

# Human Services - AS

## Enhanced Comprehensive Academic Program Review 2018-19

*Associate in Science Degree:  
Human Services*

*Certificates:  
Addiction Studies  
Youth Development Professional  
Community Health Worker*



**Academic Effectiveness and Assessment**  
St. Petersburg College



May 2019



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## Table of Contents

Executive Summary .....	1
SPC Mission Statement.....	5
Introduction .....	5
<i>Institutional Effectiveness</i> .....	5
<i>Educational Assessment</i> .....	6
<i>Program Review Process</i> .....	7
Program Description .....	9
<i>Degrees Offered</i> .....	9
<i>Accreditation</i> .....	9
<i>Program Learning Outcomes</i> .....	9
Measure Descriptions .....	11
Program Performance .....	16
<i>Actual Course Enrollment</i> .....	17
<i>Unduplicated Headcount</i> .....	18
<i>SSH Enrollment</i> .....	19
<i>Percent Full</i> .....	20
<i>Course Success</i> .....	21
<i>Grade Distribution</i> .....	22
<i>Industry Certification Attainment</i> .....	23
<i>Internship Enrollment</i> .....	24
<i>Program Plans Taken by Plan</i> .....	25
<i>Program Graduates</i> .....	27
<i>Faculty/Adjunct Ratio</i> .....	28
Occupation Profile .....	30
<i>Occupation Description</i> .....	31
<i>State and County Trends and Wage Information</i> .....	31
<i>Major Employers</i> .....	33
<i>Total Placement</i> .....	34
<i>State Graduates Outcomes</i> .....	35
Academics .....	36
<i>Educational Outcomes</i> .....	37
Stakeholder Perceptions .....	39
<i>Student Survey of Instruction (SSI)</i> .....	40
<i>Recent Alumni Survey</i> .....	41
<i>Employer Survey</i> .....	44
Program Action Plan .....	45
References.....	47





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Contact Information .....	47
Appendix A: Program Outline .....	49
Appendix B: Program Assessment Report .....	54
Appendix C: 2018 Advisory Committee Minutes and Recommendations.....	64





## Executive Summary

### *Introduction*

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

### *Program Description*

Human services professionals work in a variety of settings with people from diverse backgrounds to help improve their quality of life. SPC's programs help students gain the needed skills to enter and succeed in this field. SPC's programs reflect an interdisciplinary approach to psychology, mental health addictions, counseling, social work, sociology and youth development. The programs also emphasize interviewing/assessing, addiction counseling, intervention techniques, knowledge of adaptive and maladaptive behavior patterns, communication skills and ethical issues. Students are also prepared for quick entry-level employment.

### *Degrees Offered*

An Associate in Science Degree in Human Services is offered at SPC. Certificates in Addiction Studies, Youth Development Professional, and Community Health Worker are also offered at SPC.

### *Program Performance*

- *Actual Course Enrollment* decreased in 2017 (2,281) from the previous year (2,617).
- *Unduplicated Headcount* decreased in 2017 (720) from the previous year (741).
- *SSH Enrollment* decreased in 2017 (6,027) from the previous year (6,960).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2018 (92.5%) from Fall 2017 (83.7%).
- The *course success rate* decreased in 2017 (81.2%) from the previous year (82.5%).
- *Grade Distribution* indicated that more than three-quarters of the students (76.5%) received an 'A', 'B' or 'C' during 2017.
- An *Industry Certification* or equivalent state or national exam has not been identified for the Human Services program for evidence of certification attainment at the associate level.
- An *Internship* course has not been identified for the Human Services Social Services program at the associate degree level.
- *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, less than one-fifth of the original (fall 2016) HSDIS-AS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the program during fall 2016, and had not graduated, remained in the program by fall 2017. By fall 2018, less than one-fifth of the original (fall 2016) HSM-AS

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students remained in the program. This measure does not display the number of students who graduated during any given term.

- The number of *program graduates* in the Human Services program increased for HUS-AS (28), ADS-CT (48) and YDPF-CT (12) in 2017 from the previous year (11, 47, and 10 respectively). The number of *program graduates* in the Human Services program decreased for HSDIS-AS (6), HSM-AS (11) and MCHL-ATD (3) in 2017 from the previous year (10, 16, and 11 respectively). There were no comparison data for YDP-ATD, AS-CT and CHW-CT.
- *Fulltime Faculty* taught 41.4% of the ECHs in 2017-18 as compared to 47.0% in 2016-17. Adjunct Faculty taught 58.6% of the ECHs in 2017-18 as compared to 53.0% in 2016-17.
- The highest semester for Adjunct ECHs was Spring 2014-15 in which adjunct faculty taught 78.1% of the program's course load. The three-semester average for adjuncts (58.6%) is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

#### *Occupation Profile*

- One *occupation description*, Social and human service assistants was located in the Florida Department of Economic Opportunity (DEO) website for the Human Services - AS program.
- The *2017 median hourly earnings* for Social and human service assistants was \$14.73 in Florida and \$14.51 in Pinellas County.
- *Employment trend information* for Social and human service assistants showed an average annual increase (8.1% - 10.1%) for the period between 2017 and 2025 across the state and county.
- The *major employers* of the Human Services - AS graduates are Goodwill Suncoast, Mattie Williams Neighborhood Family Center, St John Primitive Baptist Church, Operation PAR, WestCare Foundation, A New Direction for Men and Women, St. Petersburg Free Clinic (Men's Residence), and PERC (Pinellas Ex-Offender Reentry Coalition).
- *Total Placement* in the Human Services - AS program decreased in 2016-17 (91%) from the previous year (93%).
- *State Graduates data* indicated that one-hundred and one students completed one of eight state Human Services - AS programs in 2016-17, of those 53 had some matching state data and were employed. Fifty-eight percent (58%) of those state graduates were employed at least a full quarter.

#### *Academics*

- The *2017-18 Academic Program Assessment Report* indicated that the desired results were met for all five Program Learning Outcomes (PLOs) assessed in the Human Services - AS Program.
- The *2017-18 Academic Program Assessment Follow-Up Report* has not yet been completed.

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### *Stakeholder Perceptions*

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Human Services - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Eighty *Recent Alumni surveys* were provided to the 2016-17 graduates of the Human Services program. Eighteen percent of the graduates responded to the survey (14 of the 80). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question. Notable results include:
  - 35.7% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Change career fields”; 28.6% selected “Continue my education”; another 21.4% stated “Earn more money”; while the remaining 14.3% selected “Other”.
  - 42.9% of recent graduate survey respondents indicated that SPC did “Exceptionally well” in helping them meet their goal; another 21.4% selected “Very well”; while the remaining 35.7% stated “Adequately”.
  - 81.8% of recent graduate survey respondents would recommend SPC’s Human Services program to another.
- *Employer surveys* are sent out based on the permissions provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.

### *Dean’s Perspective: Issues, Trends, and Recent Successes*

During the 4-year period from 2014-2017, the Human Services Program continued to show progress in the total number of unduplicated students enrolled in courses, the total number of graduates, and the student success rates in courses.

During the period assessed, SPC’s yearly overall student success rates were 77.1, 78.6, 78.8, and 79.2 percent respectively. For the same period, Human Services student success rates exceeded the college’s overall rate in each of the four years. The program’s success rates averaged 85 percent in 2014 and 81.3 percent in 2017.

Success rates in the program continue to be relatively strong, with an average success rate of 83 percent over the 4-year period. Furthermore, based on a review of the data from BI, success rates among African-American students in the program averaged 80 percent, exceeding the college’s average of 78 percent.

During the 4-year period, the number of completion points earned by students reflected a positive growth trend, including AS degrees and certificates. There were 11, 20, 68, and 88 program graduates respectively. As the program grows and as we work to enhance

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student advising within the department, the number of students earning completion points should continue to increase.

Our faculty and program director work closely with community agencies, organizations, the Advisory Board, and community to develop strong collaborative partnerships to create internship and coop opportunities for students and opportunities for the program to serve the community through community engagement. We believe this will be vital to the continuous growth of the program.

We hope to build greater community awareness of the role the department plays in growing the workforce of human service professionals in the Tampa Bay region and beyond.

*Recommendations/Action Plan*

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.







## SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

## Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

## *Institutional Effectiveness*

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

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its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

### *Educational Assessment*

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website <http://web.spcollege.edu/edoutcomes/> to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.



### *Program Review Process*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

*(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

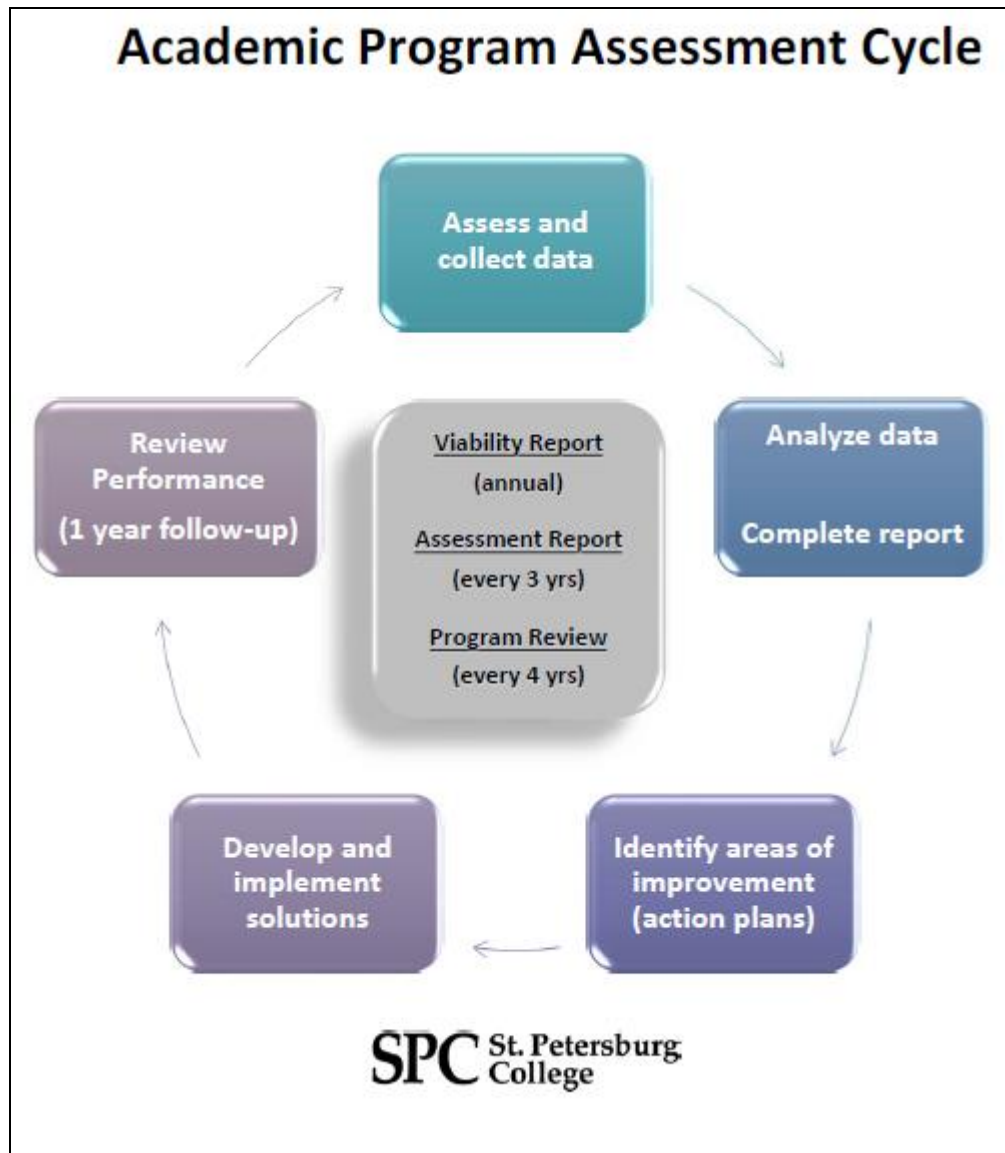


Figure 1: Academic Program Assessment Cycle

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## Program Description

Human services professionals work in a variety of settings with people from diverse backgrounds to help improve their quality of life. SPC's programs help students gain the needed skills to enter and succeed in this field. SPC's programs reflect an interdisciplinary approach to psychology, mental health addictions, counseling, social work, sociology and youth development. The programs also emphasize interviewing/assessing, addiction counseling, intervention techniques, knowledge of adaptive and maladaptive behavior patterns, communication skills and ethical issues. Students are also prepared for quick entry-level employment.

### *Degrees Offered*

An Associate in Science Degree in Human Services is offered at SPC. Certificates in Addiction Studies, Youth Development Professional, and Community Health Worker are also offered at SPC.

For a complete listing of all courses within the Human Services Program, please see Appendix A.

### *Accreditation*

No accreditation information is on file for the Human Services Program.

### *Program Learning Outcomes*

1. Apply the principles of social services provision to a variety of diverse settings within the human services delivery system and examine current social issues and human services trends and their impact on society, including mental/behavioral health, domestic violence, abuse, neglect, poverty, substance abuse and dependence.
2. Demonstrate a professional demeanor that uses interpersonal skills within the professional setting, including active listening, reflecting, clarifying, using open-ended questions, and responding accurately to verbal and nonverbal behavior.
3. Apply case management skills, including documentation, assessment, treatment planning, crisis intervention and the ability to make appropriate referrals, identify and access human services resources, including on-line data bases, directories, and referral centers.

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4. Demonstrate the ability to adhere to professional, ethical standards in human services practice, including confidentiality, informed consent, self-disclosure, boundaries, and demonstrate sensitivity when working with diverse populations.
5. Demonstrate awareness of one's personal development, values, and personal challenges and strengths as they relate to one's personal and professional development and practice and understand the responsibility for ongoing professional growth and development.



## Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2018. Each measure is described in detail below.

### **Measure #1: *Actual Course Enrollment (Enrollment Count)***

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

### **Measure #2: *Unduplicated Headcount***

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

### **Measure #3: *SSH Enrollment***

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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#### **Measure #4: Percent Full**

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

#### **Measure #5: Course Success (Performance)**

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

#### **Measure #6: Grade Distribution**

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

#### **Measure #7: Industry Certification Attainment**

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



#### **Measure #8: Internship Enrollment (Course Groups)**

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

#### **Measure #9: Program Plans Taken by Plan**

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2016-17 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2016-17 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**  
**Academic Year - Term Desc - Multi:** 2016-17 Fall, Spring, Summer; 2017-18 Fall, Spring, Summer; 2018-19 Fall
- **All other filters:** All

#### **Measure #10: Graduates**

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2014, 2015, 2016, 2017
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All



#### **Measure #11: Faculty/Adjunct Ratio**

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).*

**Measure #12: Revenue and Expenses** (will be available by December 2019)

**Measure #13: Capital Expenditures** (will be available by December 2019)

#### **Measure #14: State and County Trends and Wage Information**

Employment trend information is reported by state and county. Jobs (2017) refers to the average annual job openings due to growth and net replacement; % Change (2017-2025) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>*

#### **Measure #15: Major Employers**

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

#### **Measure #16: Total Placement**

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports <http://www.fl DOE.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

#### **Measure #17: State Graduates Outcomes**

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports <http://www.fl DOE.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml>.*

#### **Measure #18: Educational Outcomes**

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

**Measure #19: *Three-Year Course Review*** (will be available by December 2019)

**Measure #20: *Student Survey of Instruction***

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

**Measure #21: *Recent Alumni Survey***

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

**Measure #22: *Employer Survey***

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.



## Program Performance

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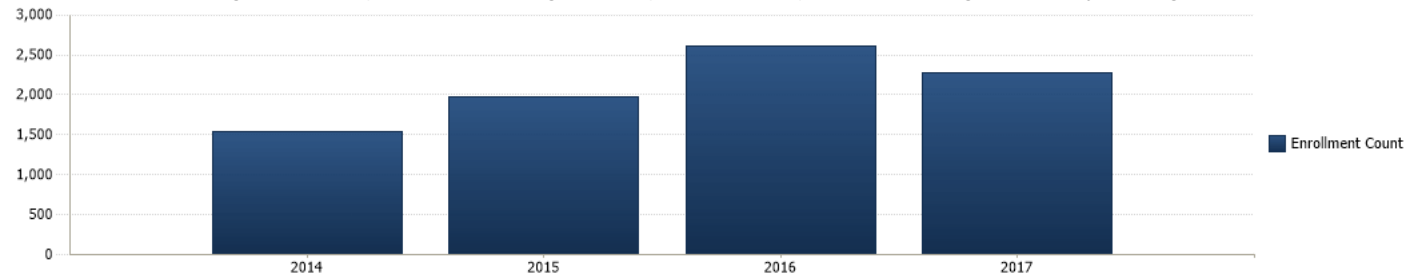


# CAPR > Enrollment

[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

## Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Class #...



## Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Class #...

Term Academic Year - Term Desc	Enrollment Count
▸ 2014	1,537
▸ 2015	1,980
▸ 2016	2,617
▸ 2017	2,281

## Student System Cube Refresh

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## CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

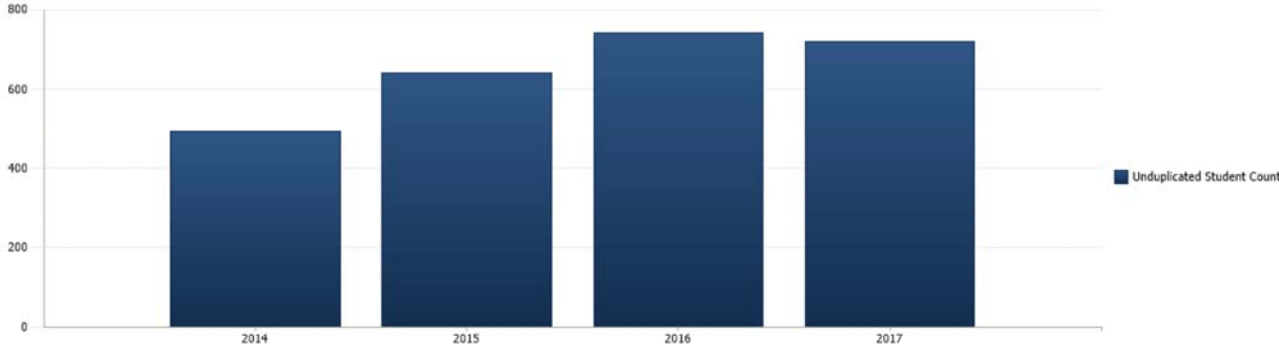


# Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

## Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**



## Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2014	495
▸ 2015	641
▸ 2016	741
▸ 2017	720

## Student System Cube Refresh

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## Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group



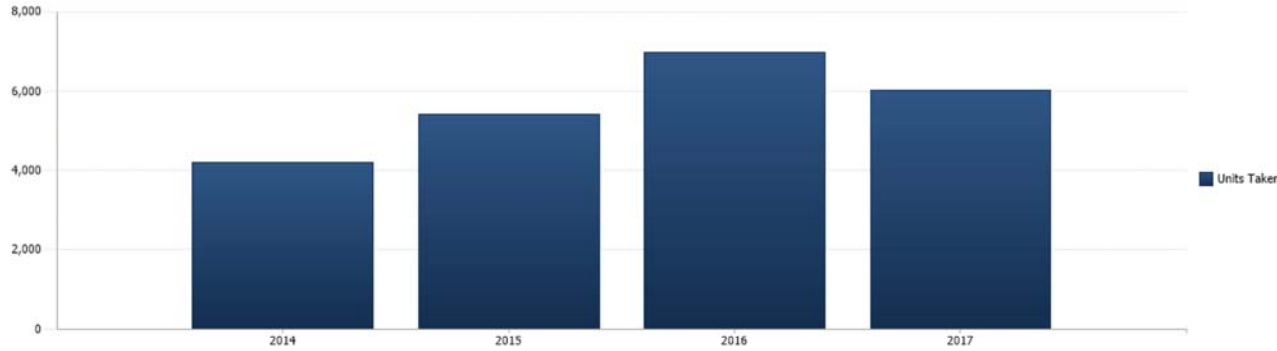


# Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

## SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**...



## SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**...

Term Academic Year - Term Desc	Units Taken
▸ 2014	4,202
▸ 2015	5,440
▸ 2016	6,960
▸ 2017	6,027

## Student System Cube Refresh

Last Refresh: 9/13/2018 5:49:09 AM

## Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

Course Group

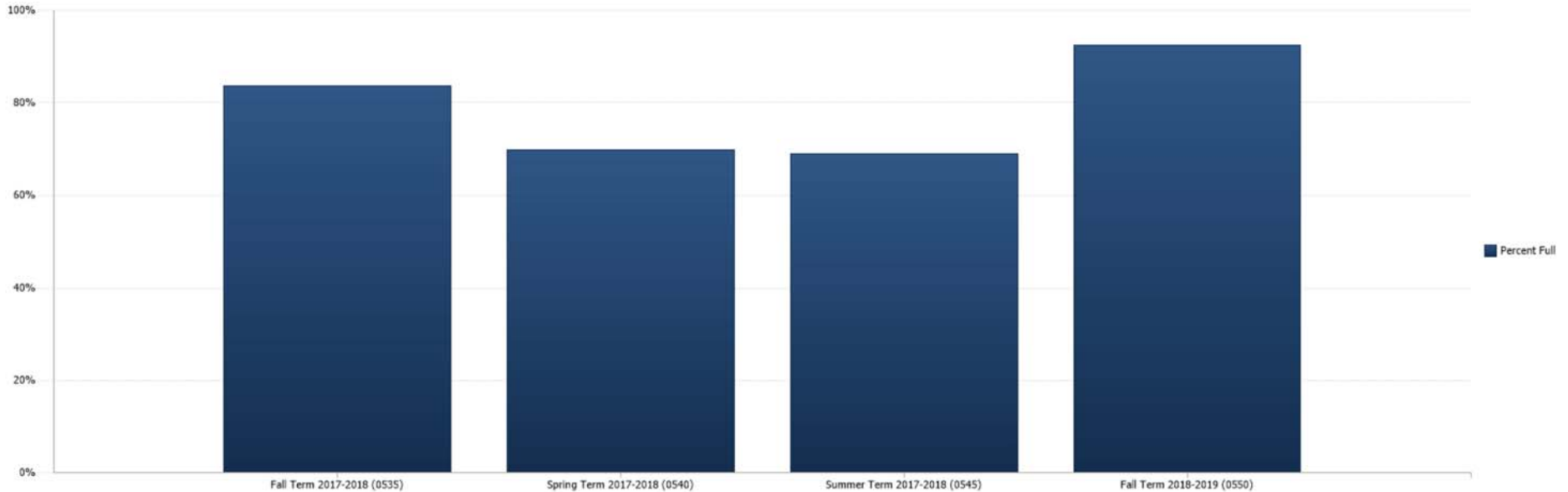


# Academic Program Viability Report > Percent Full

Enrollment | Performance | [Percent Full](#) | Graduates | Course Groups

## Percent Full Metric Graph

**Class Status: Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**



## Percent Full Metric by Instructional Method

**Class Status: Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **HUMNSVC-LD**, Filter empty rows and columns

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Online
Fall Term 2017-2018 (0535)	Enrollment Count	907	148	23	736
Fall Term 2017-2018 (0535)	Standard Course Load	1,084	204	10	870
Fall Term 2017-2018 (0535)	Percent Full	83.7%	72.5%	230.0%	84.6%
Spring Term 2017-2018 (0540)	Enrollment Count	929	130	48	751
Spring Term 2017-2018 (0540)	Standard Course Load	1,331	229	32	1,070
Spring Term 2017-2018 (0540)	Percent Full	69.8%	56.8%	150.0%	70.2%
Summer Term 2017-2018 (0545)	Enrollment Count	447	62	20	365
Summer Term 2017-2018 (0545)	Standard Course Load	649	84	10	555
Summer Term 2017-2018 (0545)	Percent Full	68.9%	73.8%	200.0%	65.8%
Fall Term 2018-2019 (0550)	Enrollment Count	804	95	40	669
Fall Term 2018-2019 (0550)	Standard Course Load	869	104	30	735
Fall Term 2018-2019 (0550)	Percent Full	92.5%	91.3%	133.3%	91.0%

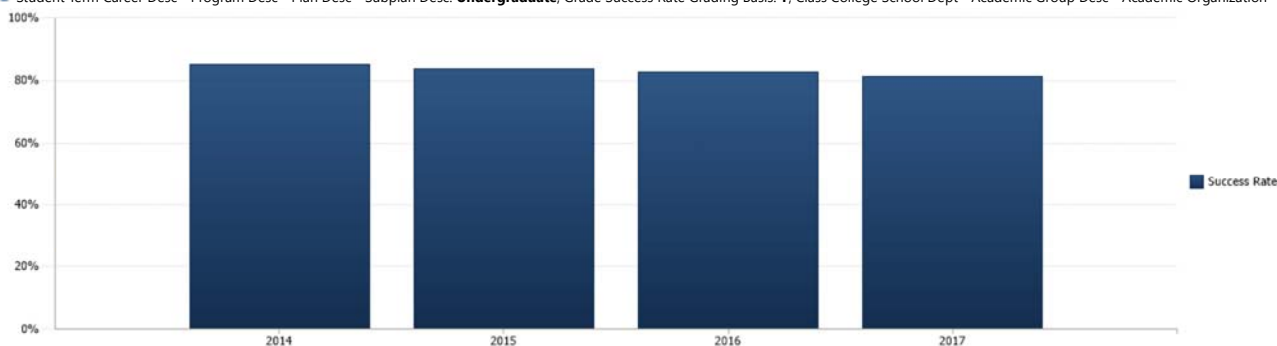


# Academic Program Viability Report > Performance

Enrollment | [Performance](#) | Percent Full | Graduates | Course Groups

## Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization



## Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2014	1,537	85.0%	4.2%	5.0%	2.7%
2015	1,980	83.8%	3.6%	6.9%	4.2%
2016	2,616	82.5%	5.3%	6.4%	4.4%
2017	2,281	81.2%	4.1%	6.7%	4.7%

## Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

## Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Career - Program - Plan - Subplan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Age Group

Ethnic Group

Gender

Student Group

Course Group

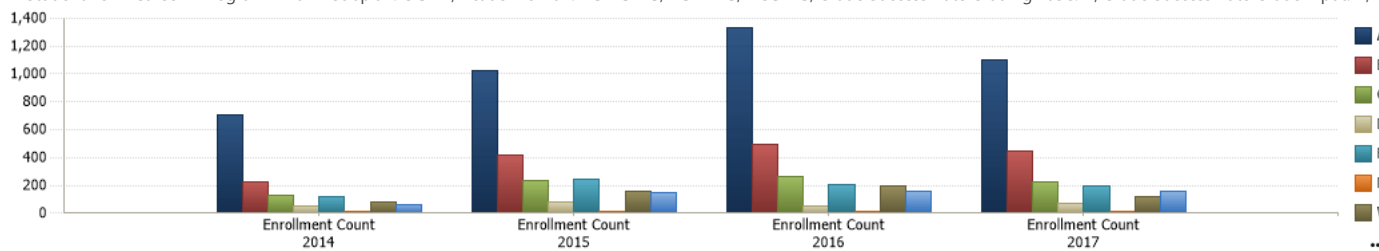


# CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

## Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **HSDIS-AS, HSM-AS, HUS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Cl...



## Student System Cube Refresh

Last Refresh: 4/8/2019 8:34:07 AM

## CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Student Group

Course Group

## Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **HSDIS-AS, HSM-AS, HUS-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Cl...

Term Academic Year - Term Desc	Enrollment Count								
	All	A	B	C	D	F	N	W	WF
▶ 2014	1,371	704	221	132	52	118	4	82	58
▶ 2015	2,315	1,026	419	237	81	241	6	161	144
▶ 2016	2,701	1,332	490	260	49	208	7	195	160
▶ 2017	2,312	1,102	444	222	67	199	10	115	153



### *Industry Certification Attainment*

An industry certification or equivalent state or national exam has not been identified for the Human Services program for evidence of certification attainment at the associate level.



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### *Course Groups*

An internship course has not been identified for the Human Services Social Services program at the associate degree level.



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View: **Program Plans Taken by Plan**

Date: **2/5/2019**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2016-2017 (0520),Fall Term 2016-2017 (0520),HSDIS-AS,All,All,All,All,All,All,All,All,All,All,Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),Spring Term 2017-2018 (0540),Summer Term 2017-2018 (0545),Fall Term 2018-2019 (0550),All**

Academic Plan	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count	Spring Term 2017-2018 (0540) Unduplicated Student Count	Summer Term 2017-2018 (0545) Unduplicated Student Count	Fall Term 2018-2019 (0550) Unduplicated Student Count
All	115	94	56	72	66	42	55
-		1	1	1	2		
HSDIS-AS	115	75	41	47	34	15	22
GEN-AA		4	3	2	1	3	7
HSA-AS		1	1	1			
SOCIAL-TR				2	1	1	1
ADS-CT		1					
EDU-TR		1	1	1	2	2	1
ENRCH-NO							1
BIO-TR				1	1	1	2
EDST-BS					1	1	1
ENVSC-AS		1		1	1		
HMG-AS					1		
HSA-BAS		1	2	5	4	2	8
HUS-AS		8	6	8	16	15	8
ITSC-AS							1
MCHL-ATD		1		1			
MGTORG-BAS			1	2	1	1	2
PPA-BS					1	1	1



View: **Program Plans Taken by Plan**

Date: **2/5/2019**

Dashboard: [Program Plans Taken by Plan](#)

Parameter: **Fall Term 2016-2017 (0520), Fall Term 2016-2017 (0520), HSM-AS, All, All, All, All, All, All, All, All, All, All, All, Fall Term 2016-2017 (0520), Spring Term 2016-2017 (0525), Summer Term 2016-2017 (0530), Fall Term 2017-2018 (0535), Spring Term 2017-2018 (0540), Summer Term 2017-2018 (0545), Fall Term 2018-2019 (0550), All**

Academic Plan	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016-2017 (0525) Unduplicated Student Count	Summer Term 2016-2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count	Spring Term 2017-2018 (0540) Unduplicated Student Count	Summer Term 2017-2018 (0545) Unduplicated Student Count	Fall Term 2018-2019 (0550) Unduplicated Student Count
All	125	106	64	85	67	36	57
-			1	1	1		
HSM-AS	125	90	39	49	36	15	23
HSA-AS						1	
GEN-AA		4	6	6	3	1	3
BUS-TR				1	1		
ADS-CT		1	1	1			
BUS-AS							1
NURSING-TR				1			
BIO-TR		1					
CRIM-TR				1			
FSPPSY-TR				1	1	1	
FTBIOMD-TR			1	1	1	1	
HMG-AS					1	1	1
HSA-BAS		1	4	12	14	13	17
HUS-AS		9	12	11	9	3	10
LEGAL-AS							1
MGTORG-BAS							1

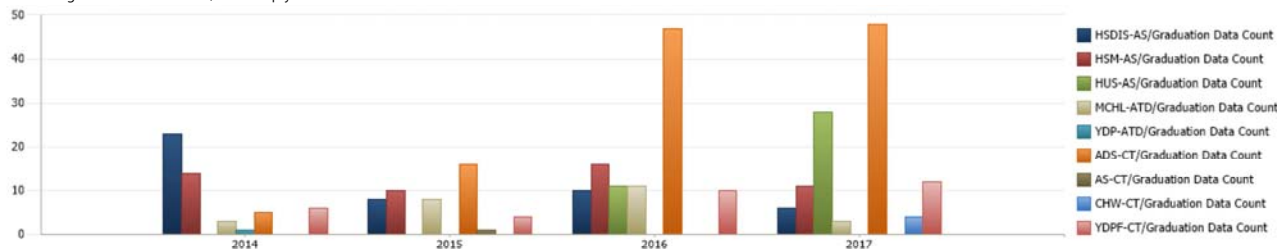



# Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | [Graduates](#) | Course Groups

## Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



## Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2014	2015	2016	2017
HSDIS-AS	Graduation Data Count	23	8	10	6
HSM-AS	Graduation Data Count	14	10	16	11
HUS-AS	Graduation Data Count			11	28
MCHL-ATD	Graduation Data Count	3	8	11	3
YDP-ATD	Graduation Data Count	1			
ADS-CT	Graduation Data Count	5	16	47	48
AS-CT	Graduation Data Count		1		
CHW-CT	Graduation Data Count				4
YDPF-CT	Graduation Data Count	6	4	10	12

## Student System Cube Refresh

Last Refresh: 9/21/2018 5:57:40 AM

## Viability Report Process Document

[Viability Report Process Document](#)

Academic Year - Term Desc - Multi

Graduation Degree Plan Subplan - Multi

Age Group

Gender

Ethnic Group

Custom Cohort

Student Group



## Faculty/Adjunct Ratio

### Equated Credit Hours by Faculty Classification

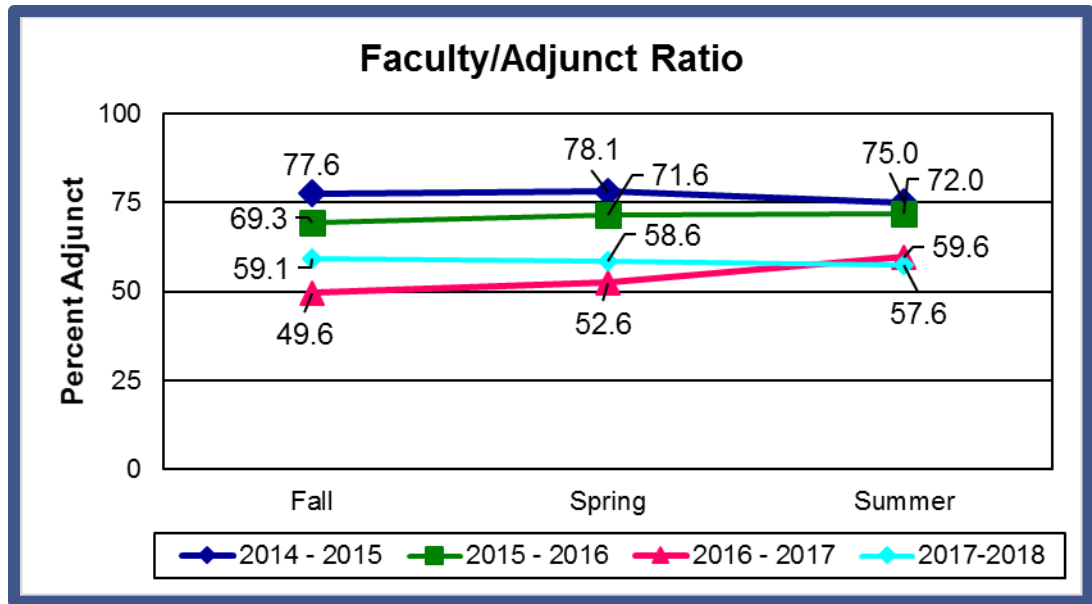
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2014-2015	14.0	22.4%	0.0	0.0%	48.5	77.6%
Spring 2014-2015	14.0	21.9%	0.0	0.0%	50.0	78.1%
Summer 2014-2015	9.0	25.0%	0.0	0.0%	27.0	75.0%
2014-2015 Total	37.0	22.8%	0.0	0.0%	125.5	77.2%
Fall 2015-2016	21.5	30.7%	0.0	0.0%	48.5	69.3%
Spring 2015-2016	24.4	28.4%	0.0	0.0%	61.6	71.6%
Summer 2015-2016	11.5	28.0%	0.0	0.0%	29.5	72.0%
2015-2016 Total	57.4	29.2%	0.0	0.0%	139.6	70.8%
Fall 2016-2017	51.2	50.4%	0.0	0.0%	50.5	49.6%
Spring 2016-2017	55.0	47.4%	0.0	0.0%	61.0	52.6%
Summer 2016-2017	23.0	40.4%	0.0	0.0%	34.0	59.6%
2016-2017 Total	129.2	47.0%	0.0	0.0%	145.5	53.0%
Fall 2017-2018	40.5	40.9%	0.0	0.0%	58.5	59.1%
Spring 2017-2018	49.5	41.4%	0.0	0.0%	70.0	58.6%
Summer 2017-2018	25.0	42.4%	0.0	0.0%	34.0	57.6%
2017-2018 Total	115.0	41.4%	0.0	0.0%	162.5	58.6%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).

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Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT).



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## Occupation Profile

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### *Occupation Description*

The occupation description for Social and human service assistants (21-1093) used by the DEO is shown below:

*Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare.*

### *State and County Trends and Wage Information*

The distribution of 2017 wage information for Social and human service assistants is located in the table below. The median hourly earnings for Social and human service assistants was \$14.73 in Florida and \$14.51 in Pinellas County.

Employment trend information for occupations related to Human Services are also provided in the tables. An average annual increase in employment for Social and human service assistants (8.1% - 10.1%) is shown for the period between 2017 and 2025, across the state and county.



### *Employment Data*

Growth for Social and human service assistants

	<b>Jobs (2017)</b>	<b>% Change (2017-2025)</b>	<b>Median Earnings</b>
Florida	12,272	10.1%	\$14.73/hr
Pinellas County	582	8.1%	\$14.51/hr

Source: Florida Department of Economic Opportunity (DEO)  
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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### *Major Employers*

Graduates of SPC's Human Services - AS program are employed in various areas related to their field. The primary local employers of these graduates are Goodwill Suncoast, Mattie Williams Neighborhood Family Center, St John Primitive Baptist Church, Operation PAR, WestCare Foundation, A New Direction for Men and Women, St. Petersburg Free Clinic (Men's Residence), and PERC (Pinellas Ex-Offender Reentry Coalition) as depicted in the table below.

### *Major Employers*

Employers of Human Services - AS Graduates
Goodwill Suncoast
Mattie Williams Neighborhood Family Center
St John Primitive Baptist Church
Operation PAR
WestCare Foundation
A New Direction for Men and Women
St. Petersburg Free Clinic (Men's Residence)
PERC (Pinellas Ex-Offender Reentry Coalition)

*Source: Recent Alumni Survey reports and program administrator records*

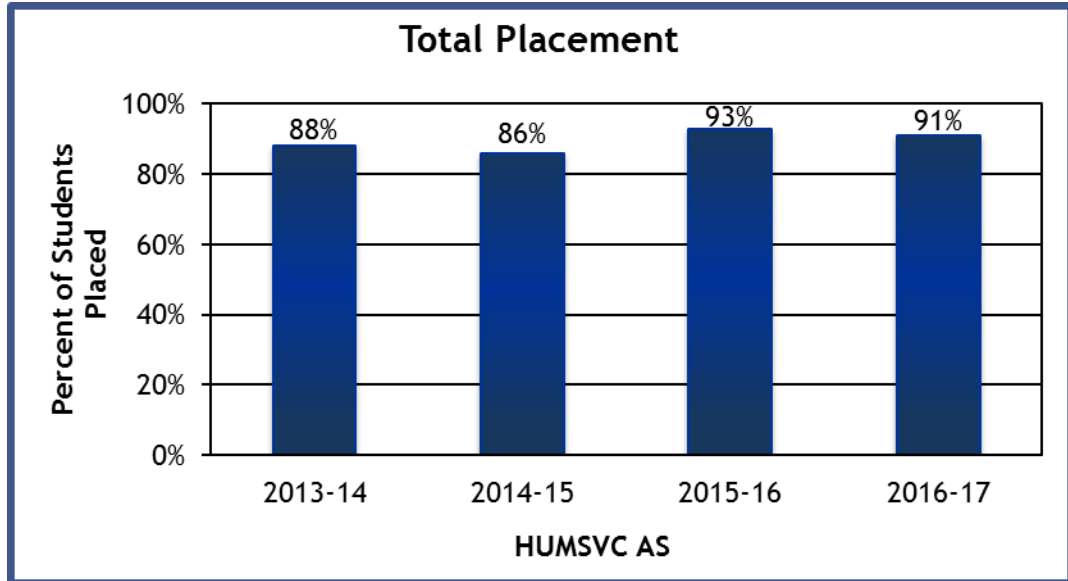


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### 2018-19 Placement Data



HUMSVC AS		
	Pool Count	Percent Placed
2013-14	26	88%
2014-15	29	86%
2015-16	15	93%
2016-17	23	91%

Source: FETPIP Follow-up Outcomes <http://www.fl DOE.org/fetpip/ccs.asp>



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## State Graduates Outcomes

### Human Services Program Graduates 2016-17 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
Pasco-Hernando State College	19	****	****	***%	17	16	94%
Daytona State College	14	10	****	***%	10	10	100%
Florida Southwestern State College	****	****	****	60%	****	****	100%
Indian River State College	****	****	****	29%	****	****	80%
Miami Dade College	12	****	****	***%	****	****	100%
Palm Beach State College	****	****	****	13%	****	****	100%
Hillsborough Community College	31	24	19	61%	27	26	96%
St. Petersburg College	25	19	12	48%	23	21	91%
<b>Total</b>	<b>101</b>	<b>53</b>	<b>31</b>	<b>58%</b>	<b>77</b>	<b>73</b>	<b>95%</b>

\*\*\*\* Graduate values less than 10 but greater than 0.

\*\*\*% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stm>

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## Academics

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### *Educational Outcomes*

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Human Services - AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2017-18 assessment. Each of the five PLOs is listed below:

1. Apply the principles of social services provision to a variety of diverse settings within the human services delivery system and examine current social issues and human services trends and their impact on society, including mental/behavioral health, domestic violence, abuse, neglect, poverty, substance abuse and dependence.
2. Demonstrate a professional demeanor that uses interpersonal skills within the professional setting, including active listening, reflecting, clarifying, using open-ended questions, and responding accurately to verbal and nonverbal behavior.
3. Apply case management skills, including documentation, assessment, treatment planning, crisis intervention and the ability to make appropriate referrals, identify and access human services resources, including on-line data bases, directories, and referral centers.
4. Demonstrate the ability to adhere to professional, ethical standards in human services practice, including confidentiality, informed consent, self-disclosure, boundaries, and demonstrate sensitivity when working with diverse populations.
5. Demonstrate awareness of one's personal development, values, and personal challenges and strengths as they relate to one's personal and professional development and practice and understand the responsibility for ongoing professional growth and development.

### *Means of Assessment*

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

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The Human Services (AS) program used the results of an “End of Cooperative Education Student Performance Evaluation”. The criteria for success stated that students should receive a rating of 3.5 or greater on each category of the evaluation.

Data were collected during 2015-16, 2016-17 and 2017-18. The students whom were assessed achieved a minimum mean score of 3.5 during all the assessment years for all five PLOs and met the criteria for success.

The 2017-18 follow-up report has not yet been completed.

For the complete 2017-18 Human Services Program Assessment Report, please see Appendix B.



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## Stakeholder Perceptions

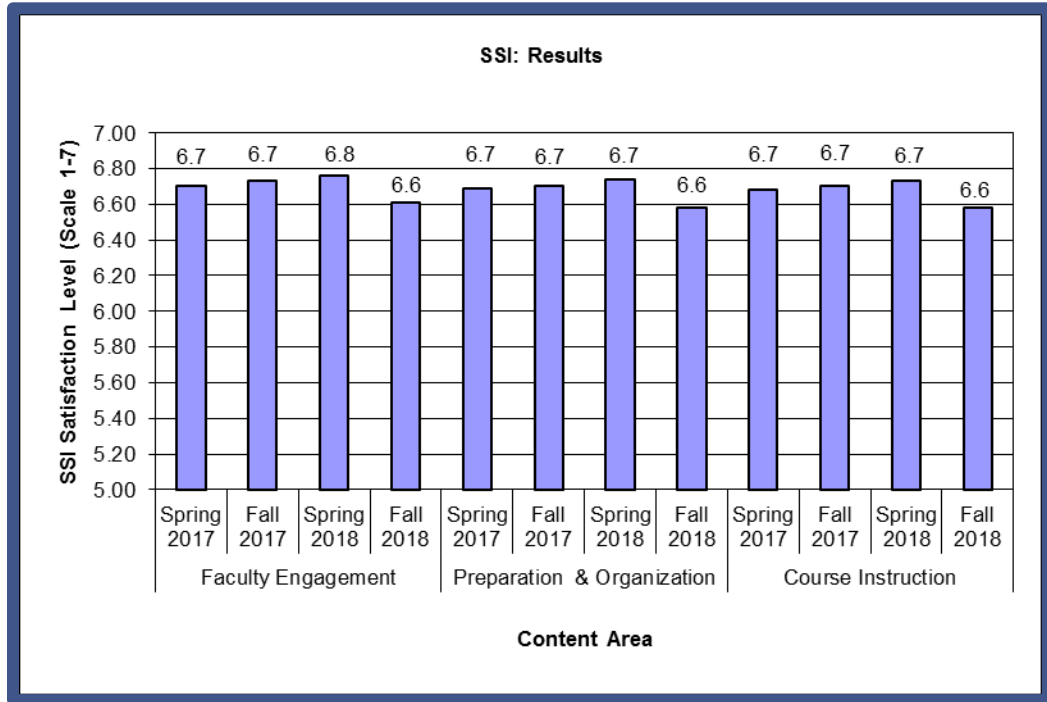
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## Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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St. Petersburg College Human Services  
**SPC** 2017-18 Alumni Survey Report  
*Survey of 2016-17 Graduates*

- *A.S. Degrees: Human Services - Alcohol/Substance Abuse, Human Services - Social Services, Social and Human Services*
- *Applied Technology Diplomas: Associate Addiction Professional, Maternal and Child Health, Youth Development Professional*
- *Certificates: Addiction Studies, Youth Development Professional*

### *Alumni Survey Information*

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Eighty Alumni Surveys were provided to the 2016-17 graduates of the Human Services program. Responses were received from 5 A.S. graduates, 2 A.T.D. graduates, and 7 Certificate completers.

Eighteen percent (14/80) of the graduates surveyed responded to the survey. None of the respondents provided permission to contact an employer related to their program, so no employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 60.0% (6/10) of recent graduate survey respondents, who were employed, were employed full-time.
- 18.2% (2/11)\* of recent graduate survey respondents had a current position related to their studies.
- 35.7% (5/14) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Change career fields"*; 28.6% (4/14) *"Continue my education"*; 21.4% (3/14) *"Earn more money"*; and 14.3% (2/14) *"Other"*.
- 76.9% (10/13) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 30.8% (4/13) *"Change career fields"*; 23.1% (3/13) *"Earn more money"*; 7.7% (1/13) *"Get a promotion"*; 7.7% (1/13) *"Obtain employment"*; and 7.7% (1/13) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 42.9% (6/14) of recent graduate survey respondents indicated that SPC did *"Exceptionally well"* in helping them meet their goal; 21.4% (3/14) *"Very well"*; and 35.7% (5/14) *"Adequately"*.
- 36.4% (4/11)\* of recent graduate survey respondents indicated that they earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually); 27.3% (3/11) earned less

than \$10.00 an hour (less than \$21,000 annually); 18.2% (2/11) earned \$20.00-\$24.99 per hour (\$42,000-\$51,999 annually); and 18.2% (2/11) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually).

- 92.9% (13/14) of recent graduate survey respondents indicated they are continuing their education.
- 81.8% (9/11) of recent graduate survey respondents would recommend SPC’s Human Services program to another.
- An evaluation of Human Services graduates’ general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Six outcomes received mean scores between 4.5 and 4.8, nine received mean scores between 4.0 and 4.4, eight received mean scores between 3.5 and 3.9, and two received mean scores between 3.0 and 3.2.

\*Although only 10 respondents indicated that they were employed, 11 provided information on wages and answered the question regarding whether their employment related to their studies.

*Table 1  
College Preparation Ratings for Recent Human Services Program Graduates*

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	13	4.8	0.4
Listening	13	4.7	0.6
Reading	13	4.5	0.8
Writing	13	4.4	1.0
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	13	3.5	1.1
Using computational skills appropriately	13	3.5	0.7
Accurately interpreting mathematical data	13	3.2	0.9
<i>Using the following forms of technology:</i>			
Email	13	4.5	0.7
Word Processing	12	3.9	0.9
Spreadsheets	13	3.0	1.1
Databases	13	3.5	1.1
Internet Research	13	4.3	0.6

<i>General Education Outcomes</i> <i>(Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	13	4.0	0.7
Inquiring about and interpreting information	12	3.9	0.7
Organizing and evaluating information	13	3.8	1.0
Analyzing and explaining information to others	13	3.8	0.6
Using information to solve problems	11	3.9	0.7
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	13	4.0	0.7
Working well with individuals from diverse backgrounds	13	4.2	0.6
Using ethical courses of action	13	4.2	0.7
Demonstrating leadership skills	13	4.1	0.8
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	13	4.5	0.7
Being open to new ideas and challenges	13	4.2	0.7
Willingness to take on new responsibilities	13	4.1	0.6
Pursuing additional educational opportunities	13	4.5	0.7

St. Petersburg College



Human Services

2017-18 Employer Survey Report

*Employer Survey of 2016-17 Graduates*

*Employer Survey Information*

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Employer Surveys are sent out based on the permission provided by recent graduates in the 2016-17 recent graduate survey. Since permission was not received from recent graduates, there is no Employer Survey information available.



## Program Action Plan

Program: Human Services, AS

Date Completed: May 1, 2019

Prepared By: Cheryl Kerr, Program Director, Human Services

### I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	A proposal to start the process of developing a Baccalaureate option will be completed and presented.	Graduates	May 1, 2020	Cheryl Kerr
2	Investigate lowering success rates in identified HUS courses. Identify and implement strategies to improve success rates.	Course Success / W-WF-F Rates	May 1, 2020	Cheryl Kerr
3	Enhance the availability of student academic support and advising.	Course Success	May 1, 2020	Cheryl Kerr and Jay Charboneau

Human Services - AS  
2018-19 Enhanced Comprehensive Academic Program Review  
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## **II. Special Resources Needed:**

Departmental support and collaboration regarding research and preparation of the Baccalaureate degree proposal.

## **III. Area(s) of Concern/Improvement:**

Overall success rates experienced a relatively small decline during the 2017-2018 academic year. We will focus on Human Services courses with lower success rates and identify and implement ways to improve success rates. Special attention will be given improving the success rates and retention of minority males.



### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved February 2018, from the Division of Community Colleges  
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Maggie Tymms, M.A.  
Director, Institutional Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3195  
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## Appendices

Human Services - AS  
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**PROGRAM OF STUDY**  
**Social and Behavioral Sciences Department**  
**Social and Human Services Associate in Science**  
**HUS-AS**

**Effective Catalog Term: Fall 2016 (0520) through Present (CIP# 1451159901)**

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Cheryl Kerr, Program Director  
kerr.cheryl@spcollege.edu  
727-341-3736

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Dr. Joseph Smiley, Dean, Social/Behavioral Science & Human Services  
smiley.joseph@spcollege.edu  
727-712-5851

Program Summary

Human services professionals are front-line workers in their community. They work in a variety of settings with people from diverse backgrounds to help improve their quality of life, assist and support them through difficult times, or access additional resources and services. They assist other workers, such as counselors, therapists, social workers, or case managers, and they help clients find benefits or community services.

Our programs help students gain the needed skills to enter and succeed in this field. Our programs:

- Prepare students for quick entry-level employment
- Provide the educational/training hours necessary to obtain certain state certifications.
- Offer major core courses taught by instructors with experience and expertise in their field.
- Offer sub plan options for students to specialize in a preferred area of study.
- Reflect an interdisciplinary approach to psychology, mental health, addictions, counseling, social work, sociology, community health and youth development
- Emphasize interviewing/assessing, community outreach, addiction counseling, intervention techniques, knowledge of adaptive and maladaptive behavior patterns, communication skills, professional responsibility, and professional and ethical conduct.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Behavioral Health Technician  
Case Manager  
Client Advocate  
Community Health Worker  
Community Outreach Worker  
Eligibility Counselor  
Family Support Worker  
Gerontology Aide  
Group Home Worker  
Home Health Aid  
Human Services Assistant  
Intake Interviewer  
Juvenile Court Liaison  
Life Skills Instructor  
Mental Health Technician  
Residential Counselor  
Social Services Specialist  
Social Services Technician  
Social Work Assistant  
Substance Abuse Technician  
Victim Advocate  
Youth Worker

#### Program Related Web Sites

NOHS (National Organization for Human Services) <http://www.nationalhumanservices.org/>  
SOHS (Southern Organization for Human Services) <http://www.nationalhumanservices.org/sohs>  
FCB (Florida Certification Board) <http://flcertificationboard.org/>  
Florida Afterschool Network <http://www.myfan.org/resources.php#profdev>  
American Counseling Association <http://www.counseling.org/>  
American Psychiatric Association <http://psychiatry.org/>  
American Psychological Association <http://www.apa.org/>  
ASAM (American Society of Addiction Medicine) <http://www.asam.org/>  
Florida Alcohol & Drug Abuse Association <http://www.fadaa.org/>  
Florida Department of Health <http://www.floridahealth.gov/>  
National Alliance on Mental Illness (NAMI) <http://www.nami.org/>  
National Association of Social Workers <http://socialworkers.org/>  
National Council on Alcoholism and Drug Dependence <http://ncadd.org/>  
National Institute on Drug Abuse <http://www.drugabuse.gov/>  
National Institute of Mental Health <http://www.nimh.nih.gov/index.shtml>  
SAMHSA (Substance Abuse and Mental Health Services Administration) <http://www.samhsa.gov/>

#### Admission Rules

It is highly recommended that before entering the human services program students complete CGS 1070 or Computer/Information Literacy Competency requirement. General education and support courses do not have to be completed in the order listed. Program courses may be taken concurrently with general education and support courses. Please see an Academic Advisor at the St. Petersburg Gibbs campus or the Program Director.



#### Graduation Rules

Minimum grade of "C" required in all courses.



**AS GENERAL EDUCATION REQUIREMENTS**  
**Communications - Composition**

**Credits**

Complete 3 credits from the approved General Education Composition I coursework below. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
<b>Total Credits</b>	<b>3</b>
<b>AS GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communications - Speech</b>	<b>Credits</b>
Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
<b>Total Credits</b>	<b>3</b>
<b>AS GENERAL EDUCATION REQUIREMENTS</b>	
<b>Mathematics</b>	<b>Credits</b>
Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
<b>Total Credits</b>	<b>3</b>
<b>AS GENERAL EDUCATION REQUIREMENTS</b>	
<b>Humanities and Fine Arts</b>	<b>Credits</b>
Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
<b>Total Credits</b>	<b>3</b>
<b>AS GENERAL EDUCATION REQUIREMENTS</b>	
<b>Enhanced World View</b>	<b>Credits</b>
Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
<b>Total Credits</b>	<b>0</b>
<b>AS GENERAL EDUCATION REQUIREMENTS</b>	
<b>Computer/Information Literacy Competency</b>	<b>Credits</b>
Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
<b>Total Credits</b>	<b>0</b>
<b>SUPPORT COURSES</b>	
<b>Ethics (Select 3 credits)</b>	<b>Credits</b>













PHI 1600 	Studies in Applied Ethics	3
PHI 1600 H 	Honors Studies in Applied Ethics	3
<b>Total Credits</b>		<b>3</b>

**SUPPORT COURSES**

<b>Psychology (Select 3 credits)</b>		<b>Credits</b>
PSY 1012 	General Psychology	3
PSY 1012 H 	Honors General Psychology	3
<b>Total Credits</b>		<b>3</b>

Recommended Sequence of Major Courses:




**MAJOR CORE COURSES**

<b>Complete 30 credits</b>		<b>Credits</b>
HUS 1111 	Introduction to Intra and Inter-Personal Processes	3
SYG 2324 	Principles of Substance Abuse	3
HUS 1001 	Principles and Strategies for Human Services	3
HUS 1318 	Domestic Abuse and Family Violence	1
HUS 2302 	Basic Counseling Skills	3
HUS 1320 	Theories and Foundations of Crisis Intervention	1
HUS 1450 	Dual Diagnosis I	2
HUS 2540 	Building Stronger Families and Communities	3
HUS 1445 	Practices for Working With Dysfunctional Family Systems	2
HUS 2550 	Social Services and the Disenfranchised	3
HUS 2200 	Dynamics of Groups and Group Counseling	3
HUS 2949 	Co-op Work Experience in Human Services	3
<b>Total Credits</b>		<b>30</b>




**SUBPLAN**

<b>Select ONE subplan from below (Complete 12 credits)</b>		<b>Credits</b>
<b>Total Credits</b>		<b>12</b>









**SUBPLAN CORE COURSES**

<b>Generalist/Social Services (SOC)</b>		<b>Credits</b>
HUS 1013 	Strategies for Building Self Esteem	3
HUS 1530 	Survey Developmental Disabilities	3
HUS 2315 	Studies in Behavioral Modification	3
	Any HUS prefix course not already completed for this program.	3

**SUBPLAN CORE COURSES**

<b>Addiction Studies (ADS)</b>		<b>Credits</b>
HUS 1431 	Issues in Addiction Prevention	2
HUS 1480 	HIV/AIDS & Drug Crisis	2
HUS 2420 	Evaluation of Treatment Environments	3

or

HUS 2421	 Methods for Identification and Intervention in Substance Abuse	3
HUS 2428	 Treatment and Resources in Substance Abuse	3
	Any HUS prefix course not already completed for this program.	2
<b>SUBPLAN CORE COURSES</b>		
<b>Community Health Worker (CHW)</b>		<b>Credits</b>
HUS 1353	 Issues in Community Health Services	3
HUS 2542	 Working with Families in the Perinatal Period	3
<b>or</b>		
HUS 2541	 Working with Families in the Early Childhood Period	3
	Any HUS prefix course not already completed for this program.	6
<b>SUBPLAN CORE COURSES</b>		
<b>Youth Development Professional (YDP)</b>		<b>Credits</b>
HUS 1620	 Principles and Best Practices in Afterschool Programs	3
HUS 1640	 Foundations of Youth Development	3
HUS 2315	 Studies in Behavioral Modification	3
	Any HUS prefix course not already completed for this program.	3
<b>Total Credits</b>		<b>60</b>

PID 568



# Program Assessment Report

**Program:** Human Services  
**Option:** Social and Human Services  
**Report Year:** 2017-18

*Drafted by Cheryl Kerr on Aug 1, 2018*

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## Data Files

- ☐ [End of Co-Op Evaluation Survey Results 2017-2018](#)
  - ☐ [End of Co-Op Evaluation Survey Results 2016-2017](#)
  - ☐ [End of Co-Op Evaluation Survey Results 2015-2016](#)
  - ☐ [End of Co-Op Evaluation Survey Results](#)
- 
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## Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- **Student Focus:** We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- **Academic Excellence:** We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- **Culture of Inquiry:** We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

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## Program Learning Outcomes

- #1:** Apply the principles of social services provision to a variety of diverse settings within the human services delivery system and examine current social issues and human services trends and their impact on society, including mental/behavioral health, domestic violence, abuse, neglect, poverty, substance abuse and dependence.
- 

### I. Use of Past Results

For both 2013-2014 and 2014-2015, students exceeded the criteria for success. Furthermore, over 90% of students were rated as excellent or very good indicating that students are exhibiting knowledge in the principles of human services provision and current social issues and trends and their impact on society. Students are applying these skills to their workplace.

### II. Methodology

**Means of Assessment:** The Human Services program outcomes were assessed using an employer evaluation of cooperative education students.

**Date(s) of Administration:** 2015-16, 2016-17, 2017-18

**Method:** A *End of the Cooperative Education Student Performance Evaluation* is completed by the Co-Op Site Supervisor and is the method used to evaluate student performance. The responses were quantified and tabulated by the Program Director using a WITS Survey.

**Assessment Instrument:** The *End of Cooperative Education Student Performance Evaluation* is a locally-developed Likert scale instrument. Question 15 from the performance evaluation is aligned to PLO 1.

**Items/Scoring:** The student is rated on each Program Learning Outcome. The rating scale is as follows:

(5-Excellent; 4-Very Good; 3-Good; 2-Fair; 1-Poor)

**Instructions:** Co-Op site supervisors are requested to complete the assessment instrument at the end of the (minimum of 180 hours) Co-Op experience during finals week.

**Population:** The population sample included students who were enrolled in the HUS 2949 - Cooperative Education in Human Services course during the reporting period.

### III. Criteria for Success

Students should receive a rating of 3.5 or greater on each category of the evaluation.

### IV. Summary of Assessment Findings

#### Results via Face-to-Face

2015-16 (Fall 2015, Spring 2016, Summer 2016)			
PLO1	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q15	34	4.20	+ .70

2016-17 (Fall 2016, Spring 2017, Summer 2017)			
PLO1	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q15	69	4.30	+ .80

2017-18 (Fall 2017, Spring 2018, Summer 2018)			
PLO1	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q15	56	4.16	+ .66

#### Results via Distance Delivery (Online, Blended, etc)

The Co-Op course was offered exclusively face-to-face, there were no online sections.

## V. Discussion and Analysis of Assessment Findings

For each of the three years reported the co-op students achieved ratings above the criteria for success: +0.70 in 2015-16, +0.80 in 2016-17, +0.66 in 2017-18. Results would indicate that the students are doing a good job of applying the principles of social services provision to their cooperative education/internship sites. Mean scores varied by reporting year making it difficult to analyze trends, though scores were high in each academic year.

## VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- No Action Plan is deemed necessary

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**#2:** Demonstrate a professional demeanor that uses interpersonal skills within the professional setting, including active listening, reflecting, clarifying, using open-ended questions, and responding accurately to verbal and nonverbal behavior.

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### I. Use of Past Results

The criteria for success was met for this PLO and 95% of students were rated as excellent or very good in the demonstration of communication skills, indicating that students are applying the techniques that they have learned throughout their human services curriculum. Continued emphasis will be placed on the importance of active listening skills, non-verbal techniques, attending to the client, clarifying, reflecting and the use of open-ended questions.

### II. Methodology

**Means of Assessment:** The Human Services program outcomes were assessed using an employer evaluation of cooperative education students.

**Date(s) of Administration:** 2015-16, 2016-17, 2017-18

**Method:** A End of the Cooperative Education Student Performance Evaluation is completed by the Co-Op Site Supervisor and is the method used to evaluate student performance. The responses were quantified and tabulated by the Program Director using a WITS Survey.

**Assessment Instrument:** The End of Cooperative Education Student Performance Evaluation is a locally-developed Likert scale instrument. Question 16 from the performance evaluation is aligned to PLO 1.

**Items/Scoring:** The student is rated on each Program Learning Outcome. The rating scale is as follows:

(5-Excellent; 4-Very Good; 3-Good; 2-Fair; 1-Poor)

**Instructions:** Co-Op site supervisors are requested to complete the assessment instrument at the end of the (minimum of 180 hours) Co-Op experience during finals week.

**Population:** The population sample included students who were enrolled in the HUS 2949 - Cooperative Education in Human Services course during the reporting period.

### III. Criteria for Success

Students should receive a rating of 3.5 or greater on each category of the evaluation.

## IV. Summary of Assessment Findings

### Results via Face-to-Face

2015-16 (Fall 2015, Spring 2016, Summer 2016)			
PLO2	Number of Responses	Mean	Above/Below



			<b>Criteria for Success (3.5)</b>
Q16	34	4.20	+ .70

<b>2016-17 (Fall 2016, Spring 2017, Summer 2017)</b>			
<b>PLO2</b>	<b>Number of Responses</b>	<b>Mean</b>	<b>Above/Below Criteria for Success (3.5)</b>
Q16	69	4.36	+ .86

<b>2017-18 (Fall 2017, Spring 2018, Summer 2018)</b>			
<b>PLO2</b>	<b>Number of Responses</b>	<b>Mean</b>	<b>Above/Below Criteria for Success (3.5)</b>
Q16	56	4.30	+ .80

#### **Results via Distance Delivery (Online, Blended, etc)**

The Co-Op course is taught exclusively face-to-face, there are no online sections.

## **V. Discussion and Analysis of Assessment Findings**

For each of the three years being reported, co-op students scored higher than the criteria for success for the demonstration of a professional demeanor, using interpersonal skills, active listening, reflection, clarifying questions, and open-ended questions. Mean scores have increased over the three years included within the assessment. This remains a keystone of the profession and will continue to be an area of priority in student skill development.

## **VI. Action Plan and Timetable for Implementation**

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [No Action Plan is deemed necessary](#)

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**#3:** Apply case management skills, including documentation, assessment, treatment planning, crisis intervention and the ability to make appropriate referrals, identify and access human services resources, including on-line data bases, directories, and referral centers.

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### **I. Use of Past Results**

Students at this skill level must understand the importance of acquiring good case management skills, understanding local resources and referral sources, including on-line data bases and directories. Students are introduced to this during new student orientation and provided opportunities to develop these skills throughout their curriculum. Students are expected to be prepared to transition into the workplace with a good understanding of these entry level skills.

### **II. Methodology**

**Means of Assessment:** The Human Services program outcomes were assessed using an employer evaluation of cooperative education students.

**Date(s) of Administration:** 2015-16, 2016-17, 2017-18

**Method:** A End of the Cooperative Education Student Performance Evaluation is completed by the Co-Op Site Supervisor and is the method used to evaluate student performance. The responses were quantified and tabulated by the Program Director using a WITS Survey.

**Assessment Instrument:** The End of Cooperative Education Student Performance Evaluation is a locally-developed Likert scale instrument. Question 17 from the performance evaluation is aligned to PLO 1.

**Items/Scoring:** The student is rated on each Program Learning Outcome. The rating scale is as follows:

(5-Excellent; 4-Very Good; 3-Good; 2-Fair; 1-Poor)

**Instructions:** Co-Op site supervisors are requested to complete the assessment instrument at the end of the (minimum of 180 hours) Co-Op experience during finals week.

**Population:** The population sample included students who were enrolled in the HUS 2949 - Cooperative Education in Human Services course during the reporting period.

### III. Criteria for Success

Students should receive a rating of 3.5 or greater on each category of the evaluation.

### IV. Summary of Assessment Findings

#### Results via Face-to-Face

2015-16 (Fall 2015, Spring 2016, Summer 2016)			
PLO 3	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q17	34	4.09	+ .59

2016-17 (Fall 2016, Spring 2017, Summer 2017)			
PLO 3	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q17	69	4.11	+ .61

2017-18 (Fall 2017, Spring 2018, Summer 2018)			
PLO 3	Number of	Mean	Above/Below

	Responses		Criteria for Success (3.5)
Q17	56	4.01	+ .52

### Results via Distance Delivery (Online, Blended, etc)

The Co-Op course is taught exclusively face-to-face, there are no online sections.

## V. Discussion and Analysis of Assessment Findings

Students exceeded the criteria for success for all three reporting years. This indicates that the site supervisors believe that the students are showing an ability to apply case management skills, make appropriate referrals, and identify and access human services resources. Mean scores varied year to year with no discernible trend. There is always room for improvement and this will be a priority area for students in the human services program.

## VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Students will be provided more opportunities throughout their human services program to research and utilize community referral sources (i.e., 211, Daystar, Salvation Army, etc.) in order to increase knowledge and ability to make appropriate referrals and identify and access resources for consumers.  
- Cheryl Kerr, HUS Program Director / Aug 2019

### Budget / Planning Implications:

N/A

**#4:** Demonstrate the ability to adhere to professional, ethical standards in human services practice, including confidentiality, informed consent, self-disclosure, boundaries, and demonstrate sensitivity when working with diverse populations.

### I. Use of Past Results

The criteria for success was met during this reporting period for this PLO. Emphasis is placed throughout the human services program on professional, ethical standards, confidentiality, appropriate self-disclosure, boundaries, and sensitivity to diverse cultures and disenfranchised groups.

### II. Methodology

**Means of Assessment:** The Human Services program outcomes were assessed using an employer evaluation of cooperative education students.

**Date(s) of Administration:** 2015-16, 2016-17, 2017-18

**Method:** A End of the Cooperative Education Student Performance Evaluation is completed by the Co-Op Site Supervisor and is the method used to evaluate student performance. The responses were quantified and tabulated by the Program Director using a WITS Survey.

**Assessment Instrument:** The End of Cooperative Education Student Performance Evaluation is a locally-developed Likert scale instrument. Question 18 from the performance evaluation is aligned to PLO 1.

**Items/Scoring:** The student is rated on each Program Learning Outcome. The rating scale is as follows: (5-Excellent; 4-Very Good; 3-Good; 2-Fair; 1-Poor)

**Instructions:** Co-Op site supervisors are requested to complete the assessment instrument at the end of the (minimum of 180 hours) Co-Op experience during finals week.

**Population:** The population sample included students who were enrolled in the HUS 2949 - Cooperative Education in Human Services course during the reporting period.

### III. Criteria for Success

Students should receive a rating of 3.5 or greater on each category of the evaluation.

### IV. Summary of Assessment Findings

#### Results via Face-to-Face

2015-16 (Fall 2015, Spring 2016, Summer 2016)			
PLO 4	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q18	34	4.35	+ .85

2016-17 (Fall 2016, Spring 2017, Summer 2017)			
PLO 4	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q18	69	4.33	+ .83

2017-18 (Fall 2017, Spring 2018, Summer 2018)			
PLO 4	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q18	56	4.43	+ .93

#### Results via Distance Delivery (Online, Blended, etc)

The Co-Op course is taught exclusively face-to-face, there are no online sections.

### V. Discussion and Analysis of Assessment Findings

The importance of demonstrating professionalism and adhering to ethical standards cannot be emphasized enough in this field. Students were rated highest in this PLO with the criteria for success exceeded for all three reporting years. The trend shows improvement in the mean scores each of the three years. This trends must continue and improve.

### VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Students will be instructed on how to join the NOHS and SOHS as a student member and this will be an](#)

**Budget / Planning Implications:**

N/A

**#5:** Demonstrate awareness of one's personal development, values, and personal challenges and strengths as they relate to one's personal and professional development and practice and understand the responsibility for ongoing professional growth and development.

**I. Use of Past Results**

Students were rated as exceeding the criteria for success on this outcome. 100% of students were rated as excellent or very good regarding personal and professional development and understanding the responsibility for ongoing professional growth and development. This will continue to be an area of focus for students in all five of the human services programs.

**II. Methodology**

**Means of Assessment:** The Human Services program outcomes were assessed using an employer evaluation of cooperative education students.

**Date(s) of Administration:** 2015-16, 2016-17, 2017-18

**Method:** A End of the Cooperative Education Student Performance Evaluation is completed by the Co-Op Site Supervisor and is the method used to evaluate student performance. The responses were quantified and tabulated by the Program Director using a WITS Survey.

**Assessment Instrument:** The End of Cooperative Education Student Performance Evaluation is a locally-developed Likert scale instrument. Question 19 from the performance evaluation is aligned to PLO 1.

**Items/Scoring:** The student is rated on each Program Learning Outcome. The rating scale is as follows: (5-Excellent; 4-Very Good; 3-Good; 2-Fair; 1-Poor)

**Instructions:** Co-Op site supervisors are requested to complete the assessment instrument at the end of the (minimum of 180 hours) Co-Op experience during finals week.

**Population:** The population sample included students who were enrolled in the HUS 2949 - Cooperative Education in Human Services course during the reporting period.

**III. Criteria for Success**

Students should receive a rating of 3.5 or greater on each category of the evaluation.

**IV. Summary of Assessment Findings**

**Results via Face-to-Face**

2015-16 (Fall 2015, Spring 2016, Summer 2016)			
PLO 5	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q19	34	4.14	+ .64

2016-17 (Fall 2016, Spring 2017, Summer 2017)			
-----------------------------------------------	--	--	--

PLO 5	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q19	69	4.36	+ .86

2017-18 (Fall 2017, Spring 2018)			
PLO 5	Number of Responses	Mean	Above/Below Criteria for Success (3.5)
Q19	56	4.34	+ .84

#### Results via Distance Delivery (Online, Blended, etc)

The Co-Op course is taught exclusively face-to-face, there are no online sections.

### V. Discussion and Analysis of Assessment Findings

Students were rated above the criteria for success regarding awareness of personal development, values, personal challenges, and strengths over the three reporting years. Mean scores varied year to year with no discernible trend. This PLO is something that will continue to be an area of focus and priority for students as they graduate and pursue employment in the field and/or continue pursuing higher education. Students will continue to be encouraged to join professional organizations, coalitions, and attend trainings to understand the responsibility for ongoing professional growth and development in the helping professions.

### VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [No Action Plan is deemed necessary](#)

## Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
<b>A. Enable Greater Student Success</b>			
<b>A1. Identify needs and address ways to improve overall student success</b>			
	Students will be provided more opportunities throughout their human services program to research and utilize community referral sources (i.e., 211, Daystar, Salvation Army, etc.) in order to increase knowledge and ability to make appropriate referrals and identify and access resources for consumers. <b>Budget / Planning Implications:</b> N/A	#3	Cheryl Kerr, HUS Program Director Aug 2019
<b>B. Enhance Curriculum &amp; Faculty Development</b>			
<b>B1. Align curriculum with General Education Objective and/or Accreditation/National Standards of the discipline</b>			
	Students will be instructed on how to join the NOHS and SOHS as a student member and this will be an assignment of HUS 2949 (Co-Op) <b>Budget / Planning Implications:</b> N/A	#4	Cheryl Kerr, HUS Program Director Aug 2018
<b>E. None</b>			
<b>E1. No Action Plan is deemed necessary</b>			
	No Action Plan is deemed necessary	#1, #2, #5	

## Evaluation of the Impact of Action Plan Items on Program Quality

### Approvals

#### Program Administrators:

Cheryl Kerr - Program Director  
Joseph Smiley - Dean, Social & Behavioral Sciences

*Approved by Cheryl Kerr - Program Director on Aug 1, 2018*

#### Educational Outcomes Coordinators:

Joe Boyd - Coord, Accredtn&BaccAssessment  
Magaly Tymms - Assessment Director

*Approved by Joe Boyd - Coord, Accredtn&BaccAssessment on Aug 7, 2018*

#### Dean:

Joseph Smiley - Dean, Social & Behavioral Sciences

*Approved by Joseph Smiley - Dean, Social & Behavioral Sciences on Sep 10, 2018*

#### Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

*Approval Pending*



## Appendix C: 2018 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for April 2018 and October 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



Human Services - AS  
2018-19 Enhanced Comprehensive Academic Program Review  
Institutional Research and Effectiveness

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**HUMAN SERVICES ADVISORY COMMITTEE MEETING  
DATE: Tuesday, April 10, 2018 at the SPC Epi Center**

TOPIC	DISCUSSION/RECOMMENDATIONS	ACTION
<b>WELCOME/INTRODUCTIONS</b>	<p>Introductions completed.</p> <p><b>Present</b> were: William Atkinson, Raul Catuy, Rae Chapman, Joyce Clay (for Jill Gould), Rayford Dennis, Susan Easter, Michael Jalazo, Sean King, Lauren Misa, Rosaria Pipitone, Laurallyn Segur, Richard Smith and Cheryl Kerr.</p> <p><b>Absent:</b> Joseph Smiley, Jay Charboneau, Dianne Clarke, Robert Neri, Donna Sicilian, Catherine Speroni, Andrea Baker, Andrew Maurin, Laura Ball, Lola Blevins, Douglas Bonar, Marilyn Browne, Kip Corriveau, Anita George, Kathleen Griffin, Debra Prewitt, Angela Pelegrini Olivares, Christopher Yarnold and Joan Read.</p>	N/A
<b>REVIEW OF MINUTES</b>	Minutes from the December 8, 2017 meeting were distributed and reviewed and approved.	<p>Minutes from last meeting were emailed. All committee members reviewed.</p> <p>Minutes were unanimously approved.</p>
<b>OLD BUSINESS</b>	<p><b><u>Human Services Baccalaureate Degree:</u></b></p> <p>The proposal for the SPC Human Services B.S. degree remains a priority. Some advisory committee members requested a meeting with Dr. Tonjua Williams. All agreed that a Bachelor's degree in HUS is very much needed in Pinellas County.</p> <p>Proposed revisions to 65D-30 (FAC for DCF Substance Abuse Programs)</p> <p><u>(4) Staff Qualifications. Staff must provide services within the scope of their professional licensure or certification, training, protocols, and competence. Minimum staff qualifications apply to the type of task and licensable components listed below. A master's level or bachelor's level practitioner must hold degree from an accredited university or college with a major in counseling, social work, psychology, nursing, rehabilitation, special education, health education, or a related human services field. Certification must be obtained through a Department approved credentialing entity.</u></p>	<p><b><u>ACTION</u></b></p> <p>An email was received on April 10, 2018 from Dr. Joseph Smiley, Dean, indicating that we will work to start the process this year of applying for a HUS BS degree.</p> <p>We will keep the Advisory Committee updated on this proposal.</p>

<b><u>TOPIC</u></b>	<b><u>DISCUSSION / RECOMMENDATIONS</u></b>	<b><u>ACTION</u></b>
<p><b>NEW BUSINESS</b></p>	<p><b><u>SPC Mental Health Awareness Initiative</u></b></p> <p>Cheryl gave an update on the work of the SPC Mental Health Oversight Committee and requested support of Human Service Advisory Committee members to provide community input and consultation to the SPC committee.</p> <p>SPC has updated its resource page including more information: <a href="http://mycoursesupport.spcollege.edu/life-issues">http://mycoursesupport.spcollege.edu/life-issues</a></p> <p><b><u>Preparing Students to Work in Integrated HealthCare Systems</u></b>  “Substance Abuse Related Competencies for Health Professionals”</p> <ul style="list-style-type: none"> <li>• Design curriculum to lead a student from a largely didactic knowledge base to one that increases practical application of theory and research through experiential classroom activities, supervised practice, observation in clinical settings and practice in clinical settings</li> <li>• Programs offer stackable credits with each class building upon the other and includes class assignments that promote self-examination and reflection regarding attitudes toward substance use and mental health disorders</li> <li>• Programs infuse cutting-edge research into courses through annual course review <ul style="list-style-type: none"> <li>- Each course is aligned with TAP 21: the Addiction Counseling Competencies</li> </ul> </li> <li>• Programs emphasize integration of physical, behavioral health and the use of telehealth technologies</li> </ul>	<p>Human Services Advisory Committee Members were open to providing consultation and input into the initiative and the SPC MH Oversight Committee.</p> <p>Some HUS Advisory Committee member agencies provide trainings.</p> <p>Mike Jalazo stated that PERC offers Trauma-Informed Care training.</p> <p>Cheryl will send out an email asking what types of trainings can be offered for SPC staff and students.</p> <p>We will invite our Mental Health Lead, Dr. Carleah East, to our fall Advisory Committee meeting.</p> <p>Center for Integrated Health Services (CIHS)  Agency for Healthcare Research &amp; Quality (AHRQ)  <a href="http://www.integrationacademy.ahrq.gov">www.integrationacademy.ahrq.gov</a></p> <p>IRETA: Institute for Research, Education and Training in Addiction <a href="http://ireta.org/">http://ireta.org/</a></p> <p>SARET: Substance Abuse Research Education and Training <a href="https://compass.iime.cloud/category/saret/">https://compass.iime.cloud/category/saret/</a></p> <p>Cheryl will share the ATTC Pre-Service Education Workgroup document via email.  <a href="https://www.integration.samhsa.gov/news/articles/2017/02/16/preparing-students-to-work-in-integrated-health-care-systems">https://www.integration.samhsa.gov/news/articles/2017/02/16/preparing-students-to-work-in-integrated-health-care-systems</a></p>

<b><u>TOPIC</u></b>		<b><u>ACTION</u></b>
<b><u>NEW BUSINESS (CONT.)</u></b>	<p>The ATTC Network recommends that pre-service health and behavioral health education:</p> <ul style="list-style-type: none"> <li>• Include instruction and skill-building opportunities (real-world settings, when available) on screening, brief intervention, and referral to treatment (SBIRT).</li> <li>• Integrate relevant TAP 21 competencies into pre-service education via curriculum infusion, as appropriate depending on the degree program (i.e., some disciplines may not need the full array of competencies required of specialty addictions professionals).</li> <li>• Incorporate discussion of and, when possible, practice in using health information technologies to treat patients with SUDs.</li> <li>• Develop students' knowledge of working in interprofessional collaborative practice teams (IPCP).</li> </ul>	
<b>AGENCY ROUNDTABLE / UPDATES</b>	<p><b><i>Rosaria Pipitone (SPC Gibbs Career Outreach Specialist)</i></b></p> <ul style="list-style-type: none"> <li>• Rosaria discussed a job shadow program.</li> </ul> <p><b><i>Lauren Misa (RCS Pinellas)</i></b></p> <ul style="list-style-type: none"> <li>• Lauren Misa reported that RCS has partnered with SPC to provide food pantries on campus for students. The first to be opened is at Midtown and will be open May 18<sup>th</sup>. We are currently working with other campuses to do the same. We are also working on providing wrap around services for students including domestic violence counseling and homeless student services.</li> </ul>	<p>Advisory Committee members were open to the idea of job shadowing, internships, and other opportunities for SPC students.</p> <p><a href="https://www.rcspinellas.org/">https://www.rcspinellas.org/</a></p>
<b>NEXT MEETING</b>	Friday, October 19, 2018	<p>Location: SPC Gibbs Campus, SA Building, Room 313 2:00-3:30pm</p> <p>Minutes and agenda to be forwarded to members for review in advance of the April meeting.</p>
<b>ADJOURNMENT</b>		The meeting was adjourned at approximately 4:00 p.m.

**HUMAN SERVICES ADVISORY COMMITTEE MEETING**  
**DATE: Friday, October 19, 2018 at the SPC Gibbs Campus, SA Room 313**

TOPIC	DISCUSSION/RECOMMENDATIONS	ACTION
<b>WELCOME/INTRODUCTIONS</b>	<p>Introductions completed.</p> <p><b>Present</b> were: Joseph Smiley, Dianne Clarke, Donna Sicilian, Rae Chapman, Jill Gould, Michael Jalazo, Sean King, Andrew Maurin, Rosaria Pipitone, Laurallyn Segur, Richard Smith, Jay Charboneau, Jacqui Turner (for Christopher Yarnold) and Cheryl Kerr.</p> <p><b>Absent:</b> Robert Neri, Rayford Dennis, William Atkinson, Raul Catuy, Catherine Speroni, Andrea Baker, Laura Ball, Lauren Misa, Lola Blevins, Douglas Bonar, Marilyn Browne, Kip Corriveau, Anita George, Kathleen Griffin, Debra Prewitt, Angela Pelegrini Olivares, and Joan Read.</p>	N/A
<b>REVIEW OF MINUTES</b>	<p>Minutes from the April 10, 2018 meeting were distributed and reviewed and approved.</p>	<p>Minutes from last meeting were emailed. All committee members reviewed.</p> <p>Minutes were unanimously approved.</p>
<b>OLD BUSINESS</b>	<p><b><u>Human Services Baccalaureate Degree:</u></b></p> <p>The proposal for the SPC Human Services B.S. degree remains a priority. Some advisory committee members requested a meeting with Dr. Tonjua Williams. All agreed that a Bachelor's degree in HUS is very much needed in Pinellas County.</p> <p><b><u>Update on SPC Fostering Achievement Program</u></b></p> <p>Cheryl provided an update on the SPC Fostering Achievement Program that provides support to students who have aged out of foster care.</p> <p>Cheryl, Todd Smith (Financial Aid) and Deborah Eldridge (SPC Faculty) will be presenting on the SPC FAP at the annual Moving the Needle Conference on November 8, 2018 (SPC Seminole Campus)</p>	<p><b><u>ACTION</u></b></p> <p>An email was received on April 10, 2018 from Dr. Joseph Smiley, Dean, indicating that we will work to start the process this year of applying for a HUS BS degree.</p> <p>We will keep the Advisory Committee updated on this proposal.</p> <p>Advisory Committee members are encouraged to join the Facebook group and participate in monthly network calls.</p> <p><a href="https://www.facebook.com/groups/FloridaReach/">https://www.facebook.com/groups/FloridaReach/</a></p> <p><a href="https://www.positivepathwaysflorida.org/">https://www.positivepathwaysflorida.org/</a></p>

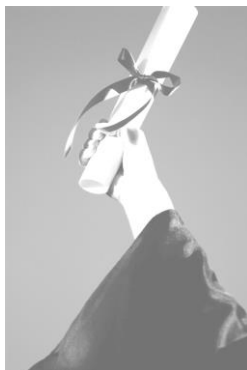
<u>TOPIC</u>	<u>DISCUSSION/RECOMMENDATIONS</u>	<u>ACTION</u>
<p><b>NEW BUSINESS</b></p>	<p><b><u>SPC Mental Health Awareness Initiative Update (SAMHSA Suicide Prevention Grant)</u></b></p> <p>Cheryl gave an update on the work of the SPC Mental Health Oversight Committee.</p> <p>SPC was awarded the SAMHSA Suicide Prevention Grant.</p> <p>SPC has updated its resource page including more information:  <a href="http://mycoursessupport.spcollege.edu/life-issues">http://mycoursessupport.spcollege.edu/life-issues</a></p> <p><b><u>SPC &amp; WestCare Partnership a Success</u></b></p> <p>Cheryl provided a flyer made by WestCare and Robert Neri which displays the success of the courses and involvement of WestCare program participants and the positive impact on their treatment outcomes.</p> <p><b><u>Need for Centralized Source/Contact for Resources for Disenfranchised Students</u></b></p> <p>The Committee discussed housing issues, financial (utilities, electric, rental assistance), childcare, mental health, behavioral health and substance abuse.</p>	<p>Human Services Advisory Committee Members were open to providing consultation and input into the initiative and the SPC MH Oversight Committee.</p> <p>Some HUS Advisory Committee member agencies provide trainings in mental health first aid and related topics (PERC, PCSB, etc.)</p> <ul style="list-style-type: none"> <li>- Mike Jalazo stated that PERC offers Trauma-Informed Care training.</li> </ul> <p>Cheryl will send out an email asking what types of trainings can be offered for SPC staff and students.</p> <p>N/A – Informational</p> <p>98% Course completion 63% Treatment completion</p> <p>Advisory Committee members will continue to share resources.</p>

<b>TOPIC</b>	<b>DISCUSSION/RECOMMENDATIONS</b>	<b>ACTION</b>
<b>AGENCY ROUNDTABLE / UPDATES</b>	<p><b>Sean King (Habitat for Humanity and the HLB)</b></p> <ul style="list-style-type: none"> <li>Sean shared about the Pinellas County HLB (Homeless Leadership Board).</li> <li>Asked to have a few positions funded to address the housing issue</li> <li>They are getting some funding for prevention and diversion</li> <li>The Sadowski Fund should have provided 10.3 million dollars to Pinellas County for Housing.</li> <li>Habitat for Humanity just built their 500<sup>th</sup> home.</li> <li>HFH serves 30-80% AMI</li> <li>They could do lunch and learns for agency staff to provide information about affordable housing. 0% interest for 30 years with \$600-\$800/month mortgage)</li> <li>HFH funding comes through private donations</li> <li>They are building intergenerational wealth</li> </ul> <p><b>Donna Sicilian (Pinellas County School Board)</b></p> <ul style="list-style-type: none"> <li>Discussed Trauma-Informed Care/Trauma Sensitivity Training to make campuses safe</li> <li>Discussed Whirlpool's Care Counts program to provide washers and dryers on school campuses</li> </ul> <p><b>Rosaria Pipitone (SPC Career Services)</b></p> <ul style="list-style-type: none"> <li>Discussed having agencies do on-campus interviews for students</li> <li>Shared information about "Handshake"</li> </ul> <p><b>Jacqui Turner (BayCare Student Assistance Program)</b></p> <ul style="list-style-type: none"> <li>BayCare serves 14 colleges in Florida where faculty and staff work together to support students</li> </ul>	<p><a href="http://www.pinellashomeless.org">www.pinellashomeless.org</a></p> <p><a href="https://www.sadowskicoalition.org/">https://www.sadowskicoalition.org/</a></p> <p><a href="https://www.habitatpinellas.org/">https://www.habitatpinellas.org/</a></p> <p><a href="https://www.acha.org/documents/Programs_Services/we_bhandouts_2015/TH2-322_Hoch.pdf">https://www.acha.org/documents/Programs_Services/we_bhandouts_2015/TH2-322_Hoch.pdf</a></p> <p><a href="https://carecounts.whirlpool.com/">https://carecounts.whirlpool.com/</a></p> <p>Rosaria will email information on Handshake  <a href="https://blog.spcollege.edu/careers-internships/handshake/">https://blog.spcollege.edu/careers-internships/handshake/</a></p>

<p><b>AGENCY ROUNDTABLE/UPDATES (CONT.)</b></p>	<p><b><i>Jill Gould (Department of Juvenile Justice)</i></b></p> <ul style="list-style-type: none"> <li>• Tim Niermann is the interim Secretary</li> <li>• Jill's department is hiring regularly</li> <li>• Many DJJ employees are currently in Drop</li> <li>• The State of Florida has tuition benefits</li> </ul> <p><b><i>Laurallyn Segur (Eckerd Connects)</i></b></p> <ul style="list-style-type: none"> <li>• Eckerd Connects is the Lead Agency for Child Welfare in Pinellas and Pasco Counties. Serves 3,100 children daily</li> <li>• They are the highest in the state on recruiting foster parents</li> <li>• There is still a need for foster parents for children age 0-5 and also teenagers as well as sibling homes</li> </ul> <p><b><i>Douglas Bonar</i></b></p> <ul style="list-style-type: none"> <li>• 1/3 of his clients come from child welfare; 1/3 are from the State Attorney's Office; 1/3 are from Probation</li> <li>• 100+ clients are court-ordered</li> <li>• Main reasons for removal are domestic violence and substance abuse</li> </ul> <p><b><i>Andrew Maurin (GAL &amp; Lawyers for Young Adults)</i></b></p> <ul style="list-style-type: none"> <li>• They provide free legal services for young adults who have aged out of foster care</li> <li>• They help with negotiating issues; traffic accidents; landlord issues; child-custody issues; housing, etc.</li> </ul> <p><b><i>Dianne Clarke (Operation PAR)</i></b></p> <ul style="list-style-type: none"> <li>• Provided an update on the Pinellas County Opioid Taskforce</li> <li>• Explained how Pinellas County and the State of Florida is suing pharmaceutical companies (hopefully will get funding for prevention) It is a class-action lawsuit</li> <li>• Operation PAR has been collaborating in the community for new programs in ERs (St. Anthony's)</li> <li>• All admissions for MAT and Vivitrol have stopped due to funding issues.</li> <li>• They have two (2) years left to go with opioid funding</li> </ul>	
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<p><b><u>AGENCY ROUNDTABLE/UPDATES (CONT.)</u></b></p>	<ul style="list-style-type: none"> <li>- Opened their own transitional living 17 men on campus 12 women and children on campus Pay rent and are employed</li> </ul> <p><b><i>Rae Chapman (V.A.)</i></b></p> <ul style="list-style-type: none"> <li>• The V.A. has been having hiring events</li> <li>• V.A. has a second chance hiring policy</li> </ul> <p><b><i>Dr. Joseph Smiley (SPC HUS/SBS Dept.)</i></b></p> <ul style="list-style-type: none"> <li>• We are working to enhance relationships with Advisory Boards</li> <li>• SPC's 3<sup>rd</sup> Pillar is Community Engagement</li> <li>• Brief discussion on the spring Advisory Committee meeting in February 2019 and the involvement of the SPC Human Services Advisory Committee.</li> </ul>	<p>Dr. Smiley will follow up with the Committee with more information.</p>
<p><b>NEXT MEETING</b></p>	<p>Thursday, February 25, 2019 8:00am-9:00am – Workforce Connections Main Event 9:10am-10:00am – Human Services Advisory Committee meeting</p>	<p>Location: SPC EpiCenter</p> <p>Minutes and agenda to be forwarded to members for review in advance of the February meeting.</p>
<p><b>ADJOURNMENT</b></p>		<p>The meeting was adjourned at approximately 3:30 p.m.</p>





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