

## **Program Review**

**Fall 2017**

### **Name of Program: Human Services**

#### **Document 1 – Self Evaluation Report**

**Description of department** – The human services program at UNM Gallup offers the 30-credit certificate and 68 credit associate of arts degree. Students pursuing the associate of arts degree have the option of pursuing a concentration in family studies or substance abuse. The concentration in substance abuse requires completion of 90 clock hours of instruction (two 3 credit hour courses in substance abuse) to meet the eligibility requirements for licensure as a Licensed Substance Abuse Associate (LSAA) by the New Mexico Counseling and Therapy Practice Board. The program is one of five professional programs located within the Division of Education, Health, and Human Services.

The program underwent substantive changes to its curriculum that became effective in the Fall 2013. Major changes included adding more general education courses to the certificate to provide a stronger foundation in the humanities and social behavioral sciences (21 credit hours) and fewer introductory human services courses (9 credit hours) to *decrease* the likelihood students would enroll in elective courses that cannot be applied to other UNM Gallup programs of study in the event students changed their degree plans.

The academic program requirements for the associate of arts degree were decreased from 72 to 68 credit hours consistent with the goal of facilitating transfer and progress towards a baccalaureate degree. Thirty percent (30%) of the new associate of arts degree requirements are human services electives that reflect a strong knowledge base in human services, experiential or skills based learning opportunities, critical thinking, advocacy, cultural competency, values and ethics and the application of classroom instruction to practice settings. More importantly, these electives are accepted in transfer to accredited NM baccalaureate social work programs. The two courses in child and family studies are also accepted in transfer to the bachelor's degree program at UNM ABQ College of Education Family and Child Studies because they reflect the same student learning outcomes and the instructor was determined to be qualified by the UNM ABQ faculty and department chair to offer these courses at UNM Gallup. This process is consistent with the Higher Learning Commission (HLC) guidelines for "Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices" and faculty qualifications by the Council for Standards in Human Service Education.

Human Services programs offering the associate, baccalaureate, and/or master's degrees have the option of pursuing accreditation by the Council for Standards in Human Service Education (CSHSE). The human services program is not accredited and has not pursued accreditation due to cost. However, if the program decides to pursue accreditation in the future, the standards articulated by CSHSE were reviewed for their congruence with the substantive changes to the program.

The human services curriculum includes foundational knowledge and theory of individual, group, family, community and societal interactions with human services systems, theories of

human development, changing family structures and roles, human conditions that promote or inhibit human functioning, community needs assessment, knowledge and skills in direct service based on evidence-based practices, delivery and appropriate interventions, and cultural competency guidelines articulated in the code of ethics for human services, social work, and addictions professionals. These curriculum themes are reflected in the student learning outcomes in all course syllabi. The human services program also emphasizes students' professional responsibility to maintain currency in the field through continuing education and practice opportunities.

Anecdotal evidence from students suggest that most intend to remain in the area, pursue local employment, and eventually enroll in baccalaureate degree programs focusing on social work or addictions counseling. Most would prefer face-to-face instruction due to limited internet access.

Local entry level employment opportunities are available for graduates with the associate of arts degree in human services, particularly for those with the substance abuse concentration and LSAA. However, employment opportunities are greatly enhanced for those with a baccalaureate degree in social work or related field.

**Department mission and goals** – The mission of the Human Services Program is to develop entry level culturally competent professionals with knowledge, skills, and commitment to the diverse clients served by the Navajo Nation, Zuni Pueblo, and small/rural communities in the four corners region.

The goals of the human services program are to prepare graduates who will:

1. Know the historical development of human services.
2. Describe and analyze the structure and dynamics of human services' systems in the context of diversity and cultural competency in determining and meeting human services' needs and how public and private attitudes influence legislation and the interpretation of public policy.
3. Demonstrate knowledge and application of theories, practice, approaches, and culturally competent skills in interviewing, assessment, and intervention with diverse populations.
4. Apply research and data informed reasoning, critical thinking, and problem-solving skills in the systematic analysis of human services' needs, program planning, implementation and outcome evaluation.
5. Promote human rights and social and economic justice.
6. Apply the Ethical Standards for Human Services Professionals to guide ethical and professional decision making in professional-client relationships and resolving ethical dilemmas.
7. Awareness of one's own values, cultural bias, personal experiences, values, and understanding of how these characteristics may affect clients.



**Relationship to the campus strategic plan:**

The human services program is consistent with the following goals of the 2015-2019 Five Year Strategic Plan:

1. Provide the opportunity for students to earn an associate of arts degree.
2. Provide the opportunity for students to prepare for employment and to become part of the workforce.
3. Provide the opportunity for students to meet transfer requirements towards earning a bachelor's degree.
4. Meet the needs of the community to improve quality of life.
5. Build a foundation for the student to become a lifelong learner.

**Student employment/placement profile:**

Data about student employment following completion of the certificate or associate of arts degree is not systematically collected.

**Profile of graduate transfers:**

This information is currently not available nor is there a mechanism in place for the systematic collection of this information.

**Additional Questions:**

1. How difficult was it to collect the necessary data? Data for the program review was requested on July 28, 2017 with a deadline of September 1<sup>st</sup>. The data requested was not provided. However, enrollment information was available on the UNM Office of the Registrar website and is the source of data reported in this report. Data on graduates was compiled by reviewing the UNM Gallup Commencement programs for the past three academic years. The Integrated Postsecondary Education Data System (IPEDS) website was not helpful in verifying enrollment and numbers of graduates because their data collection procedures do not include a category for "human services" and could not be used in the preparation of this report.
2. How could the Program Review process be improved? Access to the required data is critical and should be a priority.
3. Did the program faculty participate in the program review process? Yes,
4. Was the program review work shared equally by program faculty? Yes

**Document 2 - Registrar/Enrollment History**

1. Indicate departmental enrollment for the past five years for fall and spring semesters.  
Fall 2012 to Spring 2017

Fall Semester:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Student Credit Hours	210	282	210	207	219
Total Course Enrollments	70	94	70	69	73
Spring Semester					
Total Student Credit Hours	336	240	282	135	168
Total Course Enrollments	112	80	94	45	56

2. List number of program graduates by academic year:

Academic Year	2014-2015	2015-2016	2016 -2017
Certificates	10	5	3
Associate Degrees	7	5	11

3. Give faculty/course/sections information for the past 3 years for the fall semester only

Academic Year	2015	2016	2017
Total full-time faculty	1	1	1
Total part-time faculty			
Percentage of student credit hours taught by full-time faculty	100%	100%	100%

## Curriculum History

List all courses offered by this program, give the date of the first offering for each, list how many sections were successfully offered during each of the last six regular semesters.

Course Prefix	Course #	Name	Date First Offered
HS	101	Intro to Human Services	Fall 2013
HS	105	Group Dynamics	Fall 2013
HS	120	Principles of Interviewing and Assessment	Fall 2013
HS	200	Adolescent Substance Abuse	Fall 2013
HS	280	Internship in Human Services	Fall 2013
HS	281	Professional Issues in Human Services	Fall 2013
HCHS	140	Intro to Substance Abuse	Fall 2013
FCS*	105	Intro to Family and Child Studies	Fall 2017
FCS*	213	Marriage and Family Relationships	Fall 2017

*\*The Family and Child Studies Department recently changed its program of study from Family Studies to Family and Child Studies and changed all course prefixes from FS to FCS effective Fall 2017.*

\*One section of each human services course is generally offered each semester. An evening section was offered in Zuni in the Fall 2014, Spring 2015, and Fall 2015.

Academic Year	Fall Semester			Spring Semester		
	Day Section	Evening Section	Total Sections	Day Section	Evening Section	Total Sections
2014-2015	1	1	2	1	1	2
2015-2016	1	1	2	1	0	1
2016-2017	1	0	1	1	0	1

**Document 3 – See Appendix A- Copy of latest Assessment Plan**

Academic Program Assessment Plan - Certificate in Human Services

Academic Program Assessment Plan - Associate of Arts degree in Human Services

**Document 4 – List of Instructors with Qualifications**

Instructor	Courses	Qualifications
Sylvia Rodriguez Andrew	All HS courses FCS 105 FCS 213 HCHS 140	MSW, PhD, JD <b>Licensure – Texas</b> LMSW-AP (Licensed Master Social Worker, Advanced Practitioner Child Care Administrator Child Placing Administrator <b>National</b> <b>Licensure/Certification</b> Registered Child Forensic Interviewer Certified Child Forensic Interviewer Trainer

**Document 5 – Advisement Summary Identifying Any Concerns**

Academic advisors need to be familiar with the various academic program requirements for transfer and/or admission to baccalaureate programs. Some students may elect to be “dual-enrolled” at UNMG *and* a baccalaureate program. For students pursuing this option, information about financial aid implications would be useful to encourage timely progress in their academic program of study and reduction in their level of debt.

Ideally, advisors might consider expanding their knowledge about the differences in general education requirements for both UNM and the other NM Universities.

**Document 6\***

Copy of Recent Program Advisory Board Recommendations – Not Applicable

## **Document 7\***

Copy of Nationally or Regionally Accredited External Review, with Recommendations – Not Applicable

## **Document 8 – Summary Report of Recommendation(s) From Respective Department Members**

### **Sylvia Andrew**

The human services program provides opportunities for local employment, particularly for students focusing on addictions. The associate of arts degree for students focusing on family and child studies provides entry level employment opportunities as a Parent Educator, Head Start Paraprofessional, and Case Aide. Students focusing on addictions are in demand in Gallup, Navajo Nation and the Zuni Recovery Center. A cursory review of posted positions during the week of September 18, 2017 listed 17 open positions on the Navajo Nation for addictions counselors. There is also a demand for Social Workers and Case Management Specialists, but these positions require a baccalaureate degree.

Another promising credential available to those with at least five years of recovery is the Peer Support Credential. Several students in the human services are pursuing this credential concurrently with their associate of arts degree. This credential offers employers the ability to bill hours.

The program should consider the academic and professional advantages and disadvantages of offering a 60 credit hour associate of arts degree in human services consistent with the minimum 120 credit hours needed to obtain a bachelor's degree.

Access to a common data set by all programs on key variables would allow for more thoughtful planning, recruitment, program effectiveness and timely progress in completion. UNM routinely surveys its graduates to determine their satisfaction with programs and services, employment, and whether they intend to remain in New Mexico. Ideally, UNMG might consider developing a similar mechanism for collecting this information as a pilot study to determine response rates for electronic and paper/pencil surveys.

In August 2014, in response to a data request from the Institutional Researcher, 80 students reported human services as their primary program of study on their admissions application. Of these, 58 were pursuing the associate of arts degree and 22 were seeking the certificate. These data would have provided a useful and informative study of student's progress and trajectory from certificate to associate degree. The program might consider developing its own expertise in accessing relevant data and asking for the \$100 cost of installing the SPSS software on the computer assigned to the human services' faculty to allow for statistical analyses over time.

Data from the supervisors of students completing the required internship course evaluate students as "meeting or exceeding expectations". Two agencies extended employment to students and an additional agency would have hired the intern if they had a vacancy. The program might consider asking the agency directors if they would be willing to prepare a brief 2-3 minute video about the students' academic and professional preparation as a recruitment tool highlighting the quality and preparation of human services' graduates.



**Document 9**

Summary Report or Recommendation from Dean of Instruction to Include Budgetary and Community Impact

## Appendix A

Academic Program Assessment Plan – Certificate in Human Services

Academic Program Assessment Plan – Associate of Arts degree in Human Services

### Cover Sheet for Academic Program Assessment Plans

**Directions:** Please complete a separate cover sheet for each academic program of study<sup>1</sup>. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Education, Health and Human Services  
Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate in HS

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>2/2/2016</u>
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Jan Don Blyck  
Department Chair's Signature

2/5/2016  
Date

[Signature]  
College/School/Branch Campus Dean's Signature

2/2/2016  
Date

<sup>1</sup> Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Template  
Academic Programs  
Assessment Plan  
The University of New Mexico

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**A. College, Department and Date**

1. College: *Division of Education, Health and Human Services, UNM Gallup*
2. Department: *Human Services Program*
3. Date: *February 1, 2016*

**B. Academic Program of Study\***

*Certificate in Human Services*

**C. Contact Person(s) for the Assessment Plan**

*Sylvia R. Andrew, Professor, sandrew@unm.edu*

**D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)**

*[List below:]*

**1. Broad Program Learning Goal(s) for this Degree/Certificate Program**

- A. Students will draw on diverse perspectives from essential knowledge in the social and behavioral sciences to examine historical and contemporary perspectives in applying general systems and/or ecosystems theory in assessing the complex problems and challenges of diverse populations.
- B. Students will demonstrate the skills, ability and interest in continuing their education to be successful in pursuing the Associate of Arts degree in Human Services.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A.1. Students will know the historical development of Human Services and the profession's historical commitment to human rights, and social and economic justice.

A2. Students will analyze and assess the structure and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.

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\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

B.1. Students completing the introductory course in Human Services will determine whether Human Services will be their program of study and if students will continue their academic program of study leading to the Certificate or Associate of Arts degree in Human Services.

**E. Assessment of Student Learning Plan**

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program's one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

**1. Student Learning Outcomes Matrix**

*[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]*

Relationship to UNM Student Learning Goals (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>A1. Students will know the historical development of Human Services and the profession's historical commitment to human rights and social and economic justice.</i>	x		x	
<i>A2. Students will analyze and assess the structure and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.</i>	x	x	x	
<i>B1. Students completing the introductory course in Human Services will determine whether Human Services will be their program of study and if students will continue their academic program of study leading to the Certificate or Associate of Arts degree in Human Services.</i>	x		x	

**2. How will learning outcomes be assessed? (Address A1 thru A3 individually or complete the table below)**

**A. What:**

The Human Services Program recently revised the 30 credit hour Certificate in Human Services that reduced the previously required 15 credit hours of Human Services program electives to 9 and increased the previously required 9 credit hours of essential education (general education courses) to 21 credit hours. These changes were designed to decrease the likelihood that students would enroll in electives that may not transfer to other programs of study in the event students decide not to focus on Human Services. These revisions will make it possible for students to enroll in essential education courses that *can be applied* to other academic programs of study in the event a student elects not to pursue the program of study in Human Services after taking the introductory course. Therefore, this is the first assessment plan for the program. This plan includes the assessment of three (3) learning objectives over a three-year period (Fall 2016 to spring 2019).

A formal assessment of HS 101 has not been conducted, however; a pilot assessment was conducted in the fall 2014, spring 2015, and fall 2015 on the peer student oral evaluation rubric and the writing assignment rubric that is used by both the student and Instructor. As a result of preliminary data, some changes were made to the oral presentation rubric to strengthen the usefulness of the feedback from their fellow students and to provide a more streamlined rubric to determine the reliability of the student and instructor evaluations of the written assignment. The pre/post assessment will be developed during the spring 2016 semester for implementation in the fall 2016.

The Human Services Program will assess the A1 SLO through a pre and post test assessment tool to measure students' knowledge and *perceived* competencies. At the end of the semester, the Instructor will compute pre and post test scores to determine students' perceived level of competency and knowledge in HS 101. The criterion for success consists of 80% of the class scoring 72% or higher on the objective component (knowledge) of the post-test and 75% or higher on the students' *perceived competence* at post test.

In the event students do not achieve a score of 72% or higher on the objective component and 75% or higher on the perceived competence component, the faculty will examine the results and identify strategies for strengthening the course content so that students can achieve the SLO outcome.

The faculty in the Human Services Program considers the objective component of the pre/post test a **direct measure of learning** and the students' perceived competence at post-test an **indirect measure of student learning**.

The Human Services Program will assess the A2 SLO through a writing assignment that focuses on a human services issue or a vulnerable population in the Four Corners region of the Southwest. The writing assignment includes the application of a general systems or ecosystems framework for analyzing the issue(s). A rubric will be used to evaluate the extent to which each area of the framework is addressed in the written assignment. Both the instructor and student will review the writing assignment based on the rubric.

The A2 SLO will also be assessed by a peer feedback rubric on the student's oral presentation of the student's written assignment. The student/instructor rubric that will be used to assess the written assignment and the peer feedback rubric are considered **direct measures of learning**.

The Human Services Program will assess the B1 SLO on the pre/ post-test of student learning (described in SLO 2) that asks students about their level of interest and commitment to pursuing Human Services as a program of study. At post-test students will be asked whether after taking this course they will continue their program of study towards a Certificate or Associate of Arts degree in Human Services. The criterion for success is that 60% of students enrolled in HS 101 will elect to pursue Human Services for their program of study. In the event, students do not achieve 60% or higher on this subjective assessment, the faculty will review students' responses indicating why/why not Human Services was/was not selected as their program of study. However, the selection of a professional career is highly subjective based on student interest, required competencies, and demands of working with vulnerable populations.

The faculty considers this assessment an **indirect measure of learning**.

**B. Who:**

The A1 and A2 SLO's will be evaluated for all students enrolled in the HS 101 course offered in the fall and spring semesters. The HS 101 is the introductory course for students pursuing the Certificate in Human Services and is a pre-requisite for subsequent courses for the Certificate. There is only one section of HS 101 offered every semester and the inclusion of all students in the assessment will yield a representative sample.

The B1 SLO will be evaluated in the HS 101 course offered in the fall and spring semesters and will include all students enrolled in the course. The inclusion of all students in the assessment should result in a representative sample.

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

*The Certificate in Human Services SLO Assessment  
Three Year Plan (Fall 2016- Spring 2019)*

SLO	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
A1 (HS 101)	x	x	x	x	x	x
A1 (HS 101)	x	x	x	x	x	x
B1 (HS 101)	x	x	x	x	x	x

The Human Services Program has only one full-time faculty that will be responsible for compiling and analyzing outcomes data at the end of the academic school year. The results will be tabulated and discussed with the Division Chair early in the fall semester.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The faculty member teaching the courses being assessed will analyze the data and prepare a summary of findings at the end of the academic year and prepare preliminary findings. The findings will be discussed with the Chair of the Division early in the fall semester and presented to the students continuing in the Human Services Program for their review, comments, and recommendations.



Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 2/2/2016

Decision (check one):

Revision Needed (see first feedback section below)

Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

*Thank you*

**Guiding Questions**

1. Leads to data of real value?
  - SLOs high value or convenient?
  - SLOs clearly measurable?
2. Make sense?
  - Doable/Sustainable?
  - Do pieces align?
3. Clearly leads to Improvement?
  - Process leads to improvement conversations?
  - How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

*Please ensure you submit your assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send reports to email [Gtasses@unm.edu](mailto:Gtasses@unm.edu).*

**Cover Sheet for Academic Program Assessment Plans**

Directions: Please complete a separate cover sheet for each academic program of study<sup>1</sup>. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Health, Education & Human Services

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): AA in Human Services

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>2/2/2016</u>
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[Signature]  
Department Chair's Signature

2/05/2016  
Date

[Signature]  
College/School/Branch Campus Dean's Signature

2/2/16  
Date

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**B. Academic Program of Study\***

*Associate of Arts degree in Human Services*

**C. Contact Person(s) for the Assessment Plan**

*Sylvia R. Andrew, Professor, sandrew@unm.edu*

**D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)**

**1. Broad Program Learning Goal(s) for this Degree/Certificate Program**

- A. Students will draw on diverse perspectives from essential knowledge in the social and behavioral sciences to examine historical and contemporary perspectives in applying general systems and/or ecosystems theory in assessing the complex problems and challenges of diverse communities.
- B. Students will apply advocacy, adherence to ethical standards, and culturally competent skills in the development of responsive and appropriate strengths-based solutions to psychosocial and environmental problems facing individuals, families, and groups in the Four Corners region of the Southwest.
- C. Students will analyze and evaluate historical and contemporary research data on diverse populations for its efficacy in promoting culturally relevant solutions to the problems and challenges facing diverse communities.
- D. Students will demonstrate the ability to apply the necessary knowledge, skills, and preparation to succeed in baccalaureate professional programs.
- E. Students will demonstrate the skills and ability to succeed in obtaining entry level credentials to be successful in the field of addictions counseling.

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## **2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A.1. Students in the Human Services Program will know the historical development of Human Services and the profession's historical commitment to human rights, and social and economic justice.

A.2. Students will analyze and assess the structures and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services' needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.

B1. Students will demonstrate the ability to apply an ethical framework in guiding ethical decision making in resolving ethical dilemmas.

C1. Students will apply research and data informed reasoning, critical thinking and problem solving skills in the systematic analysis of human services' needs, program planning, implementation and outcome evaluation.

C2. Students will demonstrate an awareness of one's own values, cultural biases, personal experiences and values and how an understanding of these issues may affect the professional relationship with clients.

D1. Students completing the Associate of Arts degree in Human Services will be successful in transferring essential education requirements and electives towards a baccalaureate degree in a human services' related degree program.

E1. Students will demonstrate knowledge and application of theories, practice approaches and culturally competent skills in interviewing, assessment, and intervention with diverse populations.

### **F. Assessment of Student Learning Plan**

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program's one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below

#### **1. Student Learning Outcomes Matrix**

*[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]*

Relationship to UNM Student Learning Goals (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students in the Human Services Program will know the historical development of Human Services and the profession's historical commitment to human rights, and social and economic justice.	x		x	
A.2. Students will analyze and assess the structures and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services' needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.	x	x	x	
B1. Students will demonstrate the ability to apply an ethical framework in guiding ethical decision making in resolving ethical dilemmas.	x	x	x	
C1. Students will apply research and data informed reasoning, critical thinking and problem solving skills in the systematic analysis of human services needs, program planning, implementation and outcome evaluation.	x	x		
C2. Students will demonstrate an awareness of one's own values, cultural bias, personal experiences and values and how an understanding of these issues may affect the professional relationship with clients.	x		x	

D1. Students completing the Associate of Arts degree in Human Services will be successful in transferring essential education (general education) requirements and electives towards a baccalaureate degree in a human services related degree program (i.e., social work).	x		x	
E1. Students will demonstrate knowledge and application of theories, practice approaches and culturally competent skills in interviewing, assessment, and intervention with diverse populations.	x	x	x	

**2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)**

**A. What:**

The Human Services Program recently revised the AA degree in Human Services. Therefore, this is the first assessment plan for the program. This plan includes the assessment of seven (7) learning objectives over a three-year period (Fall 2016 to spring 2019).

The Human Services Program will assess the A1 SLO through a pre and post test assessment tool to measure students' knowledge and *perceived* competencies. At the end of the semester, the Instructor will compute pre and post test scores to determine students' *perceived* level of competency and knowledge in HS 101. The criterion for success consists of 80% of the class scoring 72% or higher on the objective component (knowledge) of the post-test and 75% or higher on the students' *perceived competence* at post test.

In the event students do not achieve a score of 72% or higher on the objective component and 75% or higher on the perceived competence component, the faculty will examine the results and identify strategies for strengthening the course content so that students can achieve the SLO outcome.

The faculty in the Human Services Program considers the objective component of the pre/post test a **direct measure of learning** and the students' perceived competence at post test an **indirect measure of student learning**.

The program faculty will assess A2 SLO through a writing assignment that focuses on a human services issue or vulnerable population in the Four Corners region of the Southwest. The writing assignment includes the application of a general systems or ecosystems framework for analyzing the issue(s) and/or vulnerable population. A rubric will be used to evaluate the extent to which each area of the framework is addressed in the written assignment. Both the instructor and

student will review the writing assignment based on the rubric. The criterion for success consists of 80% of the students scoring 75% or higher on the total score for all areas of the rubric.

The A2 SLO will also be assessed by a peer feedback rubric on the student's oral presentation of their written assignment. The student/instructor rubric that will be used to assess the written assignment and the peer feedback rubric are considered **direct measures of learning**.

The Human Services Program will assess the B1 SLO by a pre and post-test assessment tool that will be used to measure students' knowledge and *perceived* competencies. At the end of the semester, the Instructor will compute pre and post test scores to determine students' level of competency and knowledge in HS 101. The criterion for success consists of 80% of the class scoring 72% or higher on the objective component (knowledge) of the post-test and 75% or higher on the students' *perceived competence* at post-test.

In the event that students do not achieve a score of 72% or higher on the objective component and 75% or higher on the *perceived competence* component, the faculty will examine the results and identify strategies for strengthening the course content so that students can achieve the SLO outcome.

The faculty in the Human Services Program considers the objective component of the pre/post test, the oral presentation feedback rubric, and the rubric for assessing the writing assignment by the Instructor/ Student as **direct measures of learning** and the students' *perceived* post-test competency as an **indirect measure of learning**.

The B1 SLO will be assessed through a pre and post test in HS 281 Professional Issues in Human Services on ethical standards and guidelines for resolving ethical dilemmas in the human services. The criterion for success will consist of 80% of the class scoring 75% or higher at post-test. If the 75% or higher score is not achieved by 80% of the class, the faculty will review the specific items that do not meet the criterion to make improvements in the course so that students can achieve the SLO outcome. Data will be compiled at the end of the semester with specific recommendations for strengthening the course content in those areas when the criterion for the SLO outcome was not achieved. The faculty considers this assessment a **direct measure of student learning**.

The CI SLO will be assessed by the evaluation of the Community Assessment Written Assignment in HS 280 Internship in Human Services. A criterion for success will consist of 80% of the class earning scores of "meets" or "exceeds" expectations in each area of the rubric. The Community Assessment Assignment will be scored by both the student's internship supervisor and Instructor. The faculty considers this assessment a **direct measure of student learning**.

The C2 SLO will be assessed in HS 200 Adolescent Substance Abuse: Prevention and Intervention using a pre/post assessment consisting of 17 items that capture perceptions and attitudes toward clients facing a range of presenting problems and challenges by either agreeing or disagreeing with the perception. The HS 200 course is the second of two required courses for students pursuing an entry level credential in substance abuse counseling. The criterion for

success will consist of 75% of the class indicating an accepting and nonjudgmental view of clients. The faculty considers this an **indirect measure of student learning**.

The D1 SLO will be assessed by an exit survey of students completing their program of study to ascertain their perceptions of the effectiveness of the Human Services Program in preparing them for working with the diverse populations in the Four Corners region of the Southwest. Additional areas to be assessed include their level of satisfaction with student support services, areas for strengthening students' learning, and whether they intent to continue their education and pursue a baccalaureate degree. The faculty considers this an **indirect measure of student learning**.

Students pursuing the entry level credential for addictions counseling will be determined by the number of students that are successful in obtaining their credential after completing all program requirements for the AA degree in Human Services. The faculty considers this a **direct measure of student learning**.

The E1 SLO will be assessed in HS 281 Internship in Human Services by the Agency Supervisor at the conclusion of their internship where students apply classroom instruction in a human services agency setting. Students are evaluated by their Agency Supervisor in seven (7) areas: Agency Policies and Procedures; Professionalism and Respect; Cultural Competency; Receptive to Supervision and Learning; Critical Thinking; Communication; and Advocacy. Each area is rated on a score of "1" far below expectations to "5" far exceeded expectations. An overall rating of student performance is also provided.

A formal assessment of HS 281 has not been conducted but a pilot test of the Agency Field Instructor Evaluation was completed in the Spring 2013, Spring 2014 and Spring 2015. As a result of the pilot test, the Evaluation form has been modified to include a mid-term and final evaluation of student performance. Discussions on pilot test data include adding a question on "whether or not the agency supervisor would hire the student" if a position in the agency were available.

The criterion for success will consist of 80% of students earning scores of "meeting" or "exceeding" expectations. The faculty considers this assessment the culmination of the student's preparation for a career in human services and the application of classroom instruction to the agency setting as a **direct measure of student learning**.

The E1 SLO will also be assessed in HS 200 Adolescent Substance Abuse: Prevention and Intervention, the second of two required courses required for the entry level credential in substance abuse counseling, using the student's perception of their "Education Needs Assessment and Professional Development Plan" on the core functions of an addictions counselor. A pre/post test will be administered to determine areas that are identified as "1" very limited proficiency to "2" some proficiency or "3" full proficiency" at the end of the course.

This is a new course that was offered for the first time in the Spring 2016 and the "Education Needs Assessment and Professional Development Plan" is being pilot-tested for its usefulness in identifying areas where the student *perceives* competence and those areas that need continued



knowledge and skill. At the end of the Spring 2016 semester, the assessment for this SLO will be finalized. **The faculty considers this an indirect measure of student learning.**

<b>Assessing Student Learning Goals</b>			
<b>Program SLOs</b>	<b>Assessment Measures</b>	<b>Direct or Indirect</b>	<b>Criteria for Success</b>
A.1 Students in the Human Services Program will know the historical development of Human Services and the profession's historical commitment to human rights, and social and economic justice.	Pre/Post Assessment	Direct Indirect	80% of the class scoring 72% or higher on objective component 75% of the class scoring 75% perceived competence
A.2. Students will analyze and assess the structures and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services' needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.	Writing Assignment Rubric Peer Feedback Rubric	Direct Direct	80% of students scoring 75% or higher on the total score for all areas of the rubric 80% of students receive scores of 75% or higher
B1. Students will demonstrate the ability to apply an ethical framework in guiding ethical decision making in resolving ethical dilemmas.	Pre/Post Assessment	Direct	80% of the class will score 75% or better at post test
C1. Students will apply research and data informed reasoning, critical thinking and problem solving skills in the systematic analysis of human services needs, program planning, implementation and outcome evaluation.	Community Assessment Written Assignment	Direct	80% of students will score as "meets" "exceeds" expectations in the overall evaluation
C2. Students will demonstrate an awareness of one's own values, cultural bias, personal experiences and values and how an understanding of these issues may affect the professional relationship with clients.	Pre/Post Text 17-item perceptions and attitudes towards clients	Indirect	At post test 75% of students will indicate accepting and nonjudgmental view of clients

D1. Students completing the Associate of Arts degree in Human Services will be successful in transferring essential education (general education) requirements and electives towards a baccalaureate degree in a human services related degree program (i.e., social work).	Exit Survey Students Obtaining	Indirect	75% of students will report overall "satisfaction" with their academic preparation in Human Services
	Entry Level Addictions Counseling Credential	Direct	75% of eligible students will obtain credential
E1. Students will demonstrate knowledge and application of theories, practice approaches and culturally competent skills in interviewing, assessment, and intervention with diverse populations.	Internship- Agency Evaluation of Student Performance	Direct	80% of students will earn ratings of "meeting" or "exceeding expectations" in students overall evaluation At post test, 75% students will report "some" or "full proficiency"
	Education Needs Assessment Plan	Indirect	

B. Who:

The A1 and A2 SLO's will be evaluated for all students enrolled in the HS 101 course offered in the fall and spring semesters. The HS 101 is the introductory course for students pursuing the AA in Human Services and is a pre-requisite for subsequent courses for the AA degree in Human Services. There is only one section of HS 101 offered during the fall and spring semesters. The inclusion of all students in the assessment will result in a representative sample.

The B1 SLO will include all students enrolled in HS 281 which is a required course for all students pursuing the AA degree in Human Services. The HS 281 course is required for all students and is offered in the spring. It should be a representative sample.

The C1 SLO will be evaluated in the HS 280 course offered in the fall and spring semesters depending on when students enroll in this final course (Internship) of the required academic coursework for the AA degree in Human Services.

The C2 SLO will be evaluated in HS 281. This course is required for all AA degree students. HS 281 is offered in the spring semester so the data obtained should be representative of all students enrolled in the AA degree in Human Services.

The DI SLO will be evaluated in the final semester for all students pursuing the AA degree by an exit survey and should be representative of students completing the program. Data will be obtained

in either the fall or spring semesters depending on when students complete their program requirements.

The EI SLO will be assessed in HS 281 that is offered in the fall and spring semesters. There is only one section of HS 281 so the data obtained should be representative of all students. The HS 281 is considered a “capstone” course because students are provided the opportunity to apply classroom instruction in a human services agency setting. The EI SLO will also be assessed in HS 200 in the spring semester and students enrolled in the one section of the course should be representative of all students pursuing the entry level credential for addictions counseling.

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

**The Associate of Arts Degree in Human Services SLO Assessment  
Three Year Plan (Fall 2016 – Spring 2019)**

SLO	Fall	Spring	Fall	Spring	Fall	Spring
A1 (HS 101)	x	x	x	x	x	x
A2 (HS 101)	x	x	x	x	x	x
B1 (HS 281)		x		x		x
C1 (HS 280)	x	x	x	x	x	x
C2 (HS 281)		x		x		x
D1 (Completion of Program)	x	x	x	x	x	x
E1 (HS 281)	x	x	x	x	x	x
E1 (HS 200)		x		x		x

The Human Services Program has only one full time faculty that will prepare outcomes data at the end of the academic school year and discussed with the Chair of the Division at the beginning of the fall semester.

**4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?**

The faculty member teaching the course being assessed will analyze the data and prepare a summary of findings at the end of the academic year and prepare preliminary findings. The findings will be discussed with the Chair of the Division early in the fall semester and presented to the students continuing in the Human Services program for their review, comments, and recommendations.

Tentative plans call for the establishing of a professional advisory committee in the fall 2016 that will provide feedback on the relevance and rigor of the Human Services Program and the proposed SLO’s.

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 2/2/2016

Decision (check one):

Revision Needed (see first feedback section below)

Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

*Thank you*

**Guiding Questions**

1. Leads to data of real value?
  - SLOs high value or convenient?
  - SLOs clearly measurable?
2. Make sense?
  - Doable/Sustainable?
  - Do pieces align?
3. Clearly leads to improvement?
  - Process leads to improvement conversations?
  - How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

*Please ensure you submit your assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send reports to email GAssess@unm.edu.*