

PROGRAM INFORMATION	Program	Human Services Technician
	Submitted by:	Julie Hart-Schutte
	Year	2021-2022
	Date of Review	2022-01-06
	Form Key	321d46c8-d413-4f6f-afb5-bd59a9cd05cd
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	At the November 2021 advisory board meeting, the outcomes were reviewed. No changes were made to outcomes.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
	Explain which syllabi were reviewed this year (i.e., input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	The syllabus for Workplace Ethics was reviewed with the Advisory Board at the Nov. 2021 meeting. Instructors proposed to the board to eliminate the Workplace Ethics class and absorb the competencies into other classes. Many courses already had ethics components to them. To replace this course, in the Fall of 2022, a Service Learning course will be added. Youth Services will be moved to Spring 2023. The Advisory Board approved this change. An informal discussion was had with students regarding this change and they were supportive of it.
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Instructors continue to evaluate competencies and update as needed. Instructors ensure competencies match the lesson plans, activities, and assessments provided in each course.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	No
	Journals	Yes
	Lab Demonstrations	No
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	Yes
	Quizzes	Yes
	Self Evaluations	Yes
	Simulations	Yes
	Videos of Student Mastery	Yes
	Written Essays	Yes
	Written Reports	Yes
ALIGNED AND APPROPRIATE ASSESSMENTS	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Critical thinking activities in all classes require application of higher-level thinking skills. In HST 120 Chemical and Substance Abuse students devise a survey on attitudes towards marijuana, distribute it, collect and interpret results. In HST 244 Intro to Corrections we have collaborated with the Mike Durfee State Prison to do an inmate panel where students have the opportunity to apply learning to real life situations.

	Explain changes in the assessments used in your program since your last review (include input received and rationale)	No significant changes were made to assessments.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	ACEs training will be renewed as of Spring 2022. It was put on hold due to COVID and trainer relocation. A new trainer has been identified. Mental First Aid has been scheduled for Spring 2022 for first and second-year students. This certification is conducted every other year.
INTERNSHIPS/ CLINICALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Program competencies and learning objectives are assessed through weekly journal questions in the Trajecsys management system, internship site supervisor evaluations, and instructor site visits (when allowed). The advisory board is asked for input at each meeting regarding internship competencies. Internship competencies are individualized depending on the internship site.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	Due to COVID restrictions, instructors were limited as to sites they were able to visit, but phone interviews were conducted as needed.
ENROLLMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Our enrollment data for 2021 indicates we are at 75% of our enrollment cap.
RETENTION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Our retention data for 2021 is at 73%, a small reduction below the 75% goal. The loss of students was due to a variety of personal issues beyond much of our control. We feel this is a single-year anomaly and will return to normal in 2022. We work closely with the Center for Student Success to address student retention issues and will continue to do so.
GRADUATION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	The 2021 benchmark was reached with 71% of the students graduating. Our 5-year data demonstrates a 75% completion.
PLACEMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	The 2020 data indicated we exceeded the benchmark of 80% with 89% of our graduates working in the field. The five-year data demonstrates a 95% placement rate.
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	HST had three questions on the Noel-Levitz with a gap exceeding 1.0 on questions relative to fair and unbiased treatment of students, faculty understanding of students' unique circumstances, and addressing employee conflict as a supervisor. The action steps implemented were: advisory board discussion of unique life circumstances and how employers address these issues, guest speaker in HST 231 on being an effective supervisor. Changes were made to the HST attendance policy. Instructors continue to work with the Center for Student Success on consideration of student differences.
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Benchmark was met. No concerns were expressed.
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Employers responded with 100% satisfaction. Responses given indicated students were dependable, trustworthy, had good interpersonal skills, were well versed in technology, and knowledge of the human services field.
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	Professional development activities were limited due to COVID. Instructors and students attended a poverty simulation at DWU. One instructor took part in the National ACTE standards revision. One instructor was trained to be a trainer of EMS staff on Domestic Violence and Sexual Assault.

	How were these activities used to improve this program?	Students were also involved in the poverty simulation. Acquired knowledge through instructor experiences will be implemented within course objectives.
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
All	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	Workplace Ethics will be absorbed into other courses and a new course on Service Learning will be implemented in Fall 2022.
	Implementation Date	2022-01-06
	Indicate the personnel responsible for implementing the change(s):	Julie Hart Schutte and Dixie Herli
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	An overnight trip to Pierre for the SD State Legislature is planned for Spring 2022. This has been discussed and incorporated into our budget. As costs have increased, the amount may need to be adjusted for future years.
	Cost	\$700