews, and job fairs to assess perceived confidence, preparedness, and relevance of the activities to their career goals.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Effectiveness is evaluated using student course evaluations, employer evaluations and Advisory Board feedback. Informal “check-in” meetings are completed within the program to gauge effectiveness of the course delivery and relevancy.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)
Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives		
Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	No planning objectives submitted.	Not applicable.
2024-25	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

None

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

None

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

Facility needs are adequate.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Academic and student support services are adequate currently.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.**Strengths:**

The primary strength of the Social and Human Services program lies in the students it serves. The demographics and backgrounds of typical students often reflect the very populations historically served by human services programs. Many students enter the program with firsthand experiences of support from community agencies such as the Department of Social Services, WAGES, and the Community Soup Kitchen. These life experiences foster deep empathy, motivation, and a strong commitment to helping others, making students both highly engaged learners and valuable contributors to their communities.

Another key strength is the expertise of the faculty. Faculty members hold advanced state licensures, including Licensed Clinical Mental Health Supervisor (LCMHS) and Licensed Clinical Addictions Specialist (LCAS), and maintain active roles in the human services field. Their practical experience across disciplines—such as mental health, child welfare, disabilities, addictions, and counseling—enables them to integrate real-world applications into classroom learning. This blend of academic and field-based knowledge enhances student understanding and readiness for professional practice.

The program's Advisory Board is also a notable strength. With expanded representation from diverse sectors of the human services field, the board provides valuable insight and feedback to ensure the curriculum remains relevant, responsive, and aligned with community and workforce needs.

Weaknesses:

The program's primary challenge continues to be the recruitment of new students. While collaboration with the college's recruiting department has led to outreach through print and social media, enrollment growth remains an area for continued focus. Ongoing consultation with the recruitment team will remain a priority, as increasing awareness of the program's value and career potential is essential to sustaining enrollment and meeting community workforce demands.

Opportunities:

There are growing opportunities for graduates in both the public and private human services sectors. Employment prospects have expanded to include positions such as social work assistants, case managers, and addiction support specialists. Additionally, many graduates pursue bachelor's degrees in related fields after earning their associate degree, broadening their career potential. Fieldwork placements have also proven instrumental in helping students secure employment through hands-on experience and networking with community agencies. The program has the opportunity to continue building partnerships with local human service providers, enhancing experiential learning, and increasing visibility within the community. By maintaining strong faculty engagement, leveraging advisory board input, and aligning program content with emerging trends in the human services field, the program is well-positioned for continued success and impact.

Review prepared and submitted by: *(Please list name(s) and titles)*
Cheri L. Pullen, Social and Human Services Lead Instructor

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	<u>11/17/2025</u>
Dean, Director, or AVP / Date:	<u>Janeil Marak</u>	<u>11/17/2025</u>
Administrator Approval / Date:	<u>Dr. Ernie White</u>	<u>11/18/2025</u>