

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Human Services Technology

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The Human Services Curriculum of Wayne Community College aligns itself with the mission of the College by participating in the development of a workforce that is highly skilled and professional in the field of human services. As part of this process, the program seeks to:

- Assist students in developing both personal and marketable skills through lifelong learning
- Increase the global and cultural awareness of our students
- Develop partnerships with local human services agencies
- Enhance the quality of life for families and individuals in Wayne County and other areas in which graduates find employment

Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.

No

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

Goal 1: Increase Student Access

Goal 2: Ensure Program Excellence

Goal 3: Improve Student Success

Goal 4: Ensure Institutional Quality

Goal 1: For the 65-hour HST program, students are given opportunities for course completion through various delivery modalities. Those methods include traditional face to face, hybrid, and online. In addition to the variety in course delivery, at least 5 HST courses are offered per semester and are rotated in their delivery method as well as day or evening time options. This allows access for non-traditional students and/or who are employed. Furthermore, the HST program has additional financial opportunities available to students. It has been included in Top 12 program for grants through the WCC Foundation, which gives those students priority for grants.

Goal 2: The instructor actively participates in professional development activities and continued education units to assure the program can effectively train students in the delivery of current, evidence-based practices in the communities which they will serve. Through professional development, consultation with other HST Program Coordinators, WCC HST Advisory Board and staying abreast of the community needs and trends, content is updated to assure validity and relevance in the HST field of study.

Goal 3: Students are encouraged to make use of WCC resources to improve their success within the program. Some of those resources include Academic Skills, Writing Center, peer tutoring and use of faculty office hours.

Goal 4: Institutional quality is achieved through consultation and support of a diverse, multicultural Advisory Board, other HST programs and recruitment of qualified instructors to deliver quality education to address the needs and expectations of those in the HST program. The results are evident by students completing the program and becoming gainfully employed in the Human Services field.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associates	Human Services Technology

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Deletion of PSY 141, PSY 183, DDT 110, GRO 120 and HEA 112	Approved in Spring 2022; Effective Fall 2022
Addition of SWK 110, SWK 113, SAB 110, SOC 213 and HSE 220	Approved in Spring, 2022; Effective Fall 2022

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

New courses were included in the program to remain current with societal needs and demands so that students were aware and able to meet current expectations of the Human Services field. Since these courses were only approved in the 2021-2022 academic year and not effective until the 2022-2023 academic year, we will report on these changes in the next Program Review cycle.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/7/19, 7/15/20	WBL Sites needed; stable enrollment
2020-2021	10/28/20, 3/24/21	Reduced enrollment due to Covid
2021-2022	10/13/21, 4/5/22	Enrollment at all time low, new faculty and curriculum changes projected to help.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

With the increased use of technology, changes in the social and political environment, and the shifting needs and nature of people, the human services field is more relevant than ever. The US Department of Labor Job Outlook Handbook projected the Social and Human Services careers were in the top 10 careers with the fastest projected growth in the next 10 years. Locally, Human Services Technology was in the top 10 of requested programs sought by employers. The program consistently receives offers of job opportunities from local employers. Through feedback from the Advisory Board, the program has been effective in responding to the emerging needs of the community. One of those trending needs is substance use and mental health counseling. As a result of the pandemic, now endemic and other societal changes, there has been a steady rise in substance use and mental health related disorders. More human service workers will be needed to address the demand.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 53 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 57 #**Target:** 60 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	45
2019-2020	57
2020-2021	57

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	22	48.9%	27	47.4%	24	42.1%
American Indian/Alaskan Native, Female	0	0.0%	1	1.8%	1	1.8%
Asian, Female	1	2.2%	0	0.0%	0	0.0%
Caucasian, Female	14	31.1%	20	35.1%	18	31.6%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	8.9%	4	7.0%	3	5.3%
Two or More Races, Female	1	2.2%	1	1.8%	3	5.3%
Unknown, Female	0	0.0%	0	0.0%	1	1.8%
Female Total	42	93.3%	53	93.0%	50	87.7%
African American, Male	1	2.2%	0	0.0%	1	1.8%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	2.2%	2	3.5%	4	7.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	2.2%	2	3.5%	2	3.5%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	3	6.7%	4	7.0%	7	12.3%
Total	45	100.0%	57	100.0%	57	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	4.4%	5	8.8%	5	8.8%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	4	8.9%	5	8.8%	5	8.8%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	4	8.9%	4	7.0%	3	5.3%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	1.8%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	10	22.2%	14	24.6%	14	24.6%
African American, 25-44	14	31.1%	14	24.6%	13	22.8%
American Indian/Alaskan Native, 25-44	0	0.0%	1	1.8%	1	1.8%
Asian, 25-44	1	2.2%	0	0.0%	0	0.0%
Caucasian, 25-44	7	15.6%	11	19.3%	10	17.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	2.2%	2	3.5%	2	3.5%
Two or More Races, 25-44	1	2.2%	1	1.8%	1	1.8%
Unknown, 25-44	0	0.0%	0	0.0%	1	1.8%
25-44 Total	24	53.3%	29	50.9%	28	49.1%
African American, 45-64	7	15.6%	8	14.0%	7	12.3%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	4	8.9%	6	10.5%	7	12.3%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	1	1.8%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	11	24.4%	14	24.6%	15	26.3%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	45	100.0%	57	100.0%	57	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment has decreased. Some of the possible reasons for decreasing enrollment are COVID related (loss of traditional and hybrid course delivery) and change in faculty (the Human Services Technology program is served by only one full time faculty).

There have been changes and updates in the course curriculum to address current societal trends such as increases in mental health issues. Also, there is an active increase in marketing of the program utilizing current students and a campus club.

Identify Enrollment Action Items

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Curriculum Changes (Addition of Substance Use certificate)	Monitor the number of certifications earned over the next three years.
2	Increased Marketing	Poll incoming students to determine where there seem to be gaps in how the program is marketed.

Outcome #2: Retention**Baseline:** 68.9 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 72 %**Target:** 75 %

Year	Program Retention Rate
2018-2019	73.5%
2019-2020	58.8%
2020-2021	74.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	13	52.0%	16	53.3%	13	44.8%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	7	28.0%	11	36.7%	11	37.9%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	4	16.0%	1	3.3%	1	3.4%
Two or More Races, Female	1	4.0%	1	3.3%	2	6.9%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	25	100.0%	29	96.7%	27	93.1%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	1	3.3%	1	3.4%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	1	3.4%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	1	3.3%	2	6.9%
Total	25	100.0%	30	100.0%	29	100.0%

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	2	10.0%	2	6.7%	2	6.9%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	2	6.7%	2	6.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	1	3.4%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	2	10.0%	4	13.3%	5	17.2%
African American, 25-44	6	30.0%	9	30.0%	9	31.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	4	20.0%	8	26.7%	6	20.7%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	5.0%	1	3.3%	2	6.9%
Two or More Races, 25-44	1	5.0%	1	3.3%	1	3.4%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	12	60.0%	19	63.3%	18	62.1%
African American, 45-64	5	25.0%	5	16.7%	2	6.9%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	5.0%	2	6.7%	4	13.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	6	30.0%	7	23.3%	6	20.7%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	20	100.0%	30	100.0%	29	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Again, retention may have been affected by the restraints implemented due to COVID.

Measures to increase retention include actively engaging those who have returned the following semester to gain more data regarding completion.

Transition in faculty leadership (faculty member retiring and hiring of new faculty) may have left students feeling inadequately supported, unaware of the status of the program or not having a point of contact to address their concerns.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Follow-up Calls/Contacts	Using stop out lists, track whether student engagement with faculty is bringing students back to classes.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 8 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 10 #**Target:** 12 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	6
2020-2021	13
2021-2022	5

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	4	66.7%	9	69.2%	2	40.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	33.3%	4	30.8%	1	20.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	1	20.0%
Two or More Races, Female	0	0.0%	0	0.0%	1	20.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	6	100.0%	13	100.0%	5	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	0	0.0%	0	0.0%	0	0.0%
Total	6	100.0%	13	100.0%	5	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	1	7.7%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	0	0.0%	1	7.7%	0	0.0%
African American, 25-44	1	16.7%	7	53.8%	2	40.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	33.3%	2	15.4%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	1	20.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	20.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	3	50.0%	9	69.2%	4	80.0%
African American, 45-64	3	50.0%	2	15.4%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	7.7%	1	20.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	3	50.0%	3	23.1%	1	20.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	6	100.0%	13	100.0%	5	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

Again, completion may have been affected by the restraints implemented due to COVID.

Measures to increase completion include actively engaging those who have returned the following semester through conversation, emails and phone calls, to gain more data regarding completion.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Follow-up Calls/Contact	Using stop out lists to track whether student engagement with faculty is bringing students back to classes.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Informal “check-in” surveys are completed within the program to gauge effectiveness of the course delivery and relevancy. Effectiveness is also evaluated using student course evaluations, employer evaluations and Advisory Board feedback.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	No planning objectives submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

None

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

None

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

Facility needs are adequate.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

Academic and student support services are adequate currently.

Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.

The primary strength of the program is the students it serves. The demographics and background of typical HST students are those that have been served by human services programs in the past. They are highly motivated and empathic students and show a high level of interest in serving the populations they have personally experienced such as Department of Social Services, WAGES, Community Soup Kitchen, etc. The skills and knowledge gained in the HST program combined with their personal life makes them valuable not only in the program but also in the community.

The faculty have state licensures as a Licensed Clinical Mental Health Supervisor and Licensed Clinical Addictions Specialist and work in the practical field, including mental health, child welfare, disabilities, addictions and counseling is an asset to teaching in the classroom. Faculty have the benefit of real-world experiences and the ability to relate their applied career experiences to the teaching of the course content.

The HST Advisory Board has been a strength for the program as more representative members have been added. The board has been helpful in shaping and providing valuable insight to keeping the program relevant and impactful to the community.

The program weakness has been the recruitment of new students. The recruiting department has assisted in helping through both print and social media. Continued consultation with the department will continue. Recruitment will continue to remain an ongoing initiative for the program. The need for human services is essential in the community.

Opportunities

Increased opportunities for graduates are prevalent in both the public and private sectors in human services. Graduates are finding jobs in several new areas including social work assistants, case management, and addictions screening. Most of those graduating pursue a bachelor’s degree after obtaining their Human Services Technology Associate degree. Fieldwork experiences have also opened many employment opportunities as well.

Review prepared and submitted by:

Cheri Pullen, HST Faculty and Jodi Baker, Department Chair, Public Services

Approvals

- 1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
- 2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
- 3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

IE Acceptance / Date:	<i>Dorothy Moore</i>	11/18/2022
Dean, Director, or AVP / Date:	<i>Janeil Marak</i>	11/21/2022
Administrator Approval / Date:	<i>Dr. Brandon M. Jenkins</i>	11/22/2022