



HIGHER EDUCATION COORDINATING COMMISSION

June 7, 2017

Docket Item:

Community College Approval: Portland Community College, Associate of Applied Science in Family and Human Services, within 44.0000- Human Services, General.

Summary:

Portland Community College proposes a new AAS degree in Family and Human Services. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: AAS in Family and Human Services.



Portland Community College seeks the Oregon Higher Education Coordinating Commission's approval to offer an instructional program leading to a degree in Family and Human Services.

Program Summary

Human service professionals work in a variety of settings to provide access to resources, support, and assistance to clients experiencing problems in the major domains of living. These settings may include private and non-profit social service agencies, programs for the aging, addictions programs, and programs serving children, youth, and families. The Family and Human Services program at Portland Community College is an interdisciplinary program, preparing students for entry-level family and human service work in a diversity of environments under the direction of professionals with more advanced education or experience, including social workers, educators, counselors, psychologists or other specialists. A strong desire to help others is an important consideration for a job as a family and human service professional. Individuals who show patience, understanding, cultural competency and awareness, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, critical thinking, and the ability to manage time effectively. Employment opportunities include case manager, child advocate, home visitor, social and human service assistant, life-skills facilitator, youth care counselor, family advocate, personal agent, phone screener, and access specialist. Human service professionals holding an associate-level credential often perform entry-level tasks, including interviewing, case management and resource brokering.

1. *Describe the need for this program by providing clear evidence.*

The development of a HUS degree addresses several economic and educational needs in our community and state. Based on the most recent Occupational Outlook Handbook (U.S., Bureau of Labor Statistics (USBLS), 2015), employment of social and human service assistants is projected to grow 11% from 2014 to 2024. This growth is considered much faster than the average for all occupations, with good job prospects; in 2014, social and human service assistants held approximately 386,600 jobs nationally (USBLS, 2015). The median hourly wage for human service assistants as of May 2014 was \$14.32 hour or \$29,790 per year. However, wages vary depending on work environment (i.e., individual and family services, state and local government, residential care facilities, community and vocational rehabilitation services, etc.). Furthermore, Portland-Vancouver-Hillsboro was ranked as one of the top 10 metropolitan areas nationally with the highest employment level in this occupational area (BLS, 2015). Comparatively, an occupational scan of "social and human service assistants" through the State of Oregon Employment Department's (SOED) Occupational Profiles (November 4, 2015) identified 254 current job openings within the SOED, and 484 job openings from other websites across Oregon. Accordingly, the statewide employment analysis revealed similar results from the USBLS, with "employment in this occupation in 2012 was much larger than the statewide average for all occupations... projected to be much higher than the statewide average number of job openings for all occupations through 2022" (p. 2) at 15.9% from 2012 to 2022. The average hourly income for social and human service assistants in the Portland-Metro area as of November 2015 was \$14.83 or \$30,851 per year. Educational requirements for social and human service assistants are relatively low, with the entry-level occupation being a high school diploma or equivalent. However, the USBLS (2012) indicates that some "employers prefer to hire workers who have additional education or experience; without additional education, advancement opportunities are limited". OLMIS has the same entry-level credentials for social and human service assistants, however "those with an Associate's degree have a competitive advantage in the labor market". Once employed, short-term on-the-job training is typically needed to attain specialized competency. The Family and Human Services Advisory Council has stated that in the Portland metropolitan area there is a need for entry level individuals trained

and ready to work in their agencies. The Advisory Council represents governmental agencies, non-profit agencies, family and health services, crisis intervention, and health systems.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

In 2016 the Early Education and Family Studies SAC authorized the convening of a new advisory committee to support the needs of the new HUS program. In alignment with that nature of human service work, representation on this committee is intentionally multi-disciplinary, with individuals representing family and health services (Beatriz Marron, Oregon Child Development Coalition), mental health (Savannah Paz, National Alliance on Mental Illness Multnomah), crisis intervention (Fawn Livingston-Gray, Portland Women's Crisis Line), health systems (Frances Purdy, Oregon Health Authority), and higher education (Judy Magee, Pacific Oaks College). Each current advisory member is energized and excited about this work, "It's about time someone started talking about human services - I am very excited about this work - NAMI Multnomah is completely in support" (Savannah Paz), "this is exactly what we need - our current partnerships... are problematic - we need a degree program (Beatriz Marron)," and "Absolutely necessary (Frances Purdy)." Further, in maintaining an interdisciplinary and flexible approach, the HUS degree will also offer "concentration" areas for students to specialize their credential to meet their employment needs and interests. Concentration areas will consist of 13 credits of specialized coursework. Much of this coursework already exists in current PCC academic programs (e.g., Gerontology, Early Childhood Education, Consumer and Family Studies, Alcohol and Drug Counseling, Criminal Justice, Career and Guidance, etc.). The specific concentration areas are: Family Support/Parenting Education, Early Education, Gerontology, Addictions and Counseling, and Human Services Generalist/Behavioral Health with Intervention Strategies. Members of our current advisory have also noted trauma-informed care as another possible concentration area which may be implemented during the next revision.

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

As noted above, the 18 member advisory committee is comprised of stakeholders from across the Portland-Metro area, including the Oregon Child Development Coalition; the National Alliance on Mental Illness - Multnomah; Call to Safety (formerly Portland Women's Crisis Line); Impact Northwest; Maternal Infant & Early Childhood Home Visiting Program - Public Health Division; Oregon Health Authority; and various PCC academic disciplines, including gerontology, addictions, child and family studies, counseling, etc.

As a member organization, coursework for the AAS in HUS is aligned with the national accreditation and quality standards for associate's degree programs outlined by the Council on Standards for Human Services Education (CSHSE). Further, the degree program is aligned with PCC college outcomes (CO). According to the National Organization for Human Services (2015) a strong desire to help others is an important consideration for a job as a human service worker (CO: Community and Environmental Responsibility). Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers (CO: Professional Competence; Cultural Awareness; Self-Reflection). Other important personal traits include communication skills (CO: Communication), a strong sense of responsibility (CO: Critical Thinking and Problem Solving; Self-reflection), and the ability to manage time effectively (CO: Professional Competence).

At the beginning of the program, all students will be required to take Mental Health First Aid: Adult (<http://www.mentalhealthfirstaid.org/cs/>). Similar to CPR/First Aid, is a first responder certification for mental health crises. At the end of the training, students are certified in Mental Health First Aide for a period of 3-years, after which recertification is required by the National Council for Behavioral Health. At the completion of the program, students will be eligible to sit for the Human Services Board Certified Practitioner (HS-BCP) credential through the Center for Credentialing and Education (<http://www.cce-global.org/hsbcp>). Credentialing

consists of a passing score from the national examination, qualifying coursework, field experience and ultimately national conferral.

The Early Education and Family Studies department is staffed adequately to meet requirements of the new courses. The departments which have courses required of the HUS AAS are all staffed to add more students to each course as necessary. PT faculty with subject matter expertise to support the development of coursework, and solicit feedback from industry partners as needed. All faculty, PT and FT at PCC must meet instructor qualifications in order to teach a course.

Field placements sites will be available through the industry advisory committee locations and additional field placements will be developed as needed and as students request. The department faculty, staff, and advisors have substantial experience developing and supporting field placements sites and supporting students when at the sites.

Financial resources are adequate to support the Family and Human Services program. No new faculty will be hired. Classroom space is adequate to support any new courses.

PCC librarians feel as though the current collection is sufficient to support all programs currently offered at PCC related to this proposed major. We already have many journal databases that contain strong social science, education, and human services content (JSTOR, Academic Search Premier, Academic OneFile, Communications and Mass Media Complete, Gender Studies Collection, GenderWatch, PsycINFO, PsycARTICLES, Educator's Reference Complete, and Professional Development Collection). In addition to our own book collection, which is developed to support existing PCC curricula, students have access to the print holdings of the majority of academic libraries in the Pacific Northwest through Summit. We also have a significant and growing.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

The Family and Human Services AAS was carefully designed to provide students a comprehensive, integrated, and cross-disciplinary curriculum, with clear learning outcomes, strategies for assessment, and a field experience requirement. In addition, it was designed to provide students the dual opportunities of entry-level employment or continuing their education at a four-year institution. In the very near future the department will begin development of a career pathway certificate which will roll up into the AAS.

Courses are designed to be classroom lecture, online, and lab-based field work, and include a mixture of lecture, group and individual projects, and internship experience. Students have opportunities to develop academic skills and technical skills needed for the workplace and critical thinking skills and soft skills essential to success in virtually any career. Some of the required courses and many of the elective courses are lower-division collegiate which guarantee transfer to a university

Program prerequisites include Writing 121, and exit requirements including Math 58 or Math 65. Given that students may enter the degree program from a variety of contexts, assigning prerequisites at this level will not substantially impede a student's entry into the program but will ensure they have the skills to succeed. The degree program is outlined using the following three-tiered structure:

- 38 credits of Core CTE (HUS) Program credit. These credits are required and will be delivered by the HUS program.
- 39 credits of Core Interdisciplinary credit. These credits are required and are delivered across academic disciplines, including psychology, sociology, gerontology, addictions, and early childhood education. Included in the Core Interdisciplinary credit is 16 credits of General Education credit as outlined in the requirements for AAS degrees.
- 13 credits are considered "Concentration Area Elective" credit. Although students are encouraged to "concentrate" in an area, they may select any 13 credits from a menu of over 93 credits. This kind of flexibility allows students to pursue areas of interest and or tailor their concentration to meet their employment needs.

The program is designed for full and part-time students, with flexible course scheduling. The program is open entry which means there is no application and students can self-select in.

However, once students reach their field-experience sequence in year-two of their respective programs of study, groups will be placed in a cohort to ensure maximum potential for degree completion.

Coupled with the CSHSE accreditation standards, the college maintains a rigorous approach to assessment and evaluation to ensure students are meeting course, program, and degree outcomes. Data from the outcomes assessments are used for program improvement and determination of teaching-learning practices.

5. *Does the community college identify and have the resources to develop, implement, and sustain the program?*

The Early Education and Family Studies department is staffed adequately to meet requirements of the new courses. The departments which have courses required of the HUS AAS are all staffed to add more students to each course as necessary. PT faculty with subject matter expertise to support the development of coursework, and solicit feedback from industry partners as needed. All faculty, PT and FT at PCC must meet instructor qualifications in order to teach a course.

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Students have access to career counseling, academic advising and instructional support. The college provides full service library services at three campuses in the district. The college is committed to maintaining a complete catalog of lower division collegiate courses to accommodate students earning a degree or certificate and preparing to transfer to a university.

PCC serves students with special needs including those with disabilities, displaced workers, and non-native speakers of English. Services include the provision of tutors, counselors, child care, financial aid, and ESL instruction. Other services may include interpreters and communication devices for deaf and hearing impaired students, note-taking options, taping of printed materials, test readers/writers, enrollment assistance, career guidance, and corrective physical education. Staff and students has have access to consultations and workshops designed to increase awareness of disability issues. PCC as a public agency provides comprehensive services for students with disabilities in both the classroom and online formats. The college has a Disabilities Services Office: <http://www.pcc.edu/resources/disability/>

PCC supports diversity in the student body and employment. The PCC Office of Affirmative Action and Equity (OAAE) provides leadership to facilitate, manage and coordinate college policies, procedures and programs related to diversity, inclusion and equity: <http://www.pcc.edu/about/equity-inclusion/>

Assurances

Portland Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.