**ANNUAL DEGREE PROGRAM ASSESSMENT, PLANNING AND BUDGET REPORT**

2013-2014

Program Description – **Human Services Program**

**The Human Services Program prepares graduates to enter the social service workforce with the professional Attitudes, Skills and Knowledge necessary to succeed. The program also provides specialized academic certificates for majors and those in the workforce seeking advancement or promotion in their field. As a result the program attracts an academically diverse student population – from first generation college students to those seeking Master’s level continuing education units and certificates to maintain professional licensure/credentials. A significant number of program course offerings provide focused skill practice so that students are able to engage in the provision of effective client services from the first day they are hired in the field.**

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator (II):

**Data not available.**

* 1. Demand Indicator:

* 1. Effectiveness Indicator:
	2. Efficiency Indicator:
1. Industry Validation (check all that apply)(IV-A):

Advisory Committee Meeting(s)**yes**, How many? **Two sub-committee meetings.** Did Advisory Committee discuss CASLO/PLO? **Yes.** Service Learning **Yes – 4 classes.** Provide program services that support campus and/or community: **Human Services Club supported the Maui Food Bank.** Outreach to public schools \_\_ Partner with other colleges, states and/or countries **Yes – trying to partner with UHWO BASS program and UHWO Public Health Program for 2+2 efforts.** Partner with businesses and organizations. **Yes. 14 practicum students were placed at the following agencies:**  **Maui County Office on Aging; Malama Family Recovery Center; Aloha House; Hawaii Health Connector; Women Helping Women; Na Ho’Aloha; Hui No Ke Ola Pono; Maui Family Support Services; Family Life Center; Maui Youth and Family Services, Ka Hale A Ke Ola Homeless Resource Center.**

Other\_\_ Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List PLOs (attach Program Map)(IV):
2. Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.
3. Demonstrate the attitudes, skills and knowledge of best-practice strategies across a variety of populations in diverse human service settings.
4. Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions.
5. Develop self-awareness of personal values, interpersonal styles, strengths and challenges that influence development of professionalism.

**PLO ASSESSMENT GRID - Program Learning Outcome Emphasis by Course**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PLO>HSER Course  | 1 | 2 | 3 | 4 | PLO>HSER Course | 1 | 2 | 3 | 4 |
| 101 | 2 | 2 | 3 | 2 | 256 | 1 | 1 | 3 | 2 |
| 110 | 2 | 1 | 3 | 2 | 268 | 1 | 2 | 3 | 2 |
| 111 | 2 | 1 | 3 | 2 | 270 | 2 | 2 | 3 | 3 |
| 130 | 2 | 2 | 3 | 2 | 294 | 3 | 3 | 3 | 3 |
| 140 | 3 | 3 | 3 | 2 | 345 | 2 | 2 | 3 | 3 |
| 145 | 2 | 2 | 3 | 2 | 350 | 2 | 2 | 3 | 2 |
| 194 | 3 | 3 | 3 | 3 | 360 | 3 | 2 | 3 | 3 |
| 245 | 3 | 3 | 2 | 3 | 365 | 3 | 3 | 3 | 3 |
| 248 | 3 | 3 | 3 | 3 |  |  |  |  |  |

**PLO ASSESSMENT PLAN TIMETABLE**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PLO** | F 10 | S 11 | F 11 | S 12 | F 12 | S 13 | **F 13** | **S 14** | F 14 | S 15 |
|  1 |  |  | 245 |  |  |  |  |  |  |  |
|  2 |  |  |  |  |  | 293 |  | **140** |  |  |
|  3 |  | 110 |  |  | 193 |  |  |  | 268 | 256 |
|  4 | 270 |  |  | 140 |  |  | **101** |  |  |  |

1. Instrument used for assessment (check all that apply) (IV-B):

Work Sample\_\_ Portfolio\_\_ Project \_\_ Exam \_\_ Writing Sample \_X\_ Other\_\_ Please explain

1. Which course or courses did you use to assess PLOs and CASLO (IV-C)?

**HSER 101- Health Navigator – PLO IV. Self-Assessment Assignment – Attitudes and Values**

**HSER 140 – Introduction to Counseling and Interviewing – PLO II. Interview Project and Paper**

1. List strengths and weaknesses found from PLO assessment analysis (IV-E):

**PLO 4: HSER 101 –**

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Weaknesses** |
| **HSER 101****PLO IV** | 13 of 15 students met (6) or exceeded (7) assignment expectations, showing Assignment had students rate their strengths and challenges across a range of professional attitudes and values. Near the end of the semester students reflect on their growth and rate themselves again after discussing the attitudes/values in class and practicing in their lives.  | Assignment: The Attitude/Value list students refer to and the accompanying description lacked adequate detail. Assignment lacked overview to contextualize the importance of the assignment in terms of the course SLOs. Student performance: One student did not complete the assignment, and one other performed inadequately. Both underperformed throughout the class.  |
| **HSER 140 PLO II** | 12 of 14 students met, or exceeded grading expectations, thus demonstrating pre-planning, question development, interviewing skills, and compare/contrast thinking/critical thinking and writing ability. Assignment provided students the opportunity to integrate multiple levels of learning (attitudes, skills, and knowledge) in one assignment. | Assignment: Assignment guidelines lacked adequate specificity for assignment complexity, leaving students unnecessarily confused. This required numerous discussions in class to clarify assignment details “on the fly.”Student performance: Two older returning students did not meet expectations (D grades). Both attended irregularly and underperformed throughout the class. |

1. List CASLO assessment findings highlights (attach CASLO report) (IV-E):

**I did not complete Information Literacy CASLO assessment. However, after speaking with Eric Engh, CASLO coordinator, I conducted a post-semester CASLO review with 4 Advisory Committee members. We reviewed the CASLO Rubric and discussed the relevance of Information Literacy in the field of human services. I presented the level and scope of rigor in ENG 100 and compared it with ENG 210. We unanimously decided that ENG 100 would not provide sufficient info literacy skills for the demands of the field and we will add ENG 210 to the program requirements for graduation.**

1. Action Plan (III) and Next Steps (IV-G):
	1. **PLO –** **IV - The assignment has been revised to include an introductory overview, and more detail provided for each attitude/value with examples. The student self-rating scale has been simplified. The grading rubric has been clarified.**
	2. **PLO – II - The assignment has been completely rewritten and broken down into component parts. Students will develop interview questions in small groups and then the larger group will decide on final questions for uniformity. The instructor will role play as the interviewee to allow students to practice** **interviewing prior to their meeting with a professional. The grading rubric has been revised and clarified.**
	3. **CASLO - Revise the HS Program Map in Spring 2015 and add ENG 210 as a result of the CASLO review. Prepare new majors for this change upon entry into the program, and recommend ENG 210 majors with room in their degree attainment for the course.**
	4. **Program improvement –**
		1. **Program Coordinator and lecturers will meet monthly to explore areas to emphasize across the curriculum, discuss challenges, and exchange innovations in the classroom. We will also meet before the spring semester to try to schedule quizzes so that they are staggered in different weeks.**
		2. **Work with lecturers to strengthen Information Literacy skills and knowledge across the curriculum.**
		3. **Plan for the “Quantitative Reasoning” CASLO assessment.**
		4. **Continue to involve the Community Advisory Committee in the PLO assessment process for program review.**
2. Chart of resource needs (IV)

|  |  |  |
| --- | --- | --- |
| Budget request | Amount | Justification for how this will improves learning |
| 1.0 FTE faculty | $55,000 | The HS Program Coordinator is the only full time faculty member for over 140 program majors. This negatively impacts the program’s ability to offer an adequate number of courses for students to complete their degree in a timely manner. Student retention, persistence and completion levels are also impacted when students have to wait for specific classes to be offered. One faculty for 140 majors leaves the program unable to meet established community workforce needs for specific courses.  From July 2012 to February 2014, a RDP grant provided funding for a FTE Human Serviced Educational Specialist. During that time we developed 2 new courses lower division courses, 4 new upper division courses, a new 23 credit Certificate of Completion in Community Health Worker/Health Navigator, two new 9-credit certificates. We also revised 12 existing courses. Many more students became program majors as a result. Our student demand is outpacing our ability to provide for their needs.  |
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\* Roman numerals indicate related category for system input