

Executive Summary and Action Plan
Council for the Advancement of Standards in Higher Education
Human Services Student Programs
Community College of Denver
December 2014

The Self-Assessment Process

In December of 2014 the Office of Student Life completed the CAS self-assessment for Human Services Student Programs. Due to the fact that CAS does not offer an evaluative self-assessment guide for Human Services Student Programs the review committee used the guide for Commuter and Off-Campus Living Programs criterion measures which most closely resembles Human Services programs. The similarities include students who live at home with their parents, in rental housing, or with their own families. They may attend college full time, part time, or alternate between the two. They may live near the campus or far away; they may commute by car, public transportation, walking, or bicycle. These students face common needs and concerns, such as finding safe and reliable transportation, affordable housing, childcare, and other pull factors such as managing multiple life roles, integrating their off-campus support systems into their higher education experience, and developing a sense of belonging in their campus community.

The few Human Services Student Programs in existence today derived from the Human Services Movement which began in the early 1960's. (Rhodes, 1998) This movement included new educational programs offering degrees at AA, BA and graduate levels, as well as new professional organizations, literature and standards. According to the Council for Standards in Human Service Education (2013), Human Services is a profession developing in response to and in anticipation of the direction of human needs and problems in the late twentieth century.” So it has been Higher Education’s purpose to educate and prepare college students for this profession. Yet, as colleges and universities increase access to underserved, disadvantaged and low-income students, Higher Education must consider helping to meet the basic human needs of these students while they attend college as part of the overall mission in supporting their academic retention, persistence and success.

The members of the review committee included: Laura Urano (Placement Test Prep Coordinator), Anitra Galicia (Program Advisor for College Pathways), Ivonne Andrea Kossik (Scholarship Manager in Financial Aid), and George Seals (Human Services Student Peer Mentor). The facilitator was Ismael Garcia. (Human Services Specialist)

Component Areas Overview

Part 1: Mission

The program mission is to meet the basic human needs of students by connecting them to on and off campus resources. The mission embraces student learning and development outcomes for every student: to gain an understanding of resources, self-awareness of personal and financial

barriers for success, and plan of action to achieve self-sufficiency. And the program mission complements the mission of the institution as it is intentionally designed using Maslow's Hierarchy of Needs model to help students reach self-actualization. The mission offers students support in meeting their basic human needs to inform and provide a plan to self-sufficiency.

Part 2: Program

The primary elements of the program consist of a lending library textbook program, administration of a food pantry as well as enrollment assistance for SNAP (food stamps), Homelessness Scholarship, Childcare Scholarship, Human Services Student Peer-Mentoring, Basic Needs Assessment and Referrals to on or off campus resources.

B. What evidence exists that confirms the contributions of the program to student learning and development?

C. What evidence is available to confirm achievement of program goals?

Qualitative data of number of students served from 2012-2014. See Human Services Programming Accomplishments

Part 3: Organization and Leadership

The program has a Human Service Specialist charged with overseeing three Human Service Peer Mentors. The program also has the support of 8 work-study students working in the Student Life office. Though the work-study students are not necessarily hired for human services student programs they do provide front line assistance to students seeking services. The program leader is awarded an operating budget from student fees and has autonomy to design and implement the programs mission and goals throughout the year.

The Human Service Specialist has had the opportunity to present the program to the entire college at Convocation where a presentation was delivered. This person has also presented the program at an annual Colorado Community Colleges System retreat in order to share best practices across the 13 member community college system. The leader has also presented at the Higher Education Diversity Summit in 2013. This leader has also advanced the program among Metro Denver non-profit agencies by visiting and networking and seeking resources and collaboration opportunities. The leader is held accountable through a yearly and mid-year professional staff evaluation by the Dean of Student Life.

These leaders are best described as servant leaders. Their philosophy is grounded in the helping profession which is Human Services. They are characterized by upholding the human as possessing high value and intrinsic self-worth. They see themselves as collaborators in guiding and supporting students in need of the basic necessities of life.

Part 4: Human Resources

Qualifications are examined prior to interviewing for positions ensuring that student

employees have a Human Services background or are working towards a Human Services degree at CCD.

Staff members' performance is judged during regular bi-weekly one on one meetings and during weekly staff meeting reports and on a case by case basis. Human Service Peer Mentors are judged based on the Manual of Guidelines for Human Services Practicum Site Supervisors. See addendum I.

Part 5: Ethics

The Council for Standards in Human Services Education <http://cshse.org> is used as ethical principles, standards, statements, or codes to guide the program and its staff members. The program also adheres to the Community College of Denver's Student Code of Conduct and the Human Resources Guidelines for New Hires. The program also adheres to The Family Educational Rights and Privacy Act of 1974 (FERPA) and incorporates a policy of signed release forms to receive written permission from students to share information with third party sources. Ethical dilemmas and conflicts are managed by consulting with Human Resources and in communication with the Dean of Student Life for a plan of corrective action. As of recent, staff members are informed of ethical conduct in a private meeting or in a general group setting if new training is merited.

Part 6: Law, Policy and Governance

The most crucial legal, policy and governance issues facing the program are reporting crime to the campus authorities such as police, care team and Dean of Students when knowledge of a crime occurs. Staff members are trained and supported by the system legal office, H.R. office, Conduct Office and Title V staff. The program leader is also trained as an official Campus Security Authority (CSA) who has the responsibility for student and campus activities, including, but not limited to, student housing, student discipline and campus judicial proceedings, and who has the authority and the duty to take action or respond to particular issues on behalf of the campus and report a crime.

Part 7: Diversity, Equity and Access

The program ensures non-discriminatory, fair, and equitable treatment to all students by implementing lottery opportunities when resources are scarce so as to show no favoritism. Every student is ensured access to resources and services if they are currently enrolled as a student and pay into the student activity fee. They show their student I.D. and proof of student fee payment. This allows them the right to equitable, and fair treatment. Aside from the example of the Lending Library Lottery which gives access to limited resources via a drawing, there are not many more policies in place to correct imbalances in participation among selected categories of students. Though the two scholarship opportunities funded and administered

through the program and the scholarship office do focus on supporting low-income students and students experiencing homelessness.

Part 8: Institutional and External Relations

The program seeks out relevant individuals, campus offices, and external agencies to maintain effective relations. Among them are: Human Service Education Department Chair, Financial Aid/Scholarship Office, Veteran Affairs Office, Metro Denver Human Services Agencies, Non-Profit Agencies: food banks, housing agencies, homelessness agencies, health, ect., College and University Professional Associations i.e. NASPA, CUFBA, HACU, Human Services Network of Colorado. Evidence of these effective relationships with program constituents can be seen in the form of MOU's as well as an External Partnerships Strategic Priority Worksheet. The program leader also serves on the colleges' Strategic External Partnerships committee.

Part 9: Financial Resources

The funding strategy for the program seeks to maximize the budget allotted to Human Services from Student Activity Fees collected annually as well as increase donations from the private sector such as grants, gifts or in-kind donations. For example the program has received increased food donations from 9cares Colorado Shares as well as dollar credit for volunteers with Food Bank of the Rockies. The program ensures fiscal responsibility, responsible stewardship, and cost-effectiveness by submitting Monthly Certification and Approvals, Official Function forms and Program Budget as evidence of fiscal oversight and cost-effectiveness.

Part 10: Technology

Technology is inventoried, maintained, and updated by the Information Technology department. They make sure the HSSP has adequate and current technology. In the last 2 years the college undertook a major new student services and remodel project which expanded the use of computer lab access to students. The evidence is seen in the number of labs and walk up computers for student use. See Student Learning and Engagement Building Design Program

Part 11: Facilities and Equipment

Due to the nature of the HSSP at Community College of Denver sharing a campus and facilities with two other major universities, the facilities and equipment are managed and overseen by CCD's Facilities Management Services and Auraria Higher Education Center. The HSSP program is physically situated inside a tri-institutional building overseen by AHEC. The program does however balances outreach and program events in CCD's specific buildings which are overseen by CCD's FMS. The college has a Student Learning and Engagement Building Design Program as evidence to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program.

Part 12: Assessment and Evaluation

What is the comprehensive assessment strategy for the program?

In the process of evaluating this program it was evident that no comprehensive assessment strategy for the program existed. CAS is the first major effort by the program to undertake a comprehensive assessment. Except for a few student satisfactory evaluations that were administered for the Lending Library Lottery no major assessment had been pursued. In February of 2015, the Office of Student Life started on a project to determine the retention, transfer and graduation rates for students who use our services. This project enabled the Human Services Student Programs to generate numbers that give us information about past services and will help us with more specialized assessment and targeted Student Life Services going forward.

Judgment of Performance

IDENTIFY AREAS OF STRENGTH

The Human Services programs analyzed 8 of its programs and their **retention rates** were on average **15.48 %** higher than the CCD comparison sample, **10.18 %** higher **graduation rates** than the CCD comparison sample and **2.4 %** higher **transfer rates** than the CCD comparison sample. Among the programs highest retention rates were the Childcare Scholarship with a **83%** retention rate which was **34% higher** than the CCD comparison, The food bank program had a **65%** retention rate which was **16.9%** higher than the CCD comparison sample and the Housing Scholarship had a **70%** retention rate which was **21% higher** than the CCD comparison sample. Another noteworthy strength was the graduation rates of both the Childcare and Housing Scholarships. Childcare had a **27%** graduation rate which is **23%** higher than the comparison sample and the Housing scholarship had a **18%** graduation rate which was **14%** higher than the comparison rate.

The Human Services program has recently received a significant vote of confidence from the student body. Students recognized the valuable contributions of Human Services in supporting hunger and affordable textbook programs by passing a referendum to increase their current Student Activities fee of \$6.37 per credit hour per semester, by \$0.63 to \$7.00 per credit hour, so that a portion of the funds are allotted as increases to the lending library and Food Pantry budget. This is evidence that the Human Services programs are indeed improving and evolving to support student success.

IDENTIFY AREAS OF MEETS STANDARDS

IDENTIFY AREAS OF WEAKNESS NEED IMPROVEMENT

Part 3: Organization and Leadership	evidence of a functional work flow graphic or org chart for clear channels of authority specific to HSSP missing. Work on a template/chart for clear channels of authority specific to Human Services Student Programs	(3.1.4)
Part 4: Human Resources	HSSP is not staffed adequately. Though it does have student volunteers and practicum students. One full-time employee for the volume and quantity of students served seems inadequate. one evaluator listed "ND" while the other 3 did rate favorably. Will require follow up to identify missing information in the rater's packet.	4.1 4.6-4.8
Part 5: Ethics	this rating received low scores. Promotional information are accurate and free of deception. Follow up and more research is needed to determine validity of concern.	5.6
Part 6: Law, Policy and Governance	obtains permission to use copyrighted materials &	6.1.7

	instruments. Must review materials being used for compliance. i.e. self-sufficiency chart	
Part 7: Diversity, Equity and Access	needs of distance learning students and access to services must be carefully reviewed in light of student fee paying vs. non-paying (online) students.	7.3.10
Part 8: Institutional and External Relations	apply to and manage funds from grants is a goal for this program as budget constraints loom	8.3
Part 9: Financial Resources	adequate funding to accomplish mission and goals depends heavily on enrollment and may be inconsistent year to year	9.1
Part 10: Technology	use of technology to provide update information regarding mission, location, staffing program, service and contact info to clients	10.3-10.4
Part 11: Facilities and Equipment	facilities and equipment are evaluated regularly can be due to the programs lack of knowledge. Will follow up on training regarding new building and remodeled spaces	11.2.1

Part 12: Assessment and Evaluation	employ direct and indirect evaluation and qualitative and quantitative methodologies.	12.3
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Prioritized Action Plan

1. FIRST ACTION ITEM-DESCRIBE ACTION PLAN, BULLET MAIN POINTS, WHO WILL COMPLETE, AND DEADLINE/DATE.

Part 1: Mission

- Print the HSSP mission on publications, website, documents, student resource guide and brochures
- Review the mission statement on a regular (annual) basis with appropriate stakeholder i.e. students, staff, community
- To be completed by Program Leader by 8/15/2015

Part 2: Program

- Improve follow-up on students who come in for services and support. Focus energy on more qualitative endeavors. Use the Self-Sufficiency chart with clients to track progress towards Self-Actualization in Maslow’s Hierarchy of Needs. Track gpa, graduation, persistence and success rates of students.
- To be completed by Program Leader by 6/30/16

Part 12: Assessment and Evaluation

- Focus more on qualitative data assessment, bench marking, and evaluation of each program’s function. Plan to do more data driven decisions with Human Services programming.
- To be completed by Program Leader by 6/30/16