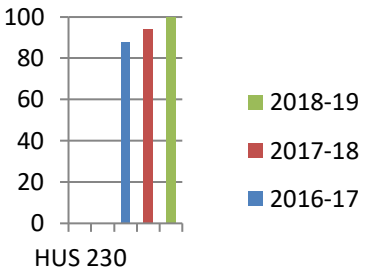


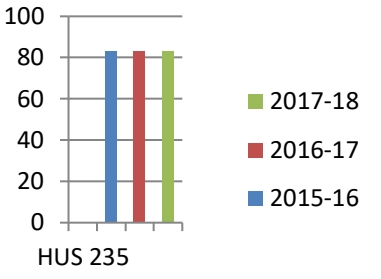
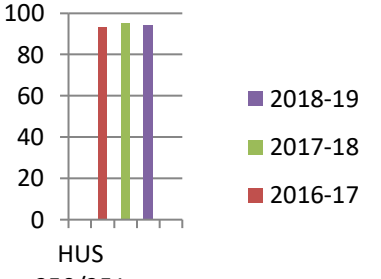
Program Outcomes Assessment Table (POAT)

Program: Associate in Applied Science, Major in Human Services (HUSV)

Academic Year: 2018-2019

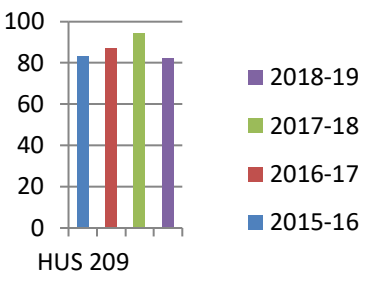
College Outcome	Program Outcomes Graduates will be able to:	Course Learning Outcomes Students will be able to:	Performance Measure	Results	Curricula Use of Results in 2019-2020	Success Trend								
1, 2	1. Students will demonstrate the ability to identify components of the interview/assessment process and applications.	<p>Identify components of interviewing by practice interviews with other students and final videotaped interview skills assessment.</p> <p>Learning experiences shall be provided for the student to develop his or her interpersonal skills. (CSHSE Standard #17)</p>	<p>Benchmark: HUS 230 – At least 100 % of students will achieve 80% on final interview skills assessment. Action level: 80%</p>	<p>Action Level Exceeded 100% of the 2018-19 HUS 230 students scored at least 80% on final interview skills assessment. This is a 6% increase from previous year.</p> <p>Reference Document: HUS 230 2018-19 Measurements.</p>	<p>Continue to utilize video recording of interview skills and practice. This provides opportunities for students to view themselves “in action” and make improvements throughout the semester, as well as reinforce assessment skills.</p> <p>Continue to streamline and improve curriculum and rubrics.</p>	 <table border="1" style="display: none;"> <caption>HUS 230 Success Trend Data</caption> <thead> <tr> <th>Academic Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>~88</td> </tr> <tr> <td>2017-18</td> <td>~94</td> </tr> <tr> <td>2018-19</td> <td>100</td> </tr> </tbody> </table>	Academic Year	Success Rate (%)	2016-17	~88	2017-18	~94	2018-19	100
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2	<p>2. Students will develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</p>	<p>Students will reflect on influences and dynamics that may impact their practice in the human services profession. A journal will be kept with self-assessments that will be submitted.</p> <p>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. (CSHSE Standard #19)</p>	<p>Benchmark: HUS 102 -At least 100% of students will score at least 80% on a self-assessment journal.</p> <p>Action level: 80%.</p>	<p>Action Level Not Met</p> <p>79% of the HUS 102 2018-19 students scored at least 80% or higher grade on self-assessment journal. This is an 11% decrease from last year.</p> <p>Reference Document: HUS 102 2018-19 Measurements.</p>	<p>Plan for Improvement</p> <p>Course sections not evaluated consistently between handwritten journals and electronic journal submissions. Plan is to streamline and improve journal assignment rubric in 201910.</p> <p>Review of outcomes/assessments in this course and possible change of assessment method for POAT may be indicated.</p>	<table border="1"> <caption>HUS 102 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>82</td> </tr> <tr> <td>2017-18</td> <td>88</td> </tr> <tr> <td>2016-17</td> <td>80</td> </tr> <tr> <td>2015-16</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2018-19	82	2017-18	88	2016-17	80	2015-16	85
Year	Score															
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1, 2	<p>3. Students will demonstrate knowledge of issues related to the ethical standards of the human services profession and the ability to follow ethical guidelines.</p>	<p>Ethical standards outlined by the National Organization of Human Services will be incorporated into all course material, assignments and exams.</p> <p>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. (CSHSE Standard #18)</p>	<p>Benchmark: HUS 221– 100% of students will score 80% on Ethical Case Analysis.</p> <p>Action level: 80%</p>	<p>Action Level Not Met</p> <p>53% of HUS 221 2018-19 students scored at least 80% on Ethical Case Analysis. This is a 9% decrease from last year.</p> <p>Reference Document: HUS 221 2018-19 Measurements.</p>	<p>Plan for Improvement</p> <p>Plan to revise assessment method for the Ethical Case Analysis: steps will be broken out into segments, and each section will be graded separately.</p> <p>Continue to streamline syllabus and weekly modules and review content to reinforce course content and material. Continue to monitor success trends in order to improve outcomes.</p>	<table border="1"> <caption>HUS 221 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>53</td> </tr> <tr> <td>2017-18</td> <td>62</td> </tr> <tr> <td>2016-17</td> <td>60</td> </tr> <tr> <td>2015-16</td> <td>70</td> </tr> </tbody> </table>	Year	Score	2018-19	53	2017-18	62	2016-17	60	2015-16	70
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2, 4	4. Students will demonstrate knowledge of theories and skills in order assist various human systems: families, small groups, organizations and social systems.	<p>Develop a group proposal for an educational or support group, which would be presentable to a human services agency.</p> <p>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community and societal. (CSHSE Standard #12)</p>	<p>Benchmark: HUS 235 – 100% of students will achieve 80% on final group proposal paper.</p> <p>Action level: 80%</p>	<p>Action Level Met</p> <p>83% of the HUS 235 2017-18 students scored at least 80% or higher grade on final group proposal paper.</p> <p>Reference Document: HUS 235 2017-18 Measurements.</p>	<p>Plan to reassess grade rubric as well as benchmark criteria for this course in 201830. Mindtap resources have been integrated into curriculum.</p> <p>Note: this measurement is for 201730 and represents 2/3 of course sections. Assessment pending for 201830.</p>	 <table border="1"> <caption>HUS 235 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>83</td> </tr> <tr> <td>2016-17</td> <td>82</td> </tr> <tr> <td>2015-16</td> <td>81</td> </tr> </tbody> </table>	Year	Score (%)	2017-18	83	2016-17	82	2015-16	81
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2, 3, 4	5. Students will demonstrate the ability to be productive and effective in a human services delivery system and an understanding of their role, abilities and limitations as an entry-level human services worker.	<p>Internships will be completed by students in an approved human services agency setting under the direction of a field supervisor.</p> <p>The program shall provide field experience that is integrated with the curriculum. (CSHSE Standard #20)</p>	<p>Benchmark: HUS 250/HUS 251 - 100 % of students will achieve an evaluation score of 80% or above on field placement evaluation.</p> <p>Action level: 80%</p>	<p>Action Level Exceeded</p> <p>94% of 2018-19 HUS 250 and HUS 251 students achieved an evaluation score of 80% in field placement evaluation.</p> <p>Reference document: HUS 250 2018-19 Measurements.</p>	<p>Field Placement Supervisor Training was provided in 201830. Goal of this training is to educate field placement supervisors on various aspects of field instruction. Plan is to conduct this training on an annual basis.</p> <p>Continuing improvement and revision of field manual, and establish policies related to “fitness for the profession” and safety in the agency setting.</p>	 <table border="1"> <caption>HUS 250/251 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>94</td> </tr> <tr> <td>2017-18</td> <td>93</td> </tr> <tr> <td>2016-17</td> <td>92</td> </tr> </tbody> </table>	Year	Score (%)	2018-19	94	2017-18	93	2016-17	92
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<p>1, 2, 4, 6</p>	<p>6. Students will have a basic understanding of crisis intervention skills and applications.</p>	<p>Complete a PPT presentation using the ABC Model of Crisis Intervention and present to class.</p> <p>The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.</p> <p>(CSHSE Standard #16)</p>	<p>Benchmark: HUS 237 – 100% of students will achieve an 80% on PPT presentation.</p> <p>Action level: 80%</p>	<p>Action Level Exceeded</p> <p>96% of the HUS 237 2017-18 students scored at least 80% or higher grade on ABC Model of Crisis Intervention PPT presentation.</p> <p>Reference Document: HUS 237 2017-18 Measurements.</p>	<p>The ABC Model of Crisis Intervention continues to be the best assessment for measuring learning outcomes in this course. Mindtap resources have been integrated into curriculum.</p> <p>Note: This measurement is for 201730 and represents 2/3 of course sections. Assessment pending for 201830.</p>	<table border="1"> <caption>HUS 237 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>~85</td> </tr> <tr> <td>2016-17</td> <td>~90</td> </tr> <tr> <td>2017-18</td> <td>~95</td> </tr> </tbody> </table>	Year	Score (%)	2015-16	~85	2016-17	~90	2017-18	~95
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<p>1, 2, 3, 4</p>	<p>7. Students will demonstrate the knowledge of the history of the human services profession and the evolution of its various delivery systems.</p>	<p>Demonstrate the ability to obtain information and criteria for available community resources via interview of two human services professionals. Assigned questions will be answered and submitted in a paper report and presented to class. . The curriculum shall include the historical development of human services. (CSHSE Standard #11) The curriculum shall address the scope of conditions that promote or inhibit human functioning. (CSHSE Standard #13)</p>	<p>Benchmark: HUS 101 – 100% of students will achieve 80% on assignment to interview human services professional and written/oral report.</p> <p>Action level: 80%</p>	<p>Action Level Met</p> <p>85% of the 2018-19 HUS 101 students scored at least 80% on human services interview assignment and oral presentation. This is a 1% decrease from last year.</p> <p>Reference Document: HUS 101 2018-19 Measurements</p>	<p>85% of the 2018-19 HUS 101 students scored at least 80% on human services interview assignment and presentation.</p> <p>Streamlining course curriculum continues to be a focus this year, as faculty strives for continuous quality improvement and successful outcomes for this course and all other courses that follow in the program.</p> <p>Plan to pilot the D2L portfolio in 201910, which may replace the traditional portfolio assigned in this course.</p>	<table border="1"> <caption>HUS 101 Student Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage of Students Scoring at Least 80%</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>90%</td> </tr> <tr> <td>2016-17</td> <td>82%</td> </tr> <tr> <td>2017-18</td> <td>85%</td> </tr> <tr> <td>2018-19</td> <td>83%</td> </tr> </tbody> </table>	Year	Percentage of Students Scoring at Least 80%	2015-16	90%	2016-17	82%	2017-18	85%	2018-19	83%
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1, 2, 4	<p>8. Students will demonstrate knowledge and skills in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</p>	<p>Demonstrate case management skills such as assessing, resource facilitation and documentation of client intervention. Students will complete 3 case files for fictitious clients, which will consist of assigned forms to be completed.</p> <p>The curriculum shall provide knowledge and skill in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. (CSHSE Standard#15)</p> <p>The curriculum shall provide knowledge and skills in information management. (CSHSE Standard #14)</p>	<p>Benchmark: HUS 209 – 100% of students will achieve 80% or better on 3 case management documentation files.</p> <p>Action level: 80%</p>	<p>Action Level Met</p> <p>82% of HUS 209 2018-19 students scored at least 80% on case management documentation files. This is a 12% decrease from previous year.</p> <p>Reference Document: HUS 209 2018-19 Measurements.</p>	<p>New Case Management forms were developed in 201820. The new forms were integrated into all D2L sections and are now typable, as opposed to handwritten.</p> <p>Case Management Document files were graded differently across sections. Faculty will meet in 201910 to address this issue and continue to streamline and improve rubrics for case management documentation files this academic year.</p>	 <table border="1"> <caption>HUS 209 Scores by Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>82</td> </tr> <tr> <td>2016-17</td> <td>88</td> </tr> <tr> <td>2017-18</td> <td>92</td> </tr> <tr> <td>2018-19</td> <td>82</td> </tr> </tbody> </table>	Academic Year	Score (%)	2015-16	82	2016-17	88	2017-18	92	2018-19	82
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