

**Wayne Community College
Program Review and Outcome Assessments, 2019-20
(Previous Program Review Cycle, 2016-17)**

Department Name:

Human Services Technology

Section 1: Program Overview

Mission/Purpose:

The Human Services Curriculum of Wayne Community College aligns itself with the mission of the College by participating in the development of a workforce that is highly skilled and professional in the field of human services. As part of this process, the program seeks to:

- Assist students in developing both personal and marketable skills through lifelong learning
- Increase the global and cultural awareness of our students
- Develop partnerships with local human services agencies
- Enhance the quality of life for families and individual in Wayne County and other areas in which graduates find employment

Degrees, Diplomas, and Certificates Offered: Utilizing the table below, list all degrees, diplomas, and certificates offered, along with program codes.

Program Type (Associate, Diploma, or Certificate)	Program Title	Program Code
Associate Applied Science	Human Services Technology	A45380

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best aligns with your program and explain why.

- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

HST address 3 Institutional Goals in multiple ways.

Goal 1: Increase Student Access

For the 64 hour HST program, students are given opportunities for course completion through various delivery for most courses. Those methods which include traditional, hybrid, and online. In addition, the 10 different courses, 5 per semester, taught by the HST instructor are rotated to allow non-traditional students to take courses online and/or at night thereby completing the degree in 6 semesters rather than the typical 5 semester program.

Goal 2: Ensure Program Excellence

The instructor continues to participate in professional development to assure current information and continue to develop Through professional development, consultation with other HST Program Coordinators, and staying

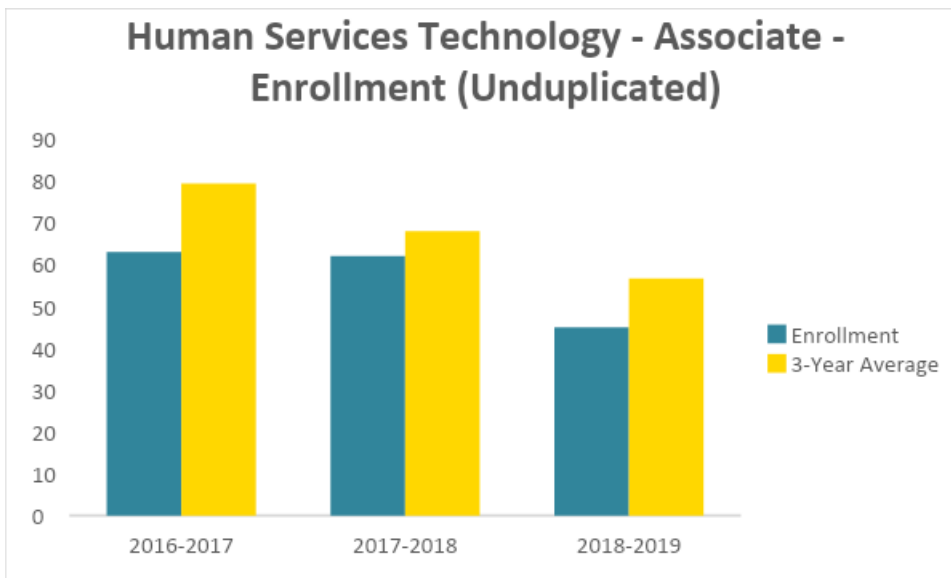
connected to the community and trends, content is updated and revised to assure validity and relevance in the HST field of study.

Goal 3: Improve Student Success:

Students are encouraged to make use of WCC resources to improve student success. Some of those resources include Academic Skills, Writing Center, peer tutoring, and use of faculty office hours.

Program Enrollment (Academic Year - Fall, Spring, Summer) – for each degree level (Associate, Diploma, Certificate)

Program Enrollment (Specify Degree Level) <i>(unduplicated)</i>		
Academic Year (Fall, Spring, Summer)	Enrollment	3-Year Average
2016-2017	63	79
2017-2018	62	68
2018-2019	45	57



Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What possible reasons for increase/decrease? Describe how you plan to address program enrollment.)*

Program enrollment rates were consistent from 2016-2017 to 2017-2018. There was a significant drop from 63 in 2016-2017 to 45 in 2018-2019. This represents a 25.57% decrease in enrollment. The state of the economy is seen as primary factors. When the economy improves, students go back to work as more opportunities are available. The average HST student relies on multiple means of financial aid to complete their program of student, including Pell, WIOA, and other scholarships. If these resources are less available, enrollment tends to decline as well. Also, increased recruitment has been realized and new and continued efforts are in place at this time. Basic Skills, HRD, etc., are a few resources being used to increase recruiting. Fall 2019 had the highest number of new students enrolled. Hopefully, this will be a continued trend.

Analysis of program budget full-time equivalent (BTFE) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.)*

HST audit data suggests relative stability over the 3 year period with a slight decline from 2016-2019. In comparison to General Education trends, a significant difference is the 2017-2018 academic year which showed an increase in FTE for GE and a slight decline for HST. Also, there was a significant decrease for GE from 2017-2018 academic year with only a slight decline for HST.

Activities to ensure program changes (2016-17; 2017-18; 2018-19 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, deletions in table.

Course Title	Date – Updated / Revised / Deleted
HSE 125 Pre-req PSY 150	Fall 2018

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, programs, and delivery methods?)*

Several program changes and improvements that have occurred during the past three years are:

- 1-Change in pre-requisites for HSE 125 to assure student success.
- 2-Increase in number of WBL work sites.
- 3-Textbook changes as needed.

Advisory Committee: dates, summary of minutes, activities (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2016-2017	12/15/16, 4/27/17	Overview of program, Introduction of new board members, HST club activities
2017-2018	10/10/17, 4/19/18	Overview of program, Board suggestion for new WBL sites and employment opportunities and trends.
2018-2019	11/15/18, 4/11/19	Overview of program, Barton College director of Social Work attended to discuss possible articulation agreement.

Describe program's participation with Advisory Committee or external organizations that contribute to maintaining program relevance. *(File Advisory Committee Meeting Minutes for past three years in Program Review Attachment folder.)*

The Advisory Committee members are very active with the HST program and meet formally and informally with the faculty. The program has added new members this past year to include multiple community members, graduates of the program in a human services role. Board members are committed to inputting advice and feedback to the program. There is representation from the many human services agencies throughout the county. Several of these board member agencies are WCPS, MPI Project, MHAWC, WAGES, etc.

Provide narrative for analysis of trends in the field or industry (emerging needs). *(Based on environmental scans, advisory committees, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the community? Is there new technology/equipment that needs to be added to your program?)*

Research has recently shown the human services field is growing. The US Department of Labor Job Outlook Handbook projected the Social and Human Services careers were in the top 10 for the future. In the local area, students have acquired jobs quickly after graduation and sometimes during their Work Based Learning experience prior to program completion. Through the Advisory Committee, connections between potential employers and graduates have been and will continue to be facilitated. A specific population that is trending now is working with the elderly. As the baby boomer generation ages, more jobs will be needed to provide for their work in various human services fields.

Section 2: Faculty Profile

Have all the faculty credentials been verified? *(Verify required documents are in personnel files.)*

Yes

List of Faculty and Status (2016-17; 2017-18; 2018-19 – Academic Year – Fall, Spring, Summer)

Faculty / Name	Full-Time / Part-Time	Total Years within Department/Program	Total Years at WCC
Susan Braswell-Lambert	Full-time	16	16

Provide narrative for adequacy of faculty numbers. *(Do you have enough faculty to support your program?)*

Human Services has one full time faculty during a 9 month academic period. This is adequate at this time if numbers in the program if the current enrollment is to remain stable. An adjunct would benefit the program by increasing online opportunities for students and possibly thereby increasing enrollment. Currently, the one full time faculty teaches 1- 2 online courses per semester and two night classes to accommodate the non-traditional student.

Faculty Contact and Credit Hours

Faculty / Name	Full-Time Part-Time	Fall 2016		Spring 2017		Summer 2017	
		Contact	Credit	Contact	Credit	Contact	Credit
Susan Braswell-Lambert	Full-Time	18	16	20	18	0	0

Faculty / Name	Full-Time Part-Time	Fall 2017		Spring 2018		Summer 2018	
		Contact	Credit	Contact	Credit	Contact	Credit
Susan Braswell-Lambert	Full-Time	18	16	20	18	0	0

Faculty / Name	Full-Time Part-Time	Fall 2018		Spring 2019		Summer 2019	
		Contact	Credit	Contact	Credit	Contact	Credit
Susan Braswell-Lambert	Full-Time	18	16	21	20	0	0

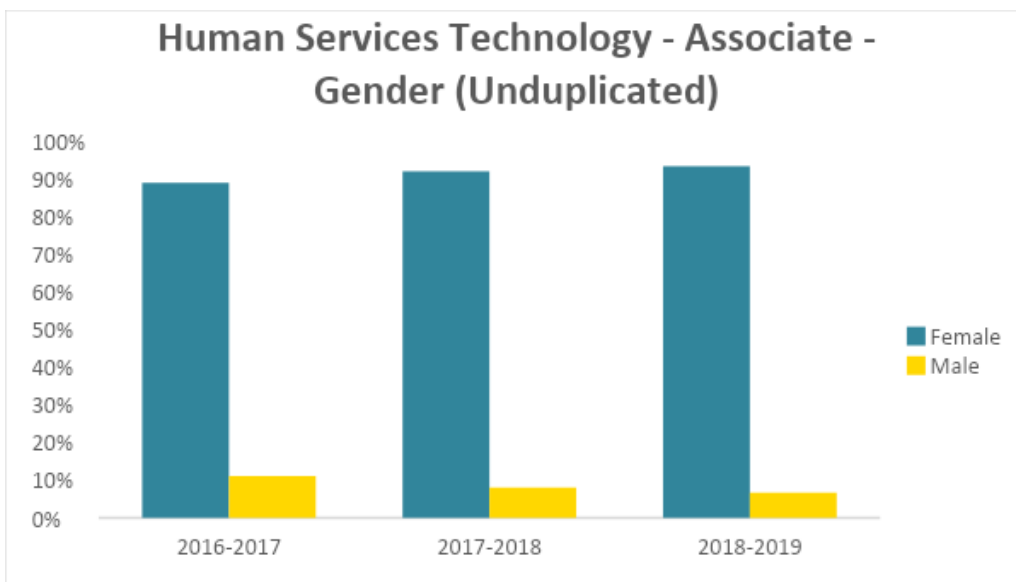
Professional development activities of faculty (2016-17; 2017-18; 2018-19 – Fiscal Year – July 1-June 30)

Verify departmental professional development (PD) tracking logs are completed and filed in Program Review Professional Development folder.

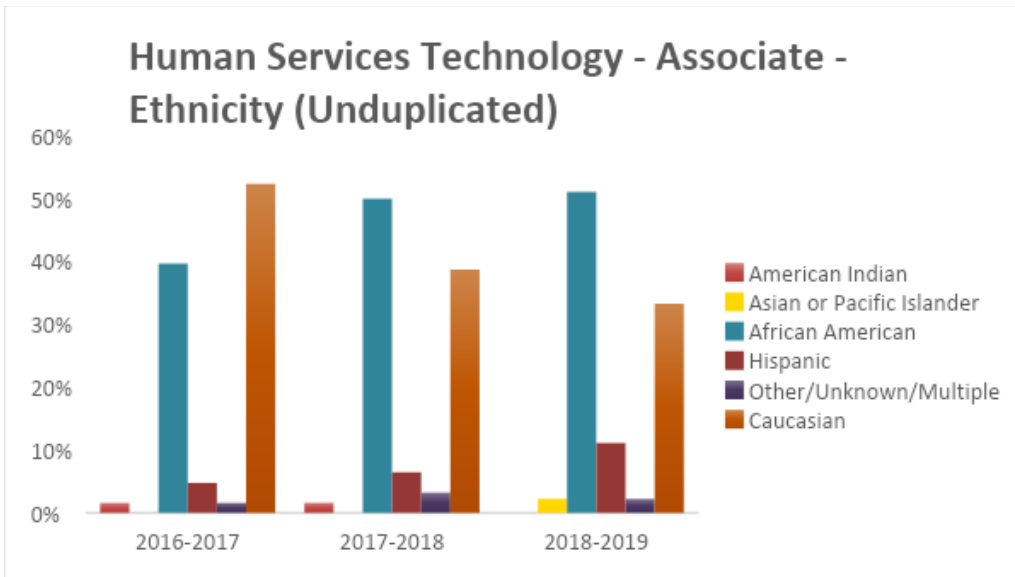
Yes

Section 3: Student Demographics - Parent program (highest level only) data is provided.

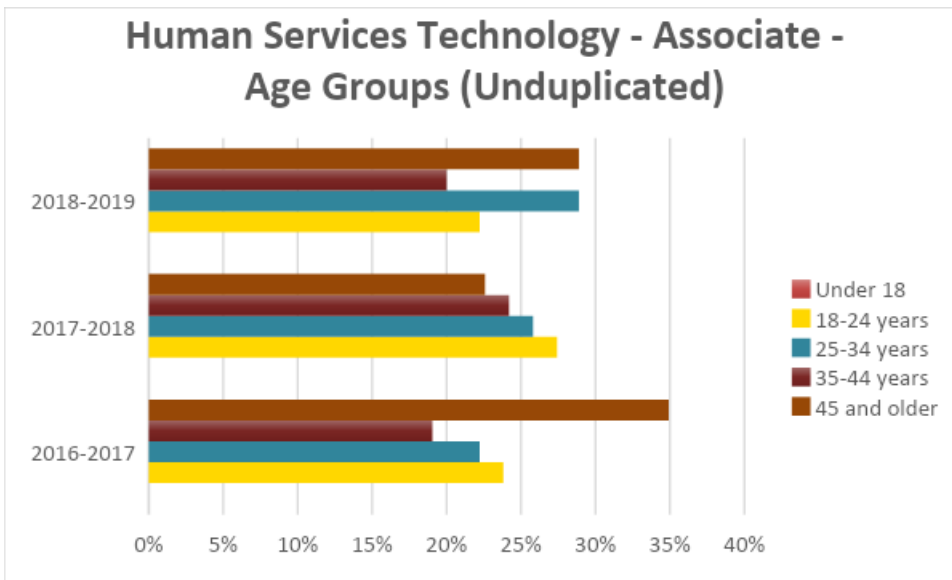
Gender (Specify highest level - unduplicated) Academic Year – Fall, Spring, Summer						
Academic Year	Female		Male		Total	
	N	%	N	%	N	%
2016-2017	56	89%	7	11%	63	100%
2017-2018	57	92%	5	8%	62	100%
2018-2019	42	93%	3	7%	45	100%



Ethnicity (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Ethnicity	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
American Indian	1	2%	1	2%	0	0%
Asian or Pacific Islander	0	0%	0	0%	1	2%
African American	25	40%	31	50%	23	51%
Hispanic	3	5%	4	6%	5	11%
Caucasian	33	52%	24	39%	15	33%
Other/Unknown/Multiple	1	2%	2	3%	1	2%
Total	63	100%	62	100%	45	100%



Age (Specify highest level – unduplicated) Academic Year – Fall, Spring, Summer						
Age	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Under 18	0	0%	0	0%	0	0%
18-24 years	15	24%	17	27%	10	22%
25-34 years	14	22%	16	26%	13	29%
35-44 years	12	19%	15	24%	9	20%
45 and older	22	35%	14	23%	13	29%
Total	63	100%	62	100%	45	100%



Provide narrative for analysis of student demographics. (What are you doing to recruit / retain a diverse student population? Do you have a diverse population of students?)

The most common demographics of the HST student is female, minority, and lower SES, as evidenced by the high percentage of those needing financial aid. Males constitute only 8.6 % of the enrolled students over the 3 year average. The program would like to see more males enrolled in the program. It is significant that the age 45 and

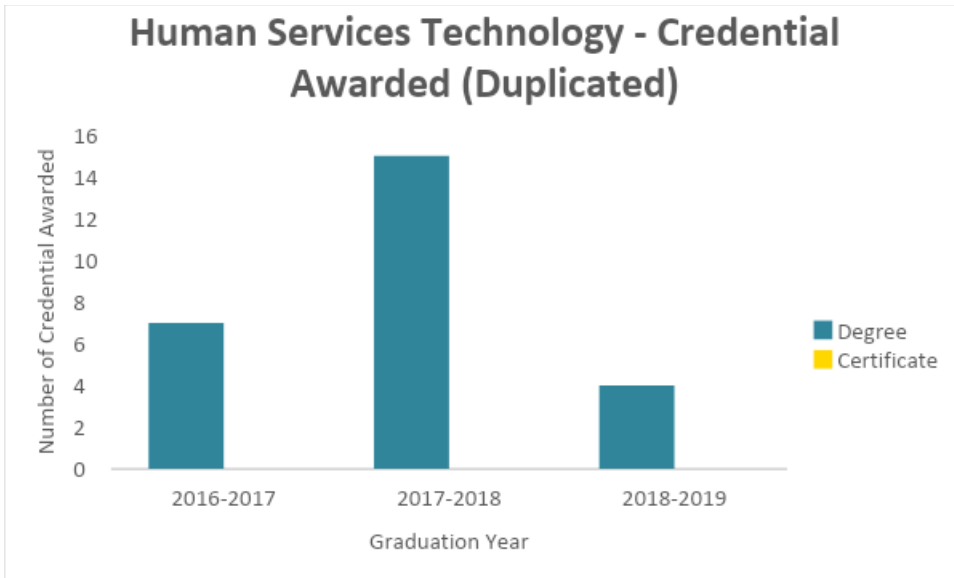
older was at 35% in 2016-2017 as compared to in 2017-2018. Thereby, younger students started enrolling in the program between 2017-2018.

Section 4: Program Outcomes

Outcome #1: Completers (unduplicated) (Degree level, highest level of attainment)

Baseline: 9 # (Average of total completers for the last three years – 2016-17; 2017-18; 2018-19)
Standard: 10 #
Target: 11 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring				
Graduation Year	Degree	Diploma	Certificate	Total
2016-2017	7	0	0	7
2017-2018	15	0	0	15
2018-2019	4	0	0	4



The HST will implement a 1:1 Peer Mentor program. New students will be paired with 2nd year students to develop a peer partnership. Students will be paired with an assigned 2nd year student course tutoring, advising, and mentoring as needed.

Provide narrative for analysis of completer standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

New completer standard and target was set based on the three-year baseline data from 2016-17, 2017-18 and 2018-19.

Identify Completer Action Items

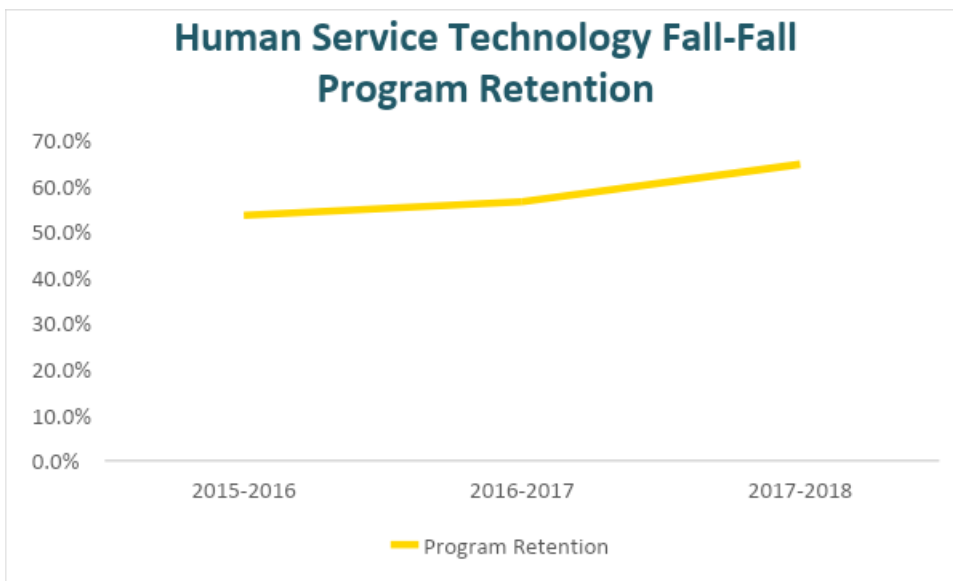
(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Peer Mentor Program	8/31/2020	Track number of successful course completions with participants of the program.

Outcome #2: Retention

Baseline: 65 % *(Average of last three years – 2016-17; 2017-18; 2018-19; fall-to-fall program retention)*
Standard: 70 %
Target: 75 %

Year (Fall to Fall)	Program Fall Enrollment Cohort	Program Completers	Program Returners	Program Non-Completers	Program Transfers	Program Retention
Fall 2016-Fall2017	46	7	19	19	1	56.5%
Fall 2017-Fall 2018	51	14	19	15	3	64.7%
Fall 2018-Fall 2019	35	4	22	9	0	74.3%



Provide narrative for analysis of program retention. *(Based on the data, provide a narrative of your analysis of fall to fall retention. Indicate factors that may have affected your retention. State any changes you plan to address for next year that may affect retention.)*

Program retention has seen a significant increase from 56.5% in 2016/2017 to 74.3% in 2018/2019. This represents a 17.8% increase in retention rates. The numbers of non-completers in comparison to program completers is concerning. However, the non-traditional HST student “stops out” of the program often due to family and career demands, often times returning the following semester. A possible change may be to follow-up each semester with those who have not returned from the previous semester. It would be interesting data to know how many “non-completers” enrolled in a different cohort the following semester or year. Non-completer data would be more valid.

Provide narrative for analysis of program retention standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program retention standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19 fall to fall retention.

Identify Retention Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Semester assessment of non-completers/returners and follow-up with identified students.	During the scheduled final Open Registration period.	Collect data of those who returned and assess program retention percentage as a result.
2			

Outcome #3: Job Placement / Employment *(to be provided by program)*

Baseline: 7 # *(Average number employed for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: 9 #

Target: 11 #

Graduation Year – Summer, Fall, Spring	Completers (unduplicated)	# Employed (within 1 Yr)	Unknown
2016-2017	7	6	1
2017-2018	15	12	3
2018-2019	4	4	0

Provide narrative for analysis of student job placement. *(Are students finding jobs within the program of study?) (How can your program promote higher employment of students in the field?)*

Among the graduates located from the 3-year period reflected, only four graduates or 8% were unemployed and not seeking employment. Two of these graduates completed the degree to fulfill a personal life goal, while the other two were unemployed as full-time parents and part-time BA students.

Provide narrative for analysis of standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target)*

New job placement/employment standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Job Placement / Employment Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	Increase contact and job analysis within the community through WBL and community events.	Ongoing	Documentation of job placement with community agencies.
2	Maintain contact with students via HST Facebook graduates to provide information of job opportunities as they occur.	Ongoing	Documentation of job placement as a result of social media participation.

Outcome #4: Labor Market Data

Provide narrative for analysis of Labor Market Data. *(Review Labor Market Data provided in the audit data reports and provide an assessment of the data.)*

Target occupations data for Wayne County for 9/16 – 8/19, shows 29 jobs, which is 32% above the national average. Target occupations include Social and Human Services Assistants, Substance Abuse, Behavior Disorder, and Mental Health Counselors, and Community and Social Services Specialists.

Outcome #5: Licensure and Certification Passing Rates (if applicable)

Not applicable.

Baseline: N/A % *(Average of last three years NCCCS Reports; 2017, 2018, and 2019)*

Standard: N/A %

Target: N/A %

Licensure / Certification Exam – Title

NCCCS Report	Exam Year	# Tested	# Passed	% Passing
2016	2014-15			
2017	2015-16			
2018	2016-17			
2019	2017-18			

Provide narrative for analysis of licensure / certification passing rates. *(Are you satisfied with your program licensure rates?)*

Not applicable

Provide narrative for analysis of licensure and certification passing rates standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

Not applicable

Identify Licensure and Certification Passing Rates Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	N/A		

Outcome #6: Third-Party Credentials (if applicable)

Not Applicable

Baseline: _____ # (Average number credentials earned for the last three years – 2016-17; 2017-18; 2018-19)

Standard: _____ #

Target: _____ #

Third-Party Credentials

Academic Year Fall, Spring, Summer	Credentials for Program of Study	# Tested (duplicated)	# Passed
2016-2017			
2017-2018			
2018-2019			

Provide narrative for analysis of third-party credentials. (Are there other industry-recognized credentials that need to be addressed for the program of study?) (What are other means to promote program third-party credentials?)

Not applicable.

Provide narrative for analysis of third-party credentials standard/target. (As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)

Not applicable.

Identify Third-Party Credentials Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>
1	N/A		
2			

Outcome #7: Program Success Rate (all delivery methods) (Program Success Rate tab)

Baseline: 80 % *(Average program success students for the last three years – 2016-17; 2017-18; 2018-19)*

Standard: 83 %

Target: 85%

Academic Year Fall, Spring, Summer	Program Enrolled Students	Program Success Students	Program Success Rate
2016-2017	131	95	73%
2017-2018	120	102	85%
2018-2019	118	96	81%

Provide narrative for analysis of student success in program courses. *(Ex – Are students more successful in program courses in face to face, online, hybrid, or blended methods of course delivery? In evaluating the methods of delivery, should certain methods of delivery be considered for deletion or modification?)*

Success rates vary from 73%-85%, with an 80% average. The year 2017-2018 had the highest percentage of success with 85%. The target was met for 2017-2018 but was not met as an average for the 3 year review. Because the HST student population is so diverse, ranging from recent high school graduates to students in their fifties, all methods of delivery have shown success depending on the student. Younger students tend to have more familiarity with the internet and do well online and hybrid whereas older students tend to struggle and prefer face to face. For this reason, I feel as though the hybrid delivery works best for the average.

Provide narrative for analysis of student success in program courses standard/target. *(As a result of the data analysis, indicate changes to the standard or target. Did you meet your standard/target? If you met your standard/target, what percentage would you like to increase your standard/target?)*

New program success rate standard and target was set based on the three-year baseline data from 2016-17, 2017-18, and 2018-19.

Identify Student Success in Program Courses Action Items

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items <i>(Identify action items as a result of your program outcome assessment.)</i>	Target Date <i>(Identify your projected target date for completion of action items.)</i>	Assessment of Action Items <i>(State the method of assessment; how you plan to evaluate/assess the results of the action items.)</i>

1	Increase student referral, such as Academic Skills, Computer Lab, Achievement Coach, etc.	Ongoing	Assess student success with referrals
2	Implement peer tutoring program	Ongoing	Assess student access with participation

Section 5: Other Assessments

In addition to SACSCOC, is there an accrediting body specifically related to the program? If so, please name the professional organization, describe the program’s current status, and most recent date of accreditation.

Not applicable.

Analysis of other assessments. *(Have you performed other assessments to evaluate the effectiveness of your program, to include surveys, self-assessments, or other assessment used to evaluate the program. If so, please explain how information collected from the(se) assessments will be used to improve the program.)*

Not applicable.

Identify Other Assessment(s) Action Items (if applicable)

(Address program outcome assessments that fall below the established standard and/or target and additional recommendations resulting from the review.)

Item	Action Items (Identify action items as a result of your program outcome assessment.)	Target Date (Identify your projected target date for completion of action items.)	Assessment of Action Items (State the method of assessment; how you plan to evaluate/assess the results of the action items.)
1	N/A		
2			

Provide narrative for your program facility needs. If facilities are adequate, please confirm.

Facility needs are adequate at this time.

Provide narrative for academic / student support services. (Are services adequate for your program?)

Academic and student support services are adequate at this time.

Planning Objectives (2016-17; 2017-18; 2018-19 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results, of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
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2016-17	No planning objective(s) submitted	N/A
2017-18	No planning objective(s) submitted	N/A
2018-19	No planning objective(s) submitted	N/A

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

Strengths

The primary strength of the program is the students it serves. The demographics and background of typical HST students are those that have been served by human services programs in the past. They are highly motivated and empathic students and show a high level of interest in serving the populations they have personally experienced, such as Department of Social Services, Wages, Community Soup Kitchen, etc. The skills and knowledge gained in the HST program combined with their personal life.

Faculty career experience in the practical field, including mental health, development disabilities, addictions, counseling, etc., is also an asset to teaching in the classroom. Faculty has the experience and the ability to relate their applied career experiences to the teaching of HST course content.

The relationships with Work Based Learning sites in Wayne County are a major strength for the program for the student as well as the agencies they serve. The HST program currently has 32 human services community agencies of which are contracted with on a rotating basis with excellent written and verbal student reviews at the termination of the student's work experiences. It is very rare that students receive negative feedback on professionalism and skills and they are oftentimes hired in these sites after graduation.

The HST Advisory Committee has been strength for the program as more representative members have been added. The addition of board members is an ongoing process with 2 or more typically added each calendar year. The Advisory Committee has been helpful in shaping and will continue to shape the program to meet the needs of the field.

Weaknesses

The HST program weakness has consistently been the recruitment of new students. New and innovative means to recruit new students both traditional and non-traditional have been attempted. The recruiting department has assisted in helping through print media. Continued consultation with the department and will continue. Consultation with department chair, dean, and VP of student services should continue to determine ways to enhance student recruitment. An increased use of social media will continue. Recruitment will continue to remain an ongoing initiative for the program. With numbers in the program lower that would prefer, job placement is very high. The need for human services is essential in the Wayne County community.

Opportunities

Increased opportunities for graduates have been in both the human services careers, as well as at senior public and private institutions. Graduates are finding jobs in several new areas, including social work assistants, non-profit agencies, addictions screening, and the educational environment for people with developmental disabilities. A majority of graduates pursue a bachelor's degree after obtaining their Human Services Associates degree. The most common BA degrees that are pursued and obtained are in Social Work, Psychology, and Human Services. Fieldwork experiences have also opened up many employment opportunities as well.

