Verification Team Report
Human Services
2/01/07

Program Evaluation Team
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Verification Team
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Statement of Completion
The Program Evaluation and Planning Report is complete. The Verification Team especially appreciates the inclusion of data in the report. A few editing changes will be submitted to the Team.

Strengths of the Program
- Outstanding Program Coordinator
- Solid community connection – Program Advisory Committee, internships
- Highly qualified faculty – includes current practitioners
- Support for students to complete a higher degree in this field
- High student satisfaction
- Successful job placement upon program completion

Areas for Program Improvement
- Increase Program Coordinator to full-time
- Increase faculty to full-time
- Increase funding for staffing and program expansion
- Create an operational budget
- Offer courses during the day
- Proceed with SLO’s as noted in Jerry Somerville’s report (see attached addendum)

Summary of Verification Team Recommendations
The Program Coordinator has done an exceptional job in developing and maintaining the Human Services Program. The program must have a full-time coordinator and full-time faculty to remain viable. Increased funding is crucial for additional staff and course offerings. The budget must include funds to study the feasibility of offering a new certificate in Drug and Alcohol Studies.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PROGRAM: HUMAN SERVICES

DATE: 1-29-2007

1. MISSION
   A. Program Mission Statement
      The Human Services Program is a communications-based program that teaches students how to
      empower others to solve their own problems. Students who receive a certificate or degree will gain
      skills to enter the field of social services as a paraprofessional helper. The program is flexible for
      those who want to continue towards a bachelor’s degree in social work and related fields.

   B. The program falls within one or more of the following categories (check all that apply):
      - [ ] Transfer/Degree
      - [ ] Vocational
      - [ ] Remediation
      - [ ] Non-Credit/Community Services

2. CURRICULUM AND INSTRUCTION
   A. Review the course outline data and assess the following:
      - Currency of course outlines. Course outlines must be reviewed every five years. If all
        course outlines have not been reviewed, include a timeline for review in your unit
        plans.
        The program was established in 2001, and all courses except COUN 128 were written at that
        time. COUN 128 was added the next year, based on advisory committee recommendations.
      - Appropriateness of courses to the program.
        All courses are appropriate for the certificate and the degree. The Human Services Advisory
        Committee is currently examining the possibility of adding a 21-unit certificate in Drug and
        Alcohol Studies that is now required by all employment sites who hire Drug and Alcohol
        Counselors. This additional certificate is discussed in other sections of this report.
      - Appropriateness of current pre- and co-requisites and recommended preparation.
        Currently there are no pre- or co-requisites for the program. The Advisory Committee is
        examining the possibility of adding a recommended preparation of English 100 due to the
        demand of local employers desiring more effective written communication skills.
      - Appropriateness of the degree and certificate requirements.
        The degree and certificate requirements are appropriate at this time. Again, the Human
        Services Advisory Committee will examine the addition of a 21-unit certificate in Drug and
        Alcohol Studies. This additional certificate is discussed in other sections of this report.
B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix (attached).
- What timeline have you established for developing course-level student learning outcomes?
  
  Course-level SLOs were completed during the 2007-2008 Academic year.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  
  - ✓ Student internships
  - ✓ Complete program competency exams
  - ✓ Assessment by departmental rubric
  - ✓ Obtain jobs in the field
  - ❑ Pass state/national examinations
  - ✓ Success in a subsequent course sequence
  - ✓ Performance after transfer
  - ❑ Portfolios/capstone projects
  - ❑ Other: ____________________

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  
  Not applicable; course-level SLOs have not yet been implemented.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?
  
  Not applicable; course-level SLOs have not yet been implemented.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:
  
  - ✓ Syllabi
  - ❑ Catalog
  - ✓ Brochure (planned, pending funding)
  - ❑ Articulation/Transfer agreements
  - ✓ Website (planned, pending funding)
  - ❑ Other __________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Each semester, the Program Coordinator reviews syllabi for all Human Services faculty. The Coordinator meets with program faculty to revise syllabi that are not congruent with the course outline of record. Syllabi are also reviewed as part of the faculty evaluation process.
D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

Course syllabi are reviewed regularly, as noted above. Program faculty work together to review course skills and outcomes—now in the form of SLOs, select texts and instructional material, develop rubrics, and share best practices and best community resources. In addition, the Program Coordinator administers centering sessions one to two times per semester to review course material, texts and assignments. The Coordinator also examines assignments and instructional material as part of the evaluation process for adjunct faculty.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

During the faculty centering sessions, students’ diverse needs are addressed, and faculty brainstorm to implement the most effective solutions. All students are required to meet with the Program Coordinator for internship placement and to develop their Educational Plan. In addition, the Coordinator conducts a class visit to each course in the program at least once per semester to discuss the benefits, career ladders, and transfer and employment options of a Human Services major.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

All courses are conducted using experiential and group-process instructional designs. Multiple learning modalities, including video and computer technologies, are used by all faculty. Also, guest speakers are brought in regularly for presentations on employment and clientele experiences.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable.

H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. Student Success and Equity

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The program has data collected from Spring 2003 through Spring 2006, 7 semesters. The following data reflects the trends of the Human Services program:

**Enrollment**: Average class size

Enrollment trends are consistent across the semesters and average at 25.5 students per class. The course limit is 30 students per class. This demonstrates that the program maintains sustainable enrollment.
<table>
<thead>
<tr>
<th>Average Class size</th>
<th>Fall 06</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>27.5</td>
<td>31.6</td>
<td>25.5</td>
</tr>
<tr>
<td>College Wide</td>
<td>varies</td>
<td>varies</td>
<td>varies</td>
<td>varies</td>
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</table>

Retention:
Retention of students averages approximately the same as that of the campus average, with less than a ½% increase in overall retention averages.

<table>
<thead>
<tr>
<th>Retention</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services</td>
<td>84.1%</td>
<td>90%</td>
<td>73.6%</td>
<td>80.8%</td>
<td>86.9%</td>
<td>83.6%</td>
<td>85.3%</td>
<td>83.47%</td>
</tr>
<tr>
<td>College Wide</td>
<td>85%</td>
<td>84.3%</td>
<td>82.3%</td>
<td>81.4%</td>
<td>81.6%</td>
<td>84.9%</td>
<td>82.8%</td>
<td>83.19%</td>
</tr>
</tbody>
</table>

Successful Course Completion:
Students on average have approximately 4% greater chance of successfully completing their courses with a “C” or better than the average student at the College.

<table>
<thead>
<tr>
<th>Successful Completion</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services</td>
<td>72.5%</td>
<td>85%</td>
<td>68.1%</td>
<td>65.4%</td>
<td>72.6%</td>
<td>74.5%</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>College Wide</td>
<td>69.9%</td>
<td>68.8%</td>
<td>70.4%</td>
<td>68.8%</td>
<td>70%</td>
<td>71.3%</td>
<td>70.3%</td>
<td>69.9%</td>
</tr>
</tbody>
</table>

Gender:
The field of Social Work and Human Services has significantly more females than males, which is also mirrored in the NVC predominately female-dominated Human Services program. There are approximately 25% more females in the Human Services program than the College average.

<table>
<thead>
<tr>
<th>Average Class size</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services</td>
<td>85.4%</td>
<td>82.5%</td>
<td>81.9%</td>
<td>84.6%</td>
<td>81%</td>
<td>85.5%</td>
<td>87.4%</td>
<td>84.1%</td>
</tr>
<tr>
<td>College Wide</td>
<td>56.9%</td>
<td>57.4%</td>
<td>59.2%</td>
<td>59.6%</td>
<td>57.7%</td>
<td>58.8%</td>
<td>58.4%</td>
<td>58.3%</td>
</tr>
</tbody>
</table>

Ethnicity/Race:
Significant increases in percentages existed among all new majority groups in the Human Services program as compared to the College wide averages, thus demonstrating a highly diverse student population. Employers have consistently reported that the biggest need for Human Service Workers in the Napa Valley is for those who are bilingual in English/Spanish. The chart below demonstrates the increase in enrollments in the Hispanic student population each year, with the average over the 7 semesters 7.6% higher than the College average. For Fall 05, it was over 40% higher, and Spring 06 it was 27% higher than the college-wide average. This increase is attributed to the increase in Human Services outreach activities to the Hispanic population in Napa County.

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Hispanic</td>
<td>47.8%</td>
<td>60%</td>
<td>36.1%</td>
<td>30.8%</td>
<td>27.4%</td>
<td>20%</td>
<td>16.8%</td>
<td>34.1%</td>
</tr>
<tr>
<td>College Wide Hispanic</td>
<td>20.4%</td>
<td>19.5%</td>
<td>22.4%</td>
<td>22.5%</td>
<td>23.5%</td>
<td>22.3%</td>
<td>21.4%</td>
<td>21.7%</td>
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</tbody>
</table>
Age:
The average age of the Human Services student is also significantly different than the campus average. For purposes of simplicity, I have clustered the “under 29 year old” groups together to compare, and then clustered the “over 29 year olds”, together to demonstrate that the Human Services population is primarily re-entry and significantly older than the average student at Napa Valley College.

<table>
<thead>
<tr>
<th>Average age</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services below 29</td>
<td>27.5%</td>
<td>25%</td>
<td>25%</td>
<td>18.3%</td>
<td>14.85%</td>
<td>13.6%</td>
<td>18.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>College Wide below 29</td>
<td>35.7%</td>
<td>36.8%</td>
<td>35.8%</td>
<td>35.7%</td>
<td>34.6%</td>
<td>34.5%</td>
<td>32.7%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Human Services +29</td>
<td>72.5%</td>
<td>75%</td>
<td>75%</td>
<td>81.7%</td>
<td>85.2%</td>
<td>86.4%</td>
<td>81.6%</td>
<td>79.6%</td>
</tr>
<tr>
<td>College Wide +29</td>
<td>64.3%</td>
<td>63.3%</td>
<td>64.2%</td>
<td>64.4%</td>
<td>65.4%</td>
<td>65.6%</td>
<td>67.4%</td>
<td>64.9%</td>
</tr>
</tbody>
</table>

Disability:
Persons with disabilities are also a significantly higher percentage of the population of Human Services students than the average for the campus. On average, the Human Services program enrolls 37.6% of students with disabilities, while the campus average is 12.4%. This is 25.2% increase over the campus average. When interviewed by the Coordinator, students have shared their reasons for going into the field of Human Services. For most of the disabled population, they have been through many of the social service systems/agencies themselves due to their disability, and are therefore drawn to the helping profession and want to give back to society. The motivation of students varies from wanting to improve a system that has not treated them well, to those who are grateful for the help they have received and want to give out of that gratitude. Disabilities range from physical, psychological and learning, and include those who are recovering from addictions.

<table>
<thead>
<tr>
<th>Av. Class size</th>
<th>SP 06</th>
<th>Fall 05</th>
<th>SP 05</th>
<th>Fall 04</th>
<th>SP 04</th>
<th>Fall 03</th>
<th>SP 03</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services students with Disabilities</td>
<td>29%</td>
<td>10%</td>
<td>36.1%</td>
<td>55.8%</td>
<td>45.2%</td>
<td>49.1%</td>
<td>37.1%</td>
<td>37.6%</td>
</tr>
<tr>
<td>College Wide Students with Disabilities</td>
<td>9%</td>
<td>8.4%</td>
<td>13.9%</td>
<td>13.6%</td>
<td>54.8%</td>
<td>14.1%</td>
<td>13.1%</td>
<td>12.4%</td>
</tr>
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</table>

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.
The Human services program is designed on the theories of the social work model, which incorporates a percentage of personal reflection work into the curriculum. Due to the textbook selections, course outlines and assignments, students reflect on their own growth process while learning the skills of helping others. This helps to ensure that students will learn to separate their own personal needs from the needs of their clients, and therefore best serve and empower clients to help themselves.

The built-in self reflection process that takes place in the Human Services classes allows instructors to identify at risk behaviors in the early stages of the program. In addition, the instructors conduct centering meetings one to two times per semester to discuss student needs. During these centering meetings, students who are doing poorly in one course are often
consistently doing poorly in the other courses. A plan is developed by the instructors to assist the student with referrals to other student services to increase success and course completion.

An additional area that many students struggle with in the Human Services program is adequate writing skills. It is recommended that all students co-enroll in English, because employers are requesting literacy in English writing. The Case Management Course, COUN 126, requires skills in report writing and record keeping. The instructor has noted that many students struggle with the writing requirements of this course. For this reason, the program needs to examine success rates of students who have completed English 85/100/120 respectively, and compare that the course completion and grades in the COUN 126 course.

C. What has the program done to formalize links with support services for students?

The program works closely with student services across the campus, primarily because it is coordinated by a counselor. The programs that work most closely with Human Services students are: Diagnostic Learning Services for persons with learning disabilities; DSP&S for persons with disabilities; EOPS students; disabled students who are also on workability III, and the Vocational Rehabilitation Counselor from the State of California who is regularly on campus. Because of the large percentage of students with disabilities enrolled in the program, the Coordinator/Counselor works to ensure students are connected to services they deserve in an effort to level the playing field.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.

The five core courses are taught almost exclusively by part-time faculty members. The Program Coordinator has taught Counseling 122 (offered Fall semester only) for 3 of the last 6 semesters of the course, and is currently not teaching the course, offered Fall semester only. All five of the other core courses (COUN 120, 124, 126, 128, WOEX 190/193) are taught by part-time instructors. In addition to coordinating the Human Services Program and all the internships, the Coordinator also coordinates the Career Center which has 2 full-time and 3 part-time staff; coordinates and teaches in the counseling courses in the English Learning Community; and coordinates the Peer Advising Program.

This demonstrates the obvious need for an additional FTE instructor/coordinator for the program.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

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</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>12</td>
<td>66</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>

A total of 66 Certificates and 19 Associate of Science degrees in Human Services has been awarded. The numbers remain consistent over the years, with an average of 13 certificates and 4 degrees awarded each year.
Job placement data is our most difficult area to collect on Community College students. This is due to the transient nature of their lives while in Community College, combined with the fact that they tend not to stay in touch with the College upon departure. There is no active Alumni Association, and the College does not have a program in place for follow up for graduates and certificate holders.

The Human Services Program has made every effort to keep accurate addresses and statistics on the students in the program. A mail-out survey was conducted on the students who graduated in the Fall of 2005, with half the surveys coming back as an incorrect address. Only about 4 surveys were returned completed, out of a mailing of approximately 50.

A phone survey of the 67 degree and certificate holders was then conducted, beginning Spring, 2006. This also was difficult, due to many wrong numbers. Of the students who we were able to reach, eleven are working in Human Services, ten have transferred to a 4-year university to pursue a Bachelor’s in a related field, two have transferred to a 4-year university in a non-related field, and five are working outside Human Services. Nine of the recent Human Services Certificate-holders are still current students continuing their studies at NVC. This gives the program 37 responses of the 67 students on the list. The program will continue to investigate ways to conduct follow up on the graduates of the Human Services Program.

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

See attached Schedule A.

4. ENROLLMENT TRENDS AND STUDENT SATISFACTION

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The enrollment in Human Services courses has remained relatively constant over the past 5 years with a slight decrease of enrollments in the past three semesters, which fell below our class size average. This is consistent with the NVC enrollment decline ranging from 2.0% to 6.6% from 2003-2006. Due to the nature of counseling courses, there is a class size limit of 30. The three semester drop is similar to the drop NVC experienced in parallel semesters. Napa is a low-growth area and enrollments seem to track unemployment—when unemployment is high, course enrollment numbers increase.

The program is in need of additional marketing to promote enrollment, especially to the nonprofit agencies in the valley, and specifically to the Spanish-speaking community. The majority of positions posted in Napa County require bilingual skills in English and Spanish. Enrollments for Hispanic students have increased significantly over the past two years.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Load and productivity have reflected the enrollment patterns discussed in Section 4A; essentially, the Human Services program parallels enrollment increases and declines for the college. HS courses have a maximum class size of 30, and enrollments for all semesters/sections average 25.5. Enrollment, load, and productivity vary between Fall and Spring semesters, with 2 program sections offered in the fall and 3 in the spring.
C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

61% of respondents report satisfaction with the times the courses are offered, leaving 23% dissatisfied with the times and days. The program will need to re-evaluate the times courses are offered and conduct a further study as to best times to meet students’ needs. The program was set up to meet at the twilight hours, so that students could work during the day, when most Social Service agencies are open. It is difficult to find the best time for the courses to meet, due to courses only offered once per academic year. Surveys have been conducted on students on a yearly basis, with the majority of students finding the twilight hour the best. However, due to current dissatisfaction, additional surveys will be conducted. Also, it is difficult to find part-time faculty to teach during the day, when many students want to take the courses. This is an additional reason for the need for a full-time coordinator for the program.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Students are 97% satisfied with the instruction and expectations in the Human Services Program. They responded positively to the balance of classroom activities and course material (92% satisfaction) and with the course offerings (89% satisfaction).

The primary complaints came in the times the courses are offered, which have been discussed in area C.

Subjective comments from students show a high level of satisfaction with the program, including the internship experience, increase in self-knowledge, and preparation for needed workplace skills. Several students suggested offering daytime classes.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Human Services workers report “faster than average” growth in the labor market on National and Statewide comparisons, according to the Bureau of Labor Statistics, 2002-2012 projections. For the nine Bay Area Counties, all but two report “faster than average” growth for the Human Services Worker, including Napa County. Only San Mateo and Contra Costa Counties report little change in the labor market demand. In addition, the Napa Valley Non-profit Coalition posts openings regularly for Human Services Workers on their Coalition website.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

5. COMMUNITY OUTREACH

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

- The Human Services Program is an affiliate member of the Nonprofit Coalition of Napa Valley; the Program Coordinator:
  1. Attends monthly meetings
2. Presents information on the Human Services Program once per year
3. Sends correspondence to employers of the Coalition
4. Invites members to the two NVC Job Fairs
5. Performs site visits to employers interested in Internship development
   - Participated in the NVC Upper Valley Campus Career Fair for past 3 years
   - Attended Puertas Abiertas Resource Fair on April 2, 2006
   - Presents information on Human Services to local high schools—3x/semester
   - Represented the Human Services Program via a booth at the Nonprofit Fair at Copia, Spring 2005; also, a class of 24 Human Services students attended the Fair.
   - Open house attendance at the Wolfe Center and the Youth Foster Care Program, 2006.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   - Tour for fifth/sixth grade class in May 2006
   - Visits from middle school tours (1-2 tours/semester)
   - High school presentations on Human Services (3 in Fall 2005; 3 in Spring 2006)
   - Classroom and Career Center visit from Human Services BA degree program, University of Phoenix.
   - Developed comprehensive binder entitled, Human Services Transfer Programs, with all universities and colleges (within a one-hour commute of NVC) who offer B.A. degrees in Psychology, Sociology, Human Services, Social Work, Criminal Justice, or related fields. A total of 14 colleges are listed in the binder, with website and contact information for students to access and copy for their reference.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   - Primary relationships have been established through development of the internship program at 20 agencies in Napa County. As Human Services Program Coordinator, I conduct site visits to internship agencies and meet with executive directors. I also contact each employer personally when referring a student to their site for an internship interview to be sure they have a spot open and to answer any questions.
   - I establish relationships with nonprofit organizations by attending their monthly meetings of the Nonprofit Coalition of the Napa Valley. As Human Services Program Coordinator, I attend these meetings 1-2 times per semester.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   - The advisory committee has been a tremendous asset to the Human Services Program since its inception in Fall 2000. They have helped mold the course content, especially in the area of education around drug and alcohol dependency. They have also been instrumental in the development of internships.
   - Regarding course content of the Human Services Program, the advisory committee guided the development of Counseling 128: Introduction to Substance Abuse Studies, which was not in the initial course offerings.
• The committee also guided the development of the Human Services Internship program. The program now has 30 internships listed and approximately 10 students each semester are placed in a Human Services internship.

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS
A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   Not applicable.

B. Indicate the sources of information used in Question 6A.
   • Accreditation Self-Study Planning Agenda
   • Accreditation Final Report
   • Previous program evaluation recommendations
   Not applicable.

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   Not applicable.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

7. RESOURCES
The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. Staffing
   Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete Schedule B, Request for New Permanent Faculty and Staff, as needed)
   See Schedule B.

B. Program-Specific Equipment
   Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Program-Specific Equipment Request, as needed.)
   See Schedule D.
C. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule F, Facilities Improvement/Renovation Request, as needed.)

D. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Technology Request, as needed.)

E. Professional Development

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.
   
   See attached form.

2) Based on the goals that resulted from this program evaluation, complete Schedule G, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

F. Learning Resources

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule H, Learning Resources/Media Materials Request, as needed.)

G. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule C, Request for Operating Budget Augmentation, as needed.)
Program Evaluation Summary for Human Services

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

The program has been operating for 5 years, and continues to grow in strength, reputation and quality of instruction. This is a new program and as expected, took several years to build and grow. Despite the infant stages, the program reports graduating 34 graduates of the certificate and degree over the past two academic years (2003/04 and 2004/05). A total of 30 internship sites have been established, with five new sites developed in the past year. A Drug and Alcohol class was added to the Certificate and Degree in 2003 due to the recommendations of the Advisory Committee. Student satisfaction with the program is extremely high (97%), and jobs and transfer rates of graduates demonstrate student success.

Strengths (unique characteristics, special capacities)

The most unique characteristic of this Human Services Program is the high quality of Internships for students who receive practical, relevant work experience, applying what they learn in the classroom to current work situations. The program also maintains strong relationships with the non-profit social service community as reflected in the continual expansion of the internship sites, and the quality of guest speakers who come to the courses on a regular basis. This is credited to the Coordinator, who attends meetings and informal connections with many local agencies.

Challenges (concerns, difficulties, areas for improvement)

There are two primary challenges that face the Human Services Program. The first is the need for a full-time Program Coordinator who is able to teach in the program at least 2-3 classes per semester, and the second is the need to conduct the necessary needs assessment survey to determine if an additional certificate in Drug and Alcohol Studies is warranted.

A full-time coordinator will allow for high quality instruction, work experiences and additional follow-up for full-time placement upon graduation. It will also allow the program to grow additional certificate possibilities, including the most apparent need for a Drug and Alcohol Studies Certificate. This would reduce the full-time/part-time faculty ratio significantly and improve the quality of instruction and accountability within the program.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

Data on the comparison of student completion rates in the Counseling courses compared to their completion rates in English 85/100/120 would be appreciated.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by ______________________, for the verification phase.

**Program Evaluation Chair Signature:** ______________________________

**Division Chair/Supervisor Signature:** ______________________________

**Date:** ______________________________

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by ________________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by ________________________.

**Verified on:** ______________________________

**Verification Committee Signatures:** ______________________________

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

**Vice President/President** ______________________________

**Date Letter Sent:** ______________________________

**Recommend review in 2 years:** Yes _____ No _____
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Human Services

<table>
<thead>
<tr>
<th>Course</th>
<th>#1 Self-Determining Life</th>
<th>#2 Communication Strategies</th>
<th>#3 Assessment Practices</th>
<th>#4 Community Supports</th>
<th>#5 Advocacy Strategies</th>
<th>#6 Case Management</th>
<th>#7 Documentation</th>
<th>#8 Self-Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 120</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 122</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 124</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 126</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 128</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEE 124</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOEX 190/193</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
1. Enhance the ability of the participant (or client of the social service agency) to lead a self-determining life by providing the support and information necessary to build self-esteem, personal efficacy, assertiveness, and decision making skills.

2. Employ a range of effective communication strategies to establish a collaborative relationship with the participant.

3. Apply informal assessment practices in order to understand the needs and interests of the participant and assist them.

4. Utilize knowledge about informal and formal supports available in the local community and assist the participant in identifying and gaining access to such supports.

5. Apply effective advocacy strategies to overcome the legal, administrative, and financial challenges facing participants.

6. Implement case management techniques to assist participants find a full range of care throughout their community.

7. Write and provide the necessary documentation within an organization and manage these requirements efficiently.

8. Identify areas for self-improvement, pursue necessary education/training resources, and participate in the life of the organization through an understanding of its mission and practices.
## Program Outcome Guide: Human Services
Napa Valley College: April 6, 2005

<table>
<thead>
<tr>
<th>Concepts and Issues</th>
<th>Skills</th>
<th>Performance Tasks</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What must the student understand to demonstrate the intended outcomes?</strong></td>
<td><strong>What skills must the student master to demonstrate the intended outcomes?</strong></td>
<td><strong>What will students do in here to demonstrate evidence of the outcomes?</strong></td>
<td><strong>What do students need to be able to DO “out there” that we’re responsible for “in here”?</strong></td>
</tr>
</tbody>
</table>
| Concepts: Empowerment Family systems Decision Making Life-long learning Support systems Communication Stress, internal & external | 1. **Listen Actively**  
- use objective sensitivity toward others. | ➢ Identify client needs through intake and assessment  
➢ Demonstrate effective communication orally and in writing  
➢ Empower clients to resolve conflicts and limit problems  
➢ Provide information and referrals  
➢ Manage information and documentation of clients  
➢ Utilize current Human Services techniques and resources  
➢ Collaboration with community agencies | ➢ Enhance the ability of the participant (or client of the social service agency) to lead a self determining life by providing the support and information necessary to build self-esteem, personal efficacy, assertiveness, and decision making skills. |
|  | 2. **Communicate Clearly**  
- Orally  
- Written documentation  
- Cross-culturally |  | ➢ Employ a range of effective communication strategies to establish a collaborative relationship with the participant. |
|  | 3. **Problem Solve Strategically**  
- Advocate  
- delegate  
- make decisions  
- Resolve conflict |  | ➢ Apply informal assessment practices in order to understand the needs and interests of the participant and assist them. |
|  | 4. **Gain Self Understanding**  
- personal strengths  
- limitations  
- values  
- abilities/disabilities |  | ➢ Utilize knowledge about informal and formal supports available in the local community and assist the participant in identifying and gaining access to such supports. |
|  | 5. **Develop Resourcefulness**  
- know resources  
- know how to access info.  
- provide referrals |  | ➢ Apply effective advocacy strategies to overcome the legal, administrative, and financial challenges facing participants. |
|  | 6. **Seek Professional Development through community awareness** |  | ➢ Implement case management techniques to assist participants find a full range of care throughout their community. |
|  | 7. **Develop Information Management**  
- manage information and data through organized systems |  | ➢ Write and provide the necessary documentation within an organization and manage these requirements efficiently. |
|  | 8. **Identify areas for self-improvement, pursue necessary education/training resources, and participate in the life of the organization through an understanding of its mission and practices.** |  |  |

Design curriculum backwards so that students can smoothly move forward through the program. (Develop each section of the chart moving from right to left.)
# Program/Discipline Plan

## Human Services

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3d, 7a</td>
<td>Hire a full-time Coordinator to operate the program.</td>
<td>1</td>
<td>Request a new hire of a Program Coordinator.</td>
<td>Cost of a new faculty member</td>
</tr>
<tr>
<td>1</td>
<td>2a</td>
<td>Conduct a needs assessment for the justification of the Drug and Alcohol Studies Certificate.</td>
<td>2</td>
<td>1. Hire a consultant to conduct the needs assessment (the personnel has already been identified.)&lt;br&gt;2. Implement recommendations upon critical review by the Advisory Committee</td>
<td>Approximately $4,000 to conduct the needs assessment.</td>
</tr>
<tr>
<td>2, 3</td>
<td>4c</td>
<td>Conduct a student survey on best times/days for core Human Services course offerings.</td>
<td>3</td>
<td>1. Develop the survey&lt;br&gt;2. Conduct the survey in both Fall and Spring courses.&lt;br&gt;3. Implement changes based on findings.</td>
<td>Research time to conduct the student survey.</td>
</tr>
<tr>
<td>3</td>
<td>2a 3</td>
<td>Conduct study on course success to English course completion rates.</td>
<td>4</td>
<td>Examine success rates of students who have completed English 85/100/120 respectively, and compare to course completion and grades in the COUN 126 course.</td>
<td>Research time to conduct study</td>
</tr>
<tr>
<td>1</td>
<td>2g</td>
<td>Articulate COUN 120 to meet CSU equivalents.</td>
<td>5</td>
<td>Revise course to meet the standard for the equivalent course at CSUs for the Social Work and Human Services majors.</td>
<td>Time to revise course and send through the state articulation process.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

---

**Program Evaluation Section**

A. Curriculum and Instruction
B. Student Success and Equity
C. Enrollment Trends and Student Satisfaction
D. Community Outreach
E. Accreditation and External Reviews
REQUEST FOR NEW PERMANENT
FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Human Services Coordinator/Instructor</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Justification
The Human Services Advisory Committee is currently examining the possibility of adding a 21-unit certificate in Drug and Alcohol Studies. Since this certificate is now required by all employment sites who hire Drug and Alcohol Counselors, the college would gain substantial and ongoing enrollment with the addition of four-five new courses. This would meet the college’s goal of gaining FTEs. The addition of an instructor/coordinator would fulfill NVC strategic planning goals 1 and 3, increasing student access and success by increasing FTEs and certificate completions.

A full-time instructor/coordinator is required to implement the Drug and Alcohol Studies component, as well as administer the Human Services Program and its internships, which are numerous and time-consuming to supervise. This would reduce the full-time/part-time faculty ratio significantly and improve the quality of instruction and accountability within the program.

The present Coordinator maintains a full counseling load, which includes serving as lead counselor for the ELC learning communities and coordination of the Career Center. The expanding demands of the Human Services Program require a full-time Program Coordinator who is able to teach in the program at least 2-3 classes per semester. A full-time coordinator will allow for high quality instruction, work experiences and additional follow-up for full-time placement upon graduation.

The college has begun to explore the possibility of a Women’s Studies Certificate, and an advisory committee has already been formed. The committee is researching under which program the certificate should reside; since the courses required for the certificate might include Human Services offerings, this would present an additional teaching load and increased Coordinator responsibilities.

Human Services Program secretarial services, supporting the coordination of internships, are funded as part of a VATEA budget allocation; continued services are needed, and they would need to be expanded if the Drug/Alcohol Counseling and Women’s Studies certificates are added.

*N=New, R=Replacement

Submitted by: ___________________________________________ Approved by: ___________________________________________

Budget Center Manager President/Vice President

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center _________________________ Activity ___________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Program needs are funded as part of the Counseling Division budget.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: ___________________________   Approved by: ___________________________

Budget Center Manager                  President/Vice President
**Program-Specific Equipment Request**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td>Human Services Program needs are funded as part of the Counseling Division budget.</td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: __________________________  Approved by: __________________________

Budget Center Manager  President/Vice President

APRIL 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment—when will the equipment need to be replaced?

Cost estimates will be provided for priority projects only.

Submitted by:           Approved by:  
___________________________________   __________________________________  
Budget Center Manager        President/Vice President

Human Services Program needs are funded as part of the Counseling Division budget.
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary

Human Services Program needs will be presented as part of the Counseling Division request for a designated Counseling Division computer classroom.

Cost estimates will be provided for priority projects only.

Submitted by: ___________________________ Approved by: ___________________________
Budget Center Manager President/Vice President

APRIL 2006
## Professional Development Needs

**Accreditation reference:** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What training needs have been identified from your program review?</td>
<td>Faculty express interest in receiving professional development training in the areas of teaching theory, technology skills, and current trends in human services. In addition, travel and conference money to attend State-wide and National Conferences are needed.</td>
</tr>
<tr>
<td>2. What pedagogical training needs have been identified in your program review?</td>
<td>Teaching Theory as it relates to addressing the learning styles of students. Also, teaching methods for retaining students in the classroom and seeing them persist to complete the certificate and degree in Human Services.</td>
</tr>
<tr>
<td>3. What types of technology does your program use? What technology training needs have you identified?</td>
<td>Instructors use laptop computers, LCD projectors, document cameras, DVD/VCR machines, and classroom computers with access to the internet. In addition, the program is interested in exploring online courses. Part-time instructors need to be trained on each piece of the technology listed above, and be given the opportunity to receive a faculty webpage.</td>
</tr>
</tbody>
</table>
| 4. What are the leading publications specific to your discipline and/or program? | *NAADAC Newsletter:* National Association for Addiction Professionals  
*Freedom Newsletter:* CA Association of Alcoholism & Drug Abuse Counselors (CAADAC)  
Publications for purchase through: Council for Standards for Human Service Education (CSHSE)  
*This Week In Washington:* American Public Human Service Association (APHSA)  
*Journal of the National Organization for Human Services* (NOHS) |

Submitted by: Budget Center Manager  
Approved by: President/Vice President  

APRIL 2006
# Learning Resources/Media Materials Request

## Books including Reference:

- **Number of titles to add:** 10
- **Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:**
  - Drug and Alcohol Studies, Women’s Studies, Human Services
- **Titles that provide:** a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
  - To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Periodical Titles: (Newspapers, Journals, Magazines)

- **Number of titles to add:** 3
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Electronic Databases and Indexes:

- **Number of databases to add:** To be determined
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

## Media Collection (closed captioned or DVD):

- **Number of titles to add:** 10
- **Recommendations/comments:** To be determined
- **Estimated cost for new materials:** To be determined

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are library/learning resource service hours adequate for this course/program?</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Is the quantity of materials sufficient for students within needed time frame?</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Will library/learning resources assignments be used in your course?</strong></td>
<td>☑</td>
</tr>
<tr>
<td><strong>Will this course/program require the assistance of library faculty for orientations or other information competency instruction?</strong></td>
<td>☑</td>
</tr>
</tbody>
</table>

- I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
- To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.