



Cycle:

ASSOCIATE DEGREE IN APPLIED SCIENCE WITH A MAJOR IN HUMAN SERVICES

Program Mission Statement:

The Psychology / Human Services program supports the College’s mission and goals by offering a two-year Associate Degree in Human Services. This program prepares the student with skills, knowledge, and competencies for employment and position advancement using the General Education Core Competencies of the College as a foundation.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Chris Thomas

Director: Brantlee Haire

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name:

Certification Exam(s): Yes No

Agency Name: Council for Standards in Human Service Education

Credential:

Program Student Learning Outcome	Monitoring Year
Integrate classroom learning with experience. (Information Literacy)	2018-2019
Demonstrate basic counseling skills, including active listening and paraphrasing, while understanding and engaging clients in a multicultural world. (Oral Communication)	2019-2020
Apply behavioral science theory and research to individual behavior, group behavior and human development to guide clinical decision making in the field of human services. (Critical Thinking)	2019-2020
Develop research and writing skills, particularly those needed for accurate record keeping. (Written Communication)	2020-2021
Identify and discuss professional ethics as they relate to human services. (Critical Thinking)	2020-2021
Discuss the theory of human services, the current operation of the service system, and major issues and social problems facing society today. (Reading Comprehension)	2020-2021

STUDENT LEARNING OUTCOMES FOR AAS.HUS 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs 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> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Information Literacy: Integrate classroom learning with field experience.	HUS 251	Students will create and maintain a field placement journal that adequately reflects the completion of the HUS DACUM competencies.	90% of students in the HUS field placement will receive 70% or higher.	Spring, 2019	12 out of 12 students (100%) scored 70% or higher on the assignment. The lowest score on the assessment was 75% and the highest score was 100%. The class average was 91%.	The expected level of learning was met. We will continue to expand on activities to help students explain and apply DACUM competencies in the human services field.

STUDENT LEARNING OUTCOMES FOR AAS.HUS 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs 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> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Oral Communication: Demonstrate basic counseling skills including active listening and paraphrasing, while understanding and engaging clients in a multicultural context.	PSY 231	Students will be assigned a video recorded interviewing/counseling interview and then complete a detailed written report.	80% of the students will receive 70% or higher.	Fall 2019	15 out of the 15 students (100%) received an 70% or higher on the rubric chosen for this assessment. The lowest score on the assessment was 70% and the highest was 93%. The average was an 86%.	The expected level of learning was met. We will continue to expand on activities to prepare students to use microskills with clients in the human services field. Faculty will be increasing the benchmark to 85% of the students will receive 70% or higher.

STUDENT LEARNING OUTCOMES FOR AAS.HUS 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs 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> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Critical Thinking: Apply behavioral science theory and research to individual behavior, group behavior and human development to guide clinical decision making in the field of human services.	PSY 218	Students will apply behavioral theory to develop a comprehensive self-management project. Student projects will be evaluated via a detailed rubric.	70% of the students will receive 70% or higher.	Spring, 2020	10 out of the 10 students (100%) received 70% or higher. The lowest score on the assessment was a 70% and the highest was 98%. The average was 78%.	The expected level of learning was met. We will continue to expand on activities focusing on behavioral theory and its application.

STUDENT LEARNING OUTCOMES FOR AAS.HUS– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs 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> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Written Communication: Develop research and writing skills, particularly those needed for record keeping.	SOC 205	Students in Social Problems (SOC 205) will complete discussion boards where they demonstrate the ability to document research findings into a well-organized and well-written document.	70% of the students will receive 80% or higher.	Fall 2020	9 out of 10 students (90%) scored 80% or higher on the discussion board average. The lowest score on the assessment was a 70% and the highest was a 100%. The class average was 96%.	The expected level of learning was met. We will continue to expand on activities focusing on research and writing. Faculty will be increasing the benchmark to 85% of the students will receive 80% or higher.

STUDENT LEARNING OUTCOMES FOR AAS.HUS– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs 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> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Critical Thinking- Identify and discuss professional ethics as they relate to human services.	PSY 237	Students in Crisis Management (PSY 237) will complete a discussion board assignment that focuses on the importance of ethics in a professional setting.	70% of the students will score 80% or higher.	Spring 2021	9 out of 9 students (100%) scored 80% or higher on the assessment. The lowest score was 73% and the highest score was 100%. The class average was 90%.	The expected level of learning was met. We will continue to expand on activities focusing on ethics.

STUDENT LEARNING OUTCOMES FOR AAS.HUS– 2020-2021

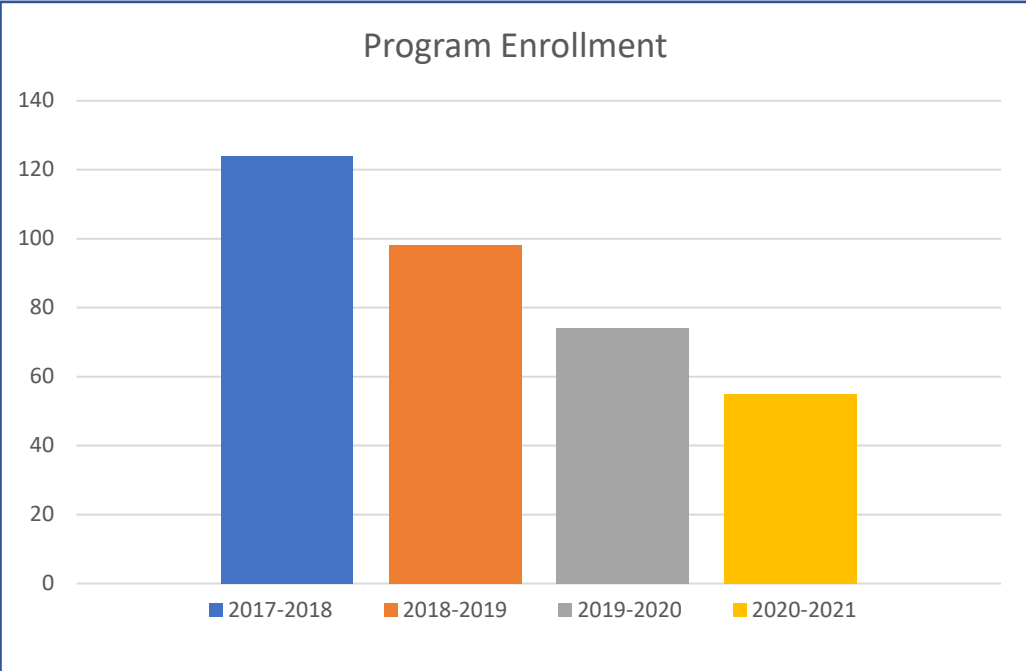
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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Reading Comprehension- Discuss the theory of human services, the current operation of the service system, and major issues and social problems facing society today.	PSY 212	Students in Abnormal Psychology will be exposed to statistical facts and trends of those who are mentally ill and incarcerated in the American prison system. Since the expected outcome was not met last year, a video on the topic was added to increase understanding. They will be quizzed on the information given.	70% of the students will score 80% or higher.	Spring 2021	11 out of 14 (78.5%) scored 70% or better on the quiz. The lowest score was 50% and highest was 100%. The class average was 86%	The expected level of learning was met. The statistics for the previous year was 60% of the students score 80% or higher on the assignment. This shows the impact of adding the video to the class. We will continue to expand on activities focusing on issues facing those who are mentally ill.

CONTINUOUS STUDENT IMPROVEMENT

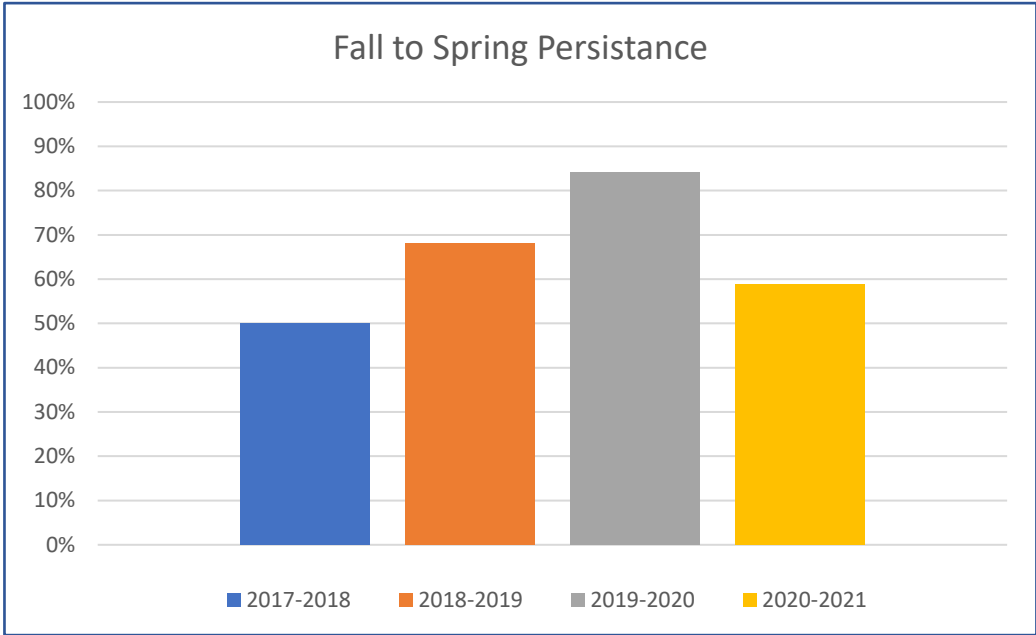
This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

During the last cycle (2016 -2018) faculty worked on continuous improvement goals. There were several identified areas for improvement by faculty. First of all, students struggle somewhat with writing proficiency. We wanted to put more focus on assessing where students are and working with them on improving. Through papers, projects, and discussion boards, a strong emphasis was placed on grammar and mechanics. Rubrics were developed with writing criteria to offer feedback to students. In this cycle, we are continuing to focus on writing and using rubrics for assessment. Over the last 3 years we have seen students show some improvement in skills. We have assessed it specifically in PSY 230, PSY 231, HUS 205, HUS 251, and HUS 255. For example, in PSY 231, students developed their writing skills by completing a benchmark of 80% scoring 80% or higher on a videoed interview and write up (while also developing oral communication skills). Also, in HUS 251, students wrote a paper addressing diversity while helping clients. The expected outcome of 70% scoring 70% or higher was met. A second area we addressed concerned students demonstrating basic helping behaviors when working with diverse populations. We increased activities where they apply these skills in all classes and have specifically addressed it in PSY 231, PSY 105, HUS 251 and HUS 255. As shown in the report, the objectives in these classes were met. We continued to look at diversity in this cycle. For example, in PSY 105 students completed a discussion board assignment where they addressed gender and communication. Students met the expected outcome by scoring 80% or higher on the assignment. Additionally, we addressed professional ethics as they relate to human services. In PSY 237, the benchmark of 70% of students scoring 80% or higher was exceeded with 100% meeting the expected outcome. In HUS 101, HUS 251 and HUS 255, the expected outcome of a 100% pass rate was met on an assessment of ethical vignettes. Finally, in the 2020-2021 cycle, we met a goal that was not reached in 2019-2020. Focusing on issues in society facing those who are mentally ill, the expected goal of 70% of students scoring 80% or higher was met. We will continue to work on these areas of focus in the next cycle as well as expand to new areas as well.

PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<div style="border: 1px solid #2c3e50; padding: 10px; margin: 0 auto; width: 80%;"> <p style="text-align: center; margin: 0;">Program Enrollment</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>Enrollment</td> <td>124</td> <td>98</td> <td>74</td> <td>55</td> </tr> </tbody> </table> </div>	Year	2017-2018	2018-2019	2019-2020	2020-2021	Enrollment	124	98	74	55	<p>Enrollment has been on the decline. However, this is true for colleges in general. Rising costs of college and a good economy are likely contributing factors.</p>	<p>We plan to increase marketing in the community. Now that COVID-19 restrictions have lifted, we can get back into the schools and agencies to recruit students. This outreach will make potential students aware of the opportunity.</p>
Year	2017-2018	2018-2019	2019-2020	2020-2021								
Enrollment	124	98	74	55								
<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 12.5%;">2017-2018</th> <th style="width: 12.5%;">2018-2019</th> <th style="width: 12.5%;">2019-2020</th> <th style="width: 12.5%;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>Program enrollment</td> <td style="text-align: center;">124</td> <td style="text-align: center;">98</td> <td style="text-align: center;">74</td> <td style="text-align: center;">55</td> </tr> </tbody> </table>		2017-2018	2018-2019	2019-2020	2020-2021	Program enrollment	124	98	74	55		
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Indicator	Trend Analysis	Action Plans
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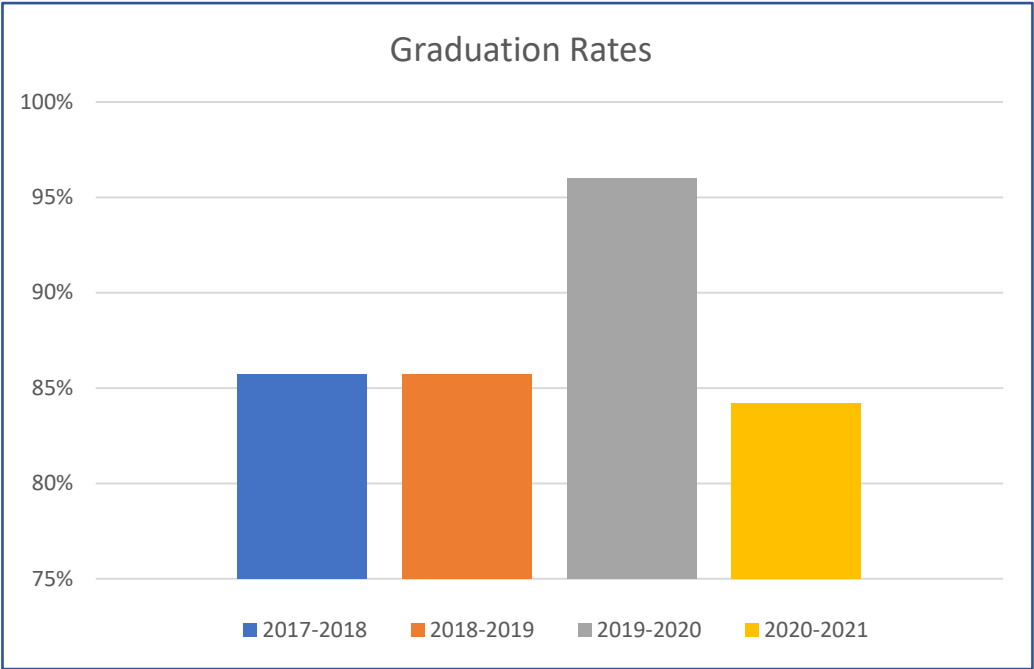
This has remained steady other than in 2019-2020 when there was a rise. We lose many students in the program due to their current life circumstances.

We will continue reaching out to students and encouraging/working with them and their circumstances to promote their return in the spring.

	2017-2018	2018-2019	2019-2020	2020-2021
Fall-to-Spring Persistence	50%	68%	84%	59%

Indicator	Trend Analysis	Action Plans																		
<div data-bbox="415 253 1371 919" data-label="Figure"> <p style="text-align: center;">Fall to Fall Retention</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>35.71%</td> </tr> <tr> <td>2018-2019</td> <td>68.00%</td> </tr> <tr> <td>2019-2020</td> <td>42.11%</td> </tr> <tr> <td>2020-2021</td> <td>0.00%</td> </tr> </tbody> </table> </div> <div data-bbox="1062 1036 1577 1144" data-label="Table"> <table border="1"> <thead> <tr> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>35.71%</td> <td>68.00%</td> <td>42.11%</td> <td>0.00%</td> </tr> </tbody> </table> </div>	Year	Retention Rate	2017-2018	35.71%	2018-2019	68.00%	2019-2020	42.11%	2020-2021	0.00%	2017-2018	2018-2019	2019-2020	2020-2021	35.71%	68.00%	42.11%	0.00%	<p>This has remained steady other than in 18-19 when it significantly rose. We lose students in the program primarily because of their current life circumstances.</p>	<p>We will continue reaching out to students and encouraging/working with them and their circumstances to promote their return the second year.</p>
Year	Retention Rate																			
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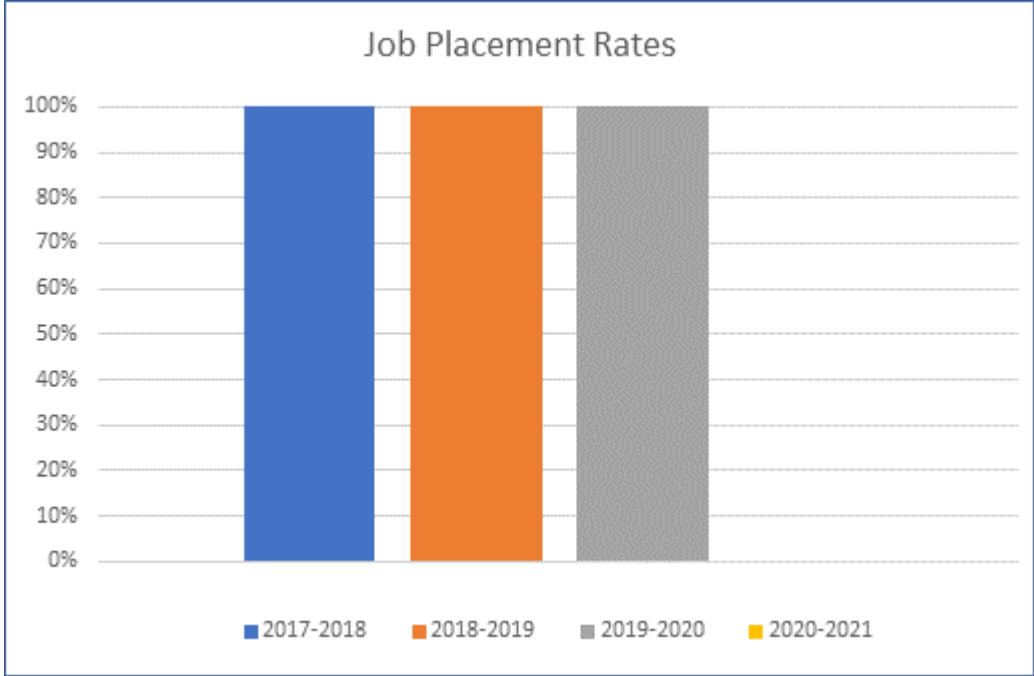


This has remained steady other than in 19-20 when it rose.

We will continue to encourage students to persist through graduation. We will utilize appreciative advising to help them stay on track.

	2017-2018	2018-2019	2019-2020	2020-2021
Graduation Rates	86%	86%	96%	84%

Indicator	Trend Analysis	Action Plans
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Our job placement rates continue to be high.

We will continue having good relations in the region with agencies through our advisory board and field placements.

	2017-2018	2018-2019	2019-2020	2020-2021
Job Placement rates	100%	100%	100%	N/A