I. Degrees and Certificates: Analysis (emphasis on Direct Services)

A. The program was developed by a coalition of people representing community organizations that needed trained workers, at the paraprofessional level, and by two full-time sociology faculty members. Input was sought from additional faculty (representing four-year and other Los Rios Community College district colleges) and community professionals that represented both academic sociology and applied sociology constituencies. It was determined that we needed to offer four required courses for both the degree and certificate, with additional electives to equal “21” units for the certificate. The degree would require general education courses as well as the Community Studies core courses and electives. The degree/certificate required courses and justifications follow:

a. **Introduction to Social Services.** It was determined that students entering social services would need an overview of human service organizations, a self-awareness career thread to determine personal motivations and suitability for human services, and a critical thinking component with an emphasis on reading comprehension and writing skills.

b. **Introduction to Case Management.** Ideally this course would follow the Introduction to Social Services course and is so designated in the catalogue. This course is designed to give students the academic preparation for case management, a fundamental skill for work in human services. It allows students to work at both the paraprofessional level in many nonprofit organizations as well as provides basic knowledge for transfer students.

c. **Practicum in Sociology.** An internship course with placements in human service organizations gives students the opportunity to test out their motivations to work in the field of human services and to provide hands-on experience which can be used in a number of ways for career development. This course uses an ethnographic approach looking at internship experiences from a sociological perspective. Students at both the certificate and degree level put sociological theory into practice which provides a lifelong valuable context for work in human services and transfers into upper division course work at 4-year institutions.

d. **Race, Ethnicity and Inequality in America.** Most human service work and analysis involves diverse populations and the need for cultural understanding. This course was highly valued by community collaborators, is a graduation requirement for CSUS and meets general education requirements.

B. The electives for the course are broad and cover many career paths in human services. They are designed to provide an academic foundation for specific student interests in
human services and are drawn from Administration of Justice, Business, Psychology, Sociology, Family and Consumer Sciences, and Gerontology.

C. Declared Community Studies Majors (emphasis in Direct Services) from available data.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>47</td>
<td>43</td>
<td>33</td>
<td>44</td>
<td>63</td>
</tr>
</tbody>
</table>

This represents a growth trend in declared majors. The dip in Fall 2006 seems to be an anomaly and we are puzzled by it. It also is not consistent with course enrollments for that year. Our unit plan has outreach and marketing components to community and academic institutions to support enrollment growth.

D. Number of graduate within the last three years.

Specific Awards within Department or Program

**Community Studies-Direct Serv—Associate in Arts**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

**Community Studies-Direct Serv—certificate 19-29.99 units.**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Comparing the degree and certificate awards to the number of declared majors it appears that students are not being awarded the degrees or certificates as expected. Several explanations exist for this: students are encouraged to transfer as part of the program and may not post for the certificates or degrees, students end up accepting jobs as part of their internships and students finish degrees in other disciplines. We are committed to addressing this discrepancy in our unit plan.

E. Program Learning Outcomes

**Certificate**

**Program Learning Outcomes**

*Upon completion of this certificate program, the student will be able to:*

- evaluate the history of the helping professions and the evolution of services and social policy over time.
- analyze social service organizational structure, its functions, and its application to social service programs and delivery systems.
- demonstrate an understanding of the social services worker as a paraprofessional and the various roles that the social service worker assumes in the community.
- compare and choose core helping interventions for work at the paraprofessional level.
- determine and develop community resources used in assisting clients.
• integrate personal sensitivity and awareness of the cultural diversity of clients, helping professionals, and communities.
• judge and apply knowledge of existing professional codes of ethics and laws for the helping professions

Degree

Program Learning Outcomes

Upon completion of this degree program, the student will be able to:

• evaluate the history of the helping professions and the evolution of services and social policy over time.
• analyze social service organizational structure, its functions, and its application to social service programs and delivery systems.
• demonstrate an understanding of the social services worker as a professional and the various roles that the social service worker assumes in the community.
• assess personal strengths and weaknesses, interests, and values as they pertain to the field of social services.
• compare and choose core helping interventions for the generalist practitioner.
• determine and develop community resources used in assisting clients.
• integrate personal sensitivity and awareness of the cultural diversity of clients, helping professionals, and communities.
• judge and apply knowledge of existing professional codes of ethics and laws for the helping professions.

Departmental Unit Plan items and SLO’s

Unit Plan 2008-2009

College goal #9, Create, develop and support events and materials that promote the sociology Program: Update marketing materials for the Community Studies Program. Produce 1,000 brochures.

SLO’s are on Socrates for each Community Studies required course and elective.

II. Additional data for career-technical education programs:

One Center (Labor Market Indicator data source) rates Social and Human service assistants number one in 1012 jobs. Source http://online.onecenter.org/find/quick?s=social+work (then click on social and Human Service Assistants AND on Community and Social Services specialists)
## Employment Trends in Human Service Assistants

### United States

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment 2008</th>
<th>Employment 2018</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and human service assistants</td>
<td>352,000</td>
<td>431,500</td>
<td>+23%</td>
<td>15,390</td>
</tr>
</tbody>
</table>

### California

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Employment 2006</th>
<th>Employment 2016</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and human service assistants</td>
<td>29,100</td>
<td>37,000</td>
<td>+27%</td>
<td>1,130</td>
</tr>
</tbody>
</table>

*Job Openings refers to the average annual job openings due to growth and net replacement.

### Note

The data for the State Employment Trends and the National Employment Trends are not directly comparable. The projections period for state data is 2006-2016, while the projections period for national data is 2008-2018.

**National Data Source:** Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections  
**State Data Source:** California Employment Development Department, Labor Market Information Division

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In addition we have explored tracking our students to find out how successful they have been after graduating from our Community Studies Program, however, the tracking costs are prohibitive and we are only able to look at labor market trends, student enrollments and anecdotal information about from students who share their job and graduate school experiences with us.