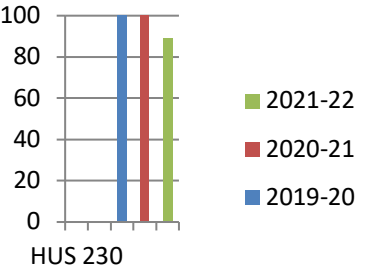
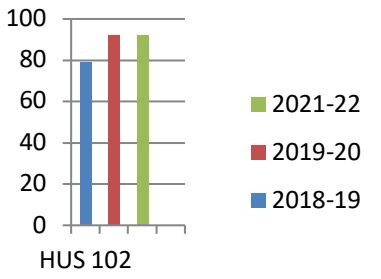
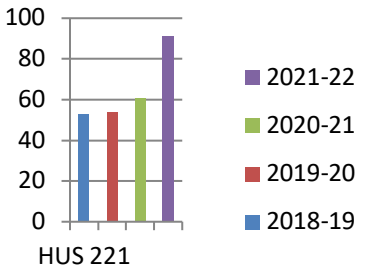


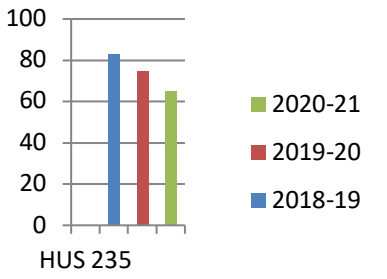
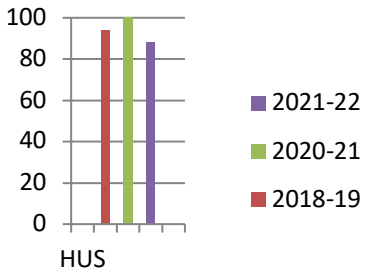
## Program Outcomes Assessment Table (POAT)

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

***Academic Year: 2021-22***

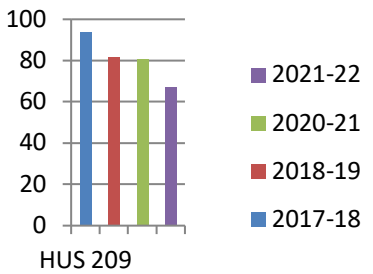
| College Outcome | Program Outcomes<br>Graduates will be able to:  | Course Learning Outcomes<br>Students will be able to:  | Performance Measure   | Results  | Curricula Use of Results in 2022-2023  | Success Trend  |               |                  |         |     |         |     |         |    |
|-----------------|---|--|---|--|--|--|---------------|------------------|---------|-----|---------|-----|---------|----|
| 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.<br/><b><i>(CSHSE Standard #17)</i></b></p> | <p>Benchmark:<br/>HUS 230 – At least 100 % of students will achieve 80% on final interview skills assessment.<br/>Action level: 80%</p> | <p><b>Action Level Exceeded</b><br/>89% of the HUS 230 students scored at least 80% on final interview skills assessment. This is an 11% decrease from last year.</p> <p>Reference Document:<br/>HUS 230 2021-22 Measurements.</p> | <p>New and innovative methods of practicing interviews online were implemented as a result of COVID19. This year continued to pose challenges for many students, and many faced the learning curve of Zoom and video upload for this assignment. Will continue to refine and streamline the interview presentation assignment for online and hybrid delivery in 2022-23.</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>2019-20</td> <td>100</td> </tr> <tr> <td>2020-21</td> <td>100</td> </tr> <tr> <td>2021-22</td> <td>89</td> </tr> </tbody> </table> | Academic Year | Success Rate (%) | 2019-20 | 100 | 2020-21 | 100 | 2021-22 | 89 |
| Academic Year   | Success Rate (%)  |  |   |  |  |  |               |                  |         |     |         |     |         |    |
| 2019-20         | 100   |  |   |  |  |  |               |                  |         |     |         |     |         |    |
| 2020-21         | 100   |  |   |  |  |  |               |                  |         |     |         |     |         |    |
| 2021-22         | 89  |  |   |  |  |  |               |                  |         |     |         |     |         |    |

| 2       | 2. Students will develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.                                 | <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.<br/><b>(CSHSE Standard #19)</b></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><b>Action Level Exceeded</b></p> <p>92% of the HUS 102 2021-22 students scored at least 80% or higher grade on self-assessment journal. This is the same as 2019-20.</p> <p>Reference Document: HUS 102 2021-22 Measurements.</p> | <p>All journals are now submitted electronically. The number of submissions and grades have been positively impacted since this was implemented in 2019-20.</p> <p>Continue to streamline and improve journal assignment rubric, as well as assess course outcomes in 2022-23.</p>  |  <table border="1"> <caption>HUS 102 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>80</td> </tr> <tr> <td>2019-20</td> <td>90</td> </tr> <tr> <td>2021-22</td> <td>92</td> </tr> </tbody> </table>  | Year | Score | 2018-19 | 80 | 2019-20 | 90 | 2021-22 | 92 |         |    |
|---------|--|--|--|--|---|--|------|-------|---------|----|---------|----|---------|----|---------|----|
| Year    | Score  |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2018-19 | 80   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2019-20 | 90   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2021-22 | 92   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 1, 2    | 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>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.<br/><b>(CSHSE Standard #18)</b></p>   | <p>Benchmark: HUS 221– 100% of students will score 80% on Ethical Case Analysis.</p> <p>Action level: 80%</p>                        | <p><b>Action Level Exceeded</b></p> <p>91% of HUS 221 2021-22 students scored at least 80% on Ethical Case Analysis. This is a 30% increase from last year.</p> <p>Reference Document: HUS 221 2021-22 Measurements.</p>             | <p><b>Plan for Improvement</b></p> <p>The scores for this benchmark significantly improved since last year. The Ethical Case Analysis was recently revised: steps were broken out into segments, and each section graded separately. This has resulted in increased understanding and comprehension for this assignment.</p> <p>Will continue to monitor and assess student success and streamline curriculum, as appropriate in 2021-22.</p> |  <table border="1"> <caption>HUS 221 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>55</td> </tr> <tr> <td>2019-20</td> <td>55</td> </tr> <tr> <td>2020-21</td> <td>60</td> </tr> <tr> <td>2021-22</td> <td>90</td> </tr> </tbody> </table> | Year | Score | 2018-19 | 55 | 2019-20 | 55 | 2020-21 | 60 | 2021-22 | 90 |
| Year    | Score  |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2018-19 | 55   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2019-20 | 55   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2020-21 | 60   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |
| 2021-22 | 90   |  |  |  |   |  |      |       |         |    |         |    |         |    |         |    |

| 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.<br/><b>(CSHSE Standard #12)</b></p> | <p>Benchmark:<br/>HUS 235 – 100% of students will achieve 80% on final group proposal paper.</p> <p>Action level: 80%</p>  | <p><b>Action Level Not Met</b></p> <p>65% of the HUS 235 2021-22 students scored at least 80% or higher grade on final group proposal paper. This is a 10% decrease from 2019-20.</p> <p>Reference Document:<br/>HUS 235 2021-22 Measurements.</p> | <p><b>Plan for Improvement</b></p> <p>COVID19 had a tremendous impact on student work/life balance since Spring 2020 and post-pandemic challenges continue. All courses were converted to totally virtual/online delivery and some students had difficulty with this transition.</p> <p>Plan to reevaluate measurements in 2022-23 as plan is to offer both online and hybrid delivery options.</p>  |  <table border="1"> <caption>HUS 235 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>82</td> </tr> <tr> <td>2019-20</td> <td>72</td> </tr> <tr> <td>2020-21</td> <td>65</td> </tr> </tbody> </table>       | Year | Score (%) | 2018-19 | 82 | 2019-20 | 72  | 2020-21 | 65 |
|---------|--|---|--|--|--|---|------|-----------|---------|----|---------|-----|---------|----|
| Year    | Score (%)  |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2018-19 | 82   |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2019-20 | 72   |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2020-21 | 65   |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 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.<br/><b>(CSHSE Standard #20)</b></p>  | <p>Benchmark:<br/>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><b>Action Level Exceeded</b></p> <p>82% of 2021-22 HUS 250 and 94% of HUS 251 students achieved an evaluation score of 80% on field placement evaluation.</p> <p>Reference document:<br/>HUS 250/251 2021-22 Measurements.</p>                  | <p>This year has continued to be a challenge for field placements and internships. After a temporary reduction of required internship hours at the height of the pandemic, the required number of hours was reinstated to 125 per semester. Students continued to face challenges with work/home life amid COVID19, and many agencies were also challenged with temporary closures and short staff – resulting in some agencies unable to provide internship opportunities</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>2020-21</td> <td>100</td> </tr> <tr> <td>2021-22</td> <td>82</td> </tr> </tbody> </table> | Year | Score (%) | 2018-19 | 94 | 2020-21 | 100 | 2021-22 | 82 |
| Year    | Score (%)  |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2018-19 | 94   |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2020-21 | 100  |   |  |  |  |   |      |           |         |    |         |     |         |    |
| 2021-22 | 82   |   |  |  |  |   |      |           |         |    |         |     |         |    |

|            |   |   |  |  | <p>during this period. Some agencies were able to provide internship hours virtually on a temporary basis.</p> <p>Plan to continue to monitor and adjust the field placement program in order for students to have quality internships prior to graduation in 2022-23.</p>   |  |      |   |         |      |         |      |         |     |
|------------|---|---|--|--|--|--|------|---|---------|------|---------|------|---------|-----|
| 1, 2, 4, 6 | 6. Students will have a basic understanding of crisis intervention skills and applications. | <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><b>(CSHSE Standard #16)</b></p> | <p>Benchmark: HUS 237 – 100% of students will achieve an 80% on PPT presentation.</p> <p>Action level: 80%</p> | <p><b>Action Level Not Met</b></p> <p>64% of the HUS 237 2020-21 students scored at least 80% or higher grade on ABC Model of Crisis Intervention PPT presentation. This is an 11% decrease from previous year.</p> <p>Reference Document: HUS 237 2020-21 Measurements.</p> | <p><b>Plan for Improvement</b></p> <p>COVID19 has had a tremendous impact on student work/life balance and continued to be a challenge to students in summer 2021. All courses were converted to totally virtual/online delivery and many students had difficulty with this transition.</p> <p>In the process of re-evaluating and revising this assignment in order to facilitate enhanced learning comprehension of the ABC Model of Crisis Intervention in 2022-23.</p> | <table border="1"> <caption>HUS 237 Student Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage of Students Meeting Benchmark (80%+)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>~95%</td> </tr> <tr> <td>2019-20</td> <td>~75%</td> </tr> <tr> <td>2020-21</td> <td>64%</td> </tr> </tbody> </table> | Year | Percentage of Students Meeting Benchmark (80%+) | 2017-18 | ~95% | 2019-20 | ~75% | 2020-21 | 64% |
| Year       | Percentage of Students Meeting Benchmark (80%+)   |   |  |  |  |  |      |   |         |      |         |      |         |     |
| 2017-18    | ~95%  |   |  |  |  |  |      |   |         |      |         |      |         |     |
| 2019-20    | ~75%  |   |  |  |  |  |      |   |         |      |         |      |         |     |
| 2020-21    | 64%   |   |  |  |  |  |      |   |         |      |         |      |         |     |

| 1, 2, 3, 4    | 7. Students will demonstrate the knowledge of the history of the human services profession and the evolution of its various delivery systems. | <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.</p> <p>. The curriculum shall include the historical development of human services.<br/><b>(CSHSE Standard #11)</b></p> <p>The curriculum shall address the scope of conditions that promote or inhibit human functioning.<br/><b>(CSHSE Standard #13)</b></p> | <p>Benchmark:<br/>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><b>Action Level Not Met</b></p> <p>61% of the 2021-22 HUS 101 students scored at least 80% on human services interview assignment and oral presentation. This is a 21% decrease from last year.</p> <p>Reference Document:<br/>HUS 101 2021-22 Measurements</p> | <p><b>Plan for Improvement</b></p> <p>COVID19 has had a tremendous impact on student work/life balance and continued to be a challenge for many students in in 2021-22. Some students did not participate in this activity/assignment, thus bringing down the scores for this benchmark.</p> <p>The assignment/activity designated to evaluate course success for HUS 101 will be re-evaluated this academic year to assess if this is the best measurement of learning outcomes in 2022-23.</p> | <table border="1"> <caption>HUS 101 Scores by Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>85</td> </tr> <tr> <td>2019-20</td> <td>75</td> </tr> <tr> <td>2020-21</td> <td>80</td> </tr> <tr> <td>2021-22</td> <td>61</td> </tr> </tbody> </table> | Academic Year | Score | 2018-19 | 85 | 2019-20 | 75 | 2020-21 | 80 | 2021-22 | 61 |
|---------------|---|---|--|--|--|---|---------------|-------|---------|----|---------|----|---------|----|---------|----|
| Academic Year | Score   |   |  |  |  |   |               |       |         |    |         |    |         |    |         |    |
| 2018-19       | 85  |   |  |  |  |   |               |       |         |    |         |    |         |    |         |    |
| 2019-20       | 75  |   |  |  |  |   |               |       |         |    |         |    |         |    |         |    |
| 2020-21       | 80  |   |  |  |  |   |               |       |         |    |         |    |         |    |         |    |
| 2021-22       | 61  |   |  |  |  |   |               |       |         |    |         |    |         |    |         |    |

| 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.<br/><b>(CSHSE Standard#15)</b></p> <p>The curriculum shall provide knowledge and skills in information management.<br/><b>(CSHSE Standard #14)</b></p> | <p>Benchmark:<br/>HUS 209 – 100% of students will achieve 80% or better on 3 case management documentation files.</p> <p>Action level: 80%</p> | <p><b>Action Level Not Met</b></p> <p>67% of HUS 209 2021-22 students scored at least 80% on case management documentation files. This is a 14% decrease from previous year.</p> <p>Reference Document:<br/>HUS 209 2022-23 Measurements.</p> | <p>The Case Management documentation assignment is currently being assigned via MindTap, using their case management documentation forms. This change was necessitated due all courses being taught online and previous online forms were not as streamlined in terms of being fillable or submitting to instructor. This cohort was a smaller cohort, and the pandemic continued to have an impact on many students with regard to work/life balance. A designated Human Services tutor was available, however, few students availed themselves of this opportunity.</p> <p>Will continue to evaluate learning outcomes for HUS 209 in 2022-23.</p> |  <table border="1"> <caption>HUS 209 Scores by Year</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>95</td> </tr> <tr> <td>2018-19</td> <td>80</td> </tr> <tr> <td>2020-21</td> <td>80</td> </tr> <tr> <td>2021-22</td> <td>67</td> </tr> </tbody> </table> | Year | Score (%) | 2017-18 | 95 | 2018-19 | 80 | 2020-21 | 80 | 2021-22 | 67 |
|---------|--|---|--|---|--|---|------|-----------|---------|----|---------|----|---------|----|---------|----|
| Year    | Score (%)  |   |  |   |  |   |      |           |         |    |         |    |         |    |         |    |
| 2017-18 | 95   |   |  |   |  |   |      |           |         |    |         |    |         |    |         |    |
| 2018-19 | 80   |   |  |   |  |   |      |           |         |    |         |    |         |    |         |    |
| 2020-21 | 80   |   |  |   |  |   |      |           |         |    |         |    |         |    |         |    |
| 2021-22 | 67   |   |  |   |  |   |      |           |         |    |         |    |         |    |         |    |