TRIDENT TECHNICAL COLLEGE

2023-2025 Program Assessment

Program: **Associate in Applied Sciences**
Division: Humanities and Social Sciences
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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 2024	Plan for Improvement – September 2024	Implementation – September 2025
The program met the expected level of student performance in six of the seven domains. In the areas where the program did not meet the expected level of performance, it fell just below (4%) of the criteria. It was noted that students who did not meet the expected level of performance were students who did not keep up with the level of work and assignments during the semester, stopped completing work before the assignment was due, 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, stop attending class sessions regularly, or were unable to complete satisfactorily. These results mimic the results	(1) Focus on monitoring student progress during the term and intervene when students are struggling with assignments or falling behind. Increase the use of early alerts. (2) Focus on prerequisite work in classes before the key assessments to ensure students have the appropriate fundamental knowledge to complete key assessments successfully. (3) Students will create a LinkedIn account and develop a professional persona through the development of that account. Students will also	

found on the 2023-2025 assessment document. The program will continue with the same interventions. The program will consider new plans if there is no discernable change to the data in the next assessment cycle.

connect with at least three professional organizations through LinkedIn.

(4) Maintain the areas where students met the expected level of performance.

Program: Human Services   **Division:** Humanities and Social Sciences   **Year:** 2023 - 2025

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	Written assignment (History of Human Service Paper)	75% of the students will receive a grade of 71 or higher	All data will be collected after the Summer 2024 semester.	79% (147 of the 187 students) scored 71% or better within the outcome. 140 of the 184 (76%) students who submitted the assignment met the criteria.	Of the 21% of students who did not score 71% or better, most of them (40 students) stopped completing the work before the assignment was due. 76% of those students who submitted met the criteria, which is above the standard. What this tells us is that the issue continues to be student submission and completion of the assignment. A continued focus needs to be placed on maintaining the students within the course during the term so that they submit the assignment.
						Plan for Improvement: Although it is seen that improvements have been made; however, a focus needs to continue to be placed on working to maintain the students within the course during the term so that they submit the assignment. We will continue to build the following into the course: (1) Add pre-test and post-test assessments for HUS 101 and HUS 102 to access the level and gains before and after the course, (2) advisement to seek mentoring assistance through the Human Services Mentoring Program, (3) continue to increase check-ins with the students each week to access who is struggling with keeping up with the work, (4) and one-on-one virtual and in-person sessions to address and help students overcome barriers.

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Demonstrate knowledge of theories related to human interaction.	HUS 235	Creation of Group Presentation Proposal and Demonstration	80% of the students receive a grade of 71 or higher	All data will be collected after the Summer 2024 semester.	81% (48 out of 59 students) received a 71 or better.	For this year, we met the expected level of program performance. We will continue to maintain and sustain this outcome. Upon review, it appears that those students who did not reach the expected level of program performance tend to be students who missed assignments or stopped attending classes regularly. **Plan for improvement:** The focus will be to continue monitoring student attendance in class and the timely submission of assignments. Although the performance standards were met, increasing the percentage of students that meet the "expected level of performance" with closer monitoring is possible.

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 ability to manage information obtained through client interaction.	HUS 209 HUS 250	Client/case services plan and social history assignment (HUS 209) Field Placement Evaluation (HUS 250)	80% of the 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 On the Student Field Placement Evaluation, 80% students receive a minimum rating of "Average" in the following areas: • 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	Will collect data from HUS 209 in Summer 2024, HUS 250 in Fall 2023.	HUS 209: 80% (8 of 10) students met the criteria as established as the expected level of performance. HUS 250: 97% (37 of 38) of students met the criteria as established as the expected level of performance.	Students met the performance goals as established for the area. As the data is reviewed, it appears that students who did not reach the expected level of program performance tend to be students who missed assignments or stopped coming to class on a regular basis. **Plan for Improvement:** The focus for improvement will be to continue to monitor student attendance in class and the timely submission of assignments, as these are indicators of poorer performance on key assignments. Although the performance goals were met, it is possible that with closer monitoring and the utilization of early alerts, we can increase the percentage of students that meet the "expected level of performance."

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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 ability to analyze service needs of various client populations and design strategies to meet those stated needs.	HUS 250	Field Placement Evaluation	On the Student Field Placement Evaluation, 80% of the students will receive a minimum rating of "average" in the following areas: • 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.	Will collect data from HUS 250 in Fall 2023.	HUS 250: 97% (37 of 38 students) met the criteria as established as the expected level of performance.	As the criteria for the expected level of program performance were met, we will maintain the program's focus. 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 plans for improvement across the other domains, then we should have at least equal, if not improved, outcomes in this learning outcome.

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Demonstrate competence in direct service delivery skills, i.e., interviewing, crisis intervention, individual counseling, and group facilitation.	HUS 230 HUS 231 HUS 235	Final video demonstration in HUS 230 "Create and Describe Your Own Theoretical Orientation to Counseling" assignment in HUS 231 Group Proposal and Demonstration Assignment in HUS 235	80% of the students will receive a grade of 71 or higher on the academic assignments listed in Column C.	HUS 230 will be collected from spring/summer 2024. HUS 231 will be collected from summer 2024. HUS 235 will be collected from spring/summer 2024.	HUS 230: 77% (24 of 31 students) met criteria as established in the expected level of performance. HUS 231: 87% (7 of 8 students) met criteria as established in the expected level of performance. HUS 235: 96% of students (27 of 28 students) met criteria as established in the expected level of performance.	The HUS 230 course performance fell just 4% below the criteria. We will continue with the following steps to improve the level of performance: 1.) Initial practice interviews will be broken down into smaller component skills units and allow 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. Students who do not meet the 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. After a review, it is shown that those students who did not complete the assignment stopped participating and were not regularly engaged in the course.

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Students will demonstrate awareness of values, personalities, reaction patterns, interpersonal style, and professionalism.	HUS 102 HUS 250 HUS 251	Students Complete a Professional Development Plan or post-test in HUS 102.

Field Placement Evaluation Section B: Work Habits on the Field Placement Evaluation in HUS 250 and HUS 251 | 80% of students will receive a satisfactory rating (i.e., minimum grade of 71) on the PDP or post-test.

80% of Students will receive a rating of "mostly" on Section B of the Field Placement Evaluation. | Will collect data from HUS 102 in Fall 2023 and Spring 2024, HUS 250 in Fall 2023. | HUS 102: 80% of students (66 of 82) met the criteria as established as the expected level of performance.

HUS 250: 97% (37 of 38 students) met the criteria as established as the expected level of performance.

HUS 251: The course is no longer offered. | As the criteria for the expected level of program performance were met, we will maintain the program's focus. The following steps will be taken to continue improving the performance level: **Plan for Improvement:** 1) Increase the emphasis on professionalism and values in the HUS 101 course that students enroll in before enrolling in HUS 102. The expectation is that this modification will increase readiness for HUS 102. 2) Create a pre-posttest in HUS 101 and HUS 102 courses that identify student levels at the beginning and end of the course. 3) The individual PDP assignments will be adapted to increase the focus on values, professional behavior, and professional characteristics. |

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 sensitivity and understanding of diverse cultures and incorporate the relevant needs of culturally diverse groups.	HUS 220 HUS 250 HUS 251	HUS 220 Community Based Cultural Experience Assignment Field Placement Evaluation, in the following areas • Displays Cultural Competence • Is able to follow ethical guidelines and boundaries in HUS 250 and HUS 251	80% of the students will receive at least a C (71%) on the Cultural Experience Assignment. 80% of Students will receive, at minimum, a rating of "average" on the Field Placement Evaluation in the specified areas.	Will collect data from HUS 220 in Summer 2024, HUS 250 in Fall 2023	HUS 220: Data could not be captured for HUS 220 In summer of 2024 as there was no HUS 220 course taught in the Summer of 2024. HUS 250: 97% (37 of 38 students) met the criteria as established as the expected level of performance. HUS 251: The course is no longer being offered.	Data could not be captured for HUS 220 as the course was not taught during Summer 2024. Data could not be captured for HUS 251, as the course is no longer offered or required under the program's accreditation. As students meet the criteria for HUS 250, we will maintain the current plan and monitor to see if performance is sustained in the new year. In looking at the data it appears that students who do not reach the expected level of performance tend to be students who miss assignments or stop coming to class regularly. The focus for improvement will be to monitor student attendance in class and timely submission of assignments, as these are indicators of poorer performance on final key assignments. Although we met performance standards for HUS 250, it is possible that with closer monitoring, we can increase the percentage of students that meet the "expected level of performance."

PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans
Fall Term Enrollment		

Indicator	Trend Analysis	Action Plans
Graduates *****Results of graduate year includes graduates from the previous Summer, Fall and Spring.		
Graduate Job Placement/College Transfer Rate *****Results of graduate job placement / college transfer rates are for the previous academic years' graduating class.		