



TRIDENT TECHNICAL COLLEGE

2019-2021 Program Assessment

Program: Associate in Applied Science
Human Services

Division: Humanities and Social Sciences

Dean: Michelle Caya

Department Head: Steve Kashdan

Fall Enrollment: (2019), (2020)

Graduates: (2019), (2020)

The Human Services two-year degree prepares students to provide services to individuals and families in need of assistance, primarily by helping individuals acquire skills to solve their own problems. The Human Services model considers the problems of the client in the context of the environment. Roles of human services workers include counselor to those who need support; broker to help people use community resources; teacher of daily living skills; advocate for those who are unable to advocate for themselves; mediator between clients and between clients and agencies; and caregiver to children, elders and adults with disabilities. Field placement assignments exist in mental health, youth services, social services, eldercare, corrections, disabilities, and rehabilitation and addiction services.

Assessment Summary

Key Findings – August 2020

The program met the expected level of student performance in 5 of the 7 domains, and in the areas where the program did not meet the expected level of performance it fell just below the criteria.

It was noted that students who did not meet the expected level of performance were overwhelmingly students that did not keep up with the level of work and assignments during the semester, and then when they needed to complete the key assessments, which come at the end of the course they either did not turn in the work or were unable to complete satisfactorily.

Plan for Improvement – September 2020

Stay focused to maintain the areas where student met the expected level of performance.

Put a focus on pre-requisite work in classes prior to the key assessments to ensure that students have appropriate fundamental knowledge to successfully complete key assessments.

Focus on monitoring student progress during the course of the term and intervene when students are struggling with assignments or falling behind, which is evidenced by not meeting due dates.

Implementation – September 2021

STUDENT LEARNING OUTCOMES FOR PROGRAM REVIEW

Program: Human Services

Division: Public, Professional and Legal Studies

Year: 2019 - 2021

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program?
Demonstrate knowledge of human services history.	HUS 101	Demonstrate competency in HUS 101 written assignment (History of Human Service Paper).	75% of students will receive a 71 or better	All data will be collected after the Summer 2020 semester.	61% (20 out of 33) students scored 71% or better within this outcome	In looking at the data it was noted that of the 39% who did not score at 71% or better, most of them (12 out of the 13 students) stopped completing work prior to this assignment being due. What this tells us is that we need to focus on working to maintain the students within the course during the term so that they submit the assignment. Of students that submitted the assignment only 1 student did not receive at a minimum 71 or better. Therefore we will build in the following to the course. 1) Increased check in's with the students each week to assess who is struggling with keeping up with the work 2) One on One Virtual sessions to address and help students overcome barriers 3) Advisement to Withdraw rather than receive an a grade of F for the class because they are no longer attending or completing work.

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
Demonstrate knowledge of theories related to human interaction.	HUS 235	Creation of Group Presentation Proposal and Demonstration	80% of students receive at a 71 or better	All data will be collected after the Summer 2020 semester.	84% of students (22 out of 26) received a 71 or better	For this year we met the expected level of program performance. We will maintain our focus in order to sustain this outcome. In looking at the data it appears that students that do not reach the criteria – as established tend to be students who miss assignments or stop coming to class on a regular basis. The focus for improvement will be to monitor student attendance in class and timely submission of intermediary assignments as these are harbingers of poorer performance on final key assignments. Although we met performance standards it is possible with closer monitoring we can increase the percentage of students that meet the “expected level of performance.”

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
<p>Demonstrate ability to manage information obtained through client interaction.</p>	<p>HUS 209 HUS 250 HUS 251</p>	<p>Students' client/case services plan and social history assignment. (HUS 209)</p> <p>Field Placement Evaluation (HUS 250 and 251),</p>	<p>80% of students will complete the creation of a complete client/case service plan and social history assignment in HUS 209 (Case Management) with a minimum grade of 71</p> <p>On Student Field Placement Evaluation, 80% students receive at least a Rating of "Average" in the following areas.</p> <ul style="list-style-type: none"> • Is able to appropriately assess a clients' needs, issues, situation • Is able to conduct an interview and obtain appropriate information from the client situation • Is able to identify problems that arise and develop workable solutions to those problems 	<p>Will collect data from HUS 209 in Summer 2020 HUS 250 in Fall 2019 and HUS 251 in Spring 2020</p>	<p>HUS 209 – 80% of students (23 out of 29) completed the assignment with a minimum grade of 71</p> <p>HUS 250/251 81% of students (53 out of 66) met the criteria as established as the expected level of performance</p>	<p>Students met the performance goals as established for the area. In looking at the data it appears that students that do not reach the criteria – as established tend to be students who miss assignments or stop coming to class on a regular basis. The focus for improvement will be to monitor student attendance in class and timely submission of intermediary assignments as these are harbingers of poorer performance on final key assignments. Although we met performance standards it is possible with closer monitoring we can increase the percentage of students that meet the "expected level of performance."</p>

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<p>Demonstrate ability to analyze service needs of various client populations and design strategies which in meeting those stated needs.</p>	<p>HUS 250 HUS 251</p>	<p>Field Placement Evaluation</p>	<p>On Student Field Placement Evaluation 80% students receive at least a Rating of "Average" in the following areas.</p> <ul style="list-style-type: none"> • Is able to provide appropriate counseling to clients in a specific situation. • Is able to respond to crisis situations in a way that de-escalates the situation. • Is able to identify problems that arise and develop workable solutions to those problems. 	<p>Will collect data from HUS 250 in Fall 2019 and HUS 251 in Spring 2020</p>	<p>HUS 250/251 – 81% of students (53 out of 66) met the criteria as established as the expected level of performance</p>	<p>As the criteria is met we will maintain the focus of the program. The Internship is where the students demonstrate the skills they have learned within the rest of the program and apply their knowledge. Therefore if we institute the plans for improvement across the other domains as mentioned then we should have at least equal if not improvement outcomes in the future.</p>

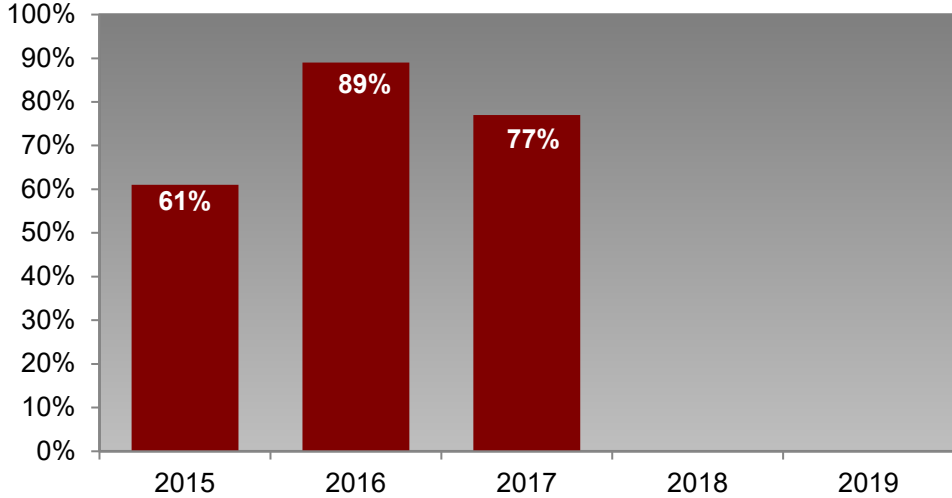
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<p>Demonstrate competence in direct service delivery skills, i.e., (interviewing, crisis intervention, individual counseling, group facilitation).</p>	<p>HUS 230 HUS 231 HUS 235</p>	<p>Final video demonstration in HUS 230</p> <p>“Create and Describe Your Own Theoretical Orientation to Counseling” assignment in HUS 231</p> <p>Group Proposal and Demonstration Assignment in HUS 235.</p>	<p>80% of students will receive a score of “71” or better on related academic assignments listed.</p>	<p>HUS 230 will be collected from spring/summer 2020</p> <p>HUS 231 will be collected from summer 2020</p> <p>HUS 235 will be collected from spring/summer 2020</p>	<p>HUS 230 – 67% of students (23 out of 34) met criteria as established in the expected level of performance</p> <p>HUS 231 -80% of students (24 out of 30) met criteria as established in expected level of performance.</p> <p>HUS 235 – 86% of students (22 out of 26) met the criteria as established as the expected level of performance</p>	<p>The main area of concern is the HUS 230 course, which focuses on basic clinical interviewing skills. In order to improve performance the following steps will be taken:</p> <ol style="list-style-type: none"> 1) Initial practice interviews will be broken down into smaller component skills units, and allowing students to master fewer skills at each step. 2) Students who struggle with a skill will be asked to redo the video after a critique to measure improvement of the skill. 3) Students who do not meet criteria in the final interview will be provided feedback and be allowed to redo the interview after the feedback to allow them another opportunity to master the basic competency of the skill.

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<p>Students will demonstrate awareness of values, personalities, reaction patterns, interpersonal style and professionalism.</p>	<p>HUS 102 HUS 250 HUS 251</p>	<p>Students Complete a Professional Development Plan(PDP)- HUS 102</p> <p>Field Placement Evaluation Section B: Work Habits on the Field Placement Evaluation in HUS 250 and HUS 251</p>	<p>80% of students will complete a satisfactory (graded 71 or better) PDP</p> <p>80% of Student will receive a “Mostly” on Section B of the Field Placement Evaluation –</p>	<p>Will collect data from HUS 102 in Fall 2019/Spring 2020, HUS 250 in Fall 2019 and HUS 251 in Spring 2020</p>	<p>HUS 102 -79% of students met the criteria as established as the expected level of performance</p> <p>HUS 250/251 – 81% of students (53 out of 66) met the criteria as established as the expected level of performance</p>	<p>The HUS 102 performance fell just below criteria. In order to improve performance we will:</p> <ol style="list-style-type: none"> 1) Have an increased emphasis on professionalism and values in the HUS 101 course that students enroll in prior to enrolling HUS 102, this we believe will increase readiness as students enter HUS 102. 2) Students will all have a LinkedIn account and develop a professional persona through development of that account. Students will also connect with at a minimum of 3 professional organizations in LinkedIn and be exposed to the postings from those professional organizations, helping them experience professional behavior. 3) The individual PDP assignments will be adapted to increase the focus on values, professional behavior and professional characteristics.

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<p>Demonstrate sensitivity and understanding of diverse cultures and incorporate the relevant needs of culturally diverse groups.</p>	<p>HUS 220 HUS 250 HUS 251</p>	<p>HUS 220 Community Based Cultural Experience Assignment</p> <p>Field Placement Evaluation, in the following areas</p> <ul style="list-style-type: none"> • Displays Cultural Competence • Is able to follow ethical guidelines and boundaries in HUS 250 and HUS 251 	<p>80% of the students will receive at least a C (71%) on the cultural experience assignment.</p> <p>80% of Student will receive at minimum an “average rating” on the Field Placement Evaluation in the specified areas</p>	<p>Will collect data from HUS 220 in Summer 2020, HUS 250 in Fall 2019 and HUS 251 in Spring 2020</p>	<p>HUS 220 – 95% students (21 of 22) met the criteria as established as the expected level of performance.</p> <p>HUS 250/251 – 81% of students (53 out of 66) met the criteria as established as the expected level of performance.</p>	<p>As students met criteria we will maintain the current plan, and monitor to see if performance is sustained in the new year.</p> <p>In looking at the data it appears that students that do not reach the criteria – as established tend to be students who miss assignments or stop coming to class on a regular basis. The focus for improvement will be to monitor student attendance in class and timely submission of intermediary assignments as these are harbingers of poorer performance on final key assignments. Although we met performance standards it is possible with closer monitoring we can increase the percentage of students that meet the “expected level of performance.”</p>

PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans												
<p style="text-align: center;">Fall Term Enrollment</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>220</td> </tr> <tr> <td>2017</td> <td>160</td> </tr> <tr> <td>2018</td> <td>103</td> </tr> <tr> <td>2019</td> <td>-</td> </tr> <tr> <td>2020</td> <td>-</td> </tr> </tbody> </table>	Year	Enrollment	2016	220	2017	160	2018	103	2019	-	2020	-		
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2016	220													
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<p style="text-align: center;">Graduates</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>58</td> </tr> <tr> <td>2017</td> <td>37</td> </tr> <tr> <td>2018</td> <td>39</td> </tr> <tr> <td>2019</td> <td>-</td> </tr> <tr> <td>2020</td> <td>-</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">*Results of graduate year includes graduates from the previous Summer, Fall and Spring.</p>	Year	Graduates	2016	58	2017	37	2018	39	2019	-	2020	-		
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<p style="text-align: center;">Graduate Job Placement/College Transfer Rate</p>  <table border="1" data-bbox="126 203 1071 698"> <caption>Graduate Job Placement/College Transfer Rate Data</caption> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>61%</td> </tr> <tr> <td>2016</td> <td>89%</td> </tr> <tr> <td>2017</td> <td>77%</td> </tr> <tr> <td>2018</td> <td>-</td> </tr> <tr> <td>2019</td> <td>-</td> </tr> </tbody> </table> <p>*Results of graduate job placement / college transfer rates are for the previous Summer, Fall and Spring.</p>	Year	Rate (%)	2015	61%	2016	89%	2017	77%	2018	-	2019	-		
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