

# Human Service Technician

## Program Review Report

2011-2012

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## **Executive Summary**

### **Program Description Summary**

The Human Service Technician program is designed for students interested in working with people as human service providers in diverse settings. It also prepares students for transfer into a four-year institution of higher learning. Graduates will have the skills, knowledge and ability for employment in entry-level human services positions with an Associate of Science degree. Throughout the completion of the coursework, the program facilitates the personal growth and development of the student as a unique and worthwhile person.

In addition, students can transition into a Bachelor of Science in General Studies with an emphasis in Human Services. In the fall of 2012, students who complete the Associate of Science Human Service Technician degree will also have the opportunity to transition into a Bachelor of Science Social Work program offered in conjunction with the University of North Dakota on the campus of Sitting Bull College. It is anticipated that the Human Service Technician program will see an increase in enrollment due to this collaboration as students desire a bachelor's degree in Social Work. Through an articulation agreement students will be able to transition into the Social Work program with minimal loss of credits.

Career opportunities include: employment in a wide variety of Human Service/Mental Health occupations. Employment in the field of human services is expected to grow faster than average for all occupations throughout the next decade due to population growth and increased demand for the care of the elderly and the disabled, and the disadvantaged. Job titles and duties in the human service field vary with the type of employer and the kinds of clients they serve. Examples of job titles include: social service technicians, case management aides, social work assistants residential counselors, mental health technicians, child abuse workers, community outreach workers and gerontology aides.

Settings that workers can be employed in include: group homes, community mental health centers, state, local and tribal government, programs for the elderly, hospitals, social service and mental health programs, facilities and programs for the developmentally challenged, special programs for

alcoholics and drug abusers, child abuse, youth and family agencies, childcare and Head Start programs, and special education programs for children.

The Human Service department has one full-time faculty, Roxanne Howes M.S. Ed., who predominately instructs core-required courses. Additionally, Dr. D'Arlyn Bauer teaches a psychology courses within the degree program. The faculty salary is funded through Sitting Bull College general funds. The department has no other funding but is allocated \$500 for the academic year to use for student travel.

The Human Service department is support by an Advisory Committee whose purpose is to strengthen the Human Service program. The committee exists to advise, assist, support, and advocate for career and technical education. It consists of community members who serve within the human service field.

### **Program Self-Evaluation Summary**

The Human Service Technician program has one full-time faculty who has an advanced degree in Counseling and Guidance and an Associate of Science degree in Native American studies. Being involved in professional development has been a priority of the Human Service faculty. The faculty member belongs to a number of professional organizations and additional graduate classes have been taken to enhance teaching capabilities. In 2011 this faculty member received the Faculty of the Year award in 2011 (an award which is nominated by the students).

Courses are taught predominately in the new Science and Technology Center with course content delivered in a variety of modes to meet the students' needs; face to face, online, hybrid, and Interactive Network (IVN). The IVN classes reach students in Ft. Yates, McLaughlin and Mobridge simultaneously, allowing for effective use of resources. To assist the students in their academic pursuits, students are encouraged to utilize the Academic Center of Excellence. The Center assists the students predominately in improving their writing skills. The library also supports students as they provide a variety of media resource for student usage. The library continues to expand its holdings with a large increase in digital resources which benefit the

Human Service students. A large number of the materials that students access currently are coming from within the databases to which the library subscribes. Library print media allocations are less than \$500 for the Human Service program. The entire library acquisition budget has historically been so small that only a small amount of money is available for each program yearly. A recent library budget increase of \$25,000 for acquisitions will allow for expansion of the program's library holdings. A possible strategy to ameliorate the lack of resources is to explore collaboration with the library at UND to access their library resources through SBC. This partnership would have a dual impact as it would help prepare the ASHS students and the BSSW students. As funding becomes available additional library allocations for the Human Service department would be beneficial.

### **Program Planning Summary**

Program planning is a continuous process as part of the ongoing assessment process. This yearly, systematic analysis of the Human Service program outcomes allows for program adjustments in any needed area. This analysis of program activities and outcomes plays a dominant role in program planning with additional input coming from the advisory committee to meet the needs of the students and the fluctuations of the industry. Program planning is essential to increase the effectiveness of educators and to set priorities for the department. In reviewing the end of the year assessment reports, student writing abilities continues to be a departmental concern. Within the program there are no major program changes anticipated.

A department need would be to secure additional funding to assist in developing departmental resources such as DVD's demonstrating core concepts, case management software, training materials, budget development software, and research analysis software. Depending on the growth of the department, concentration tracts could be offered to provide specialized training to the students and would only be explored as part of long-term planning efforts.

## Comprehensive Analysis

### *Role of Program within Sitting Bull College*

The goal of the Human Service Technician program as stated in the Sitting Bull College 2010-2012 Bulletin is to: “prepares graduates with the skills, knowledge and ability for employment in human services positions while providing graduates with an Associate of Science degree in Human Service. The program is designed for students interested in working with people as human service providers in diverse settings or prepares students for transfer into a four-year institution of higher learning.”

Sitting Bull College offers a Human Service Technician Associate’s of Science Degree. The courses offered are provided in the Sitting Bull College Bulletin and include:

#### General Education Requirements

ENGL 110	English I.....	3 cr.
ENGL 120	English II.....	3 cr.
COMM 110	Speech.....	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	Psychology of Student Success .....	3 cr.
SOC 100	Job Seeking Skills.....	2 cr.
NAS 101	Lakota/Dakota Language I.....	4 cr.
SOC 210	Chemical Dependency I.....	3 cr.
Humanities of Social & Behavioral Science.....		3 cr.
NAS 108 Native American History or NAS 109 Native American History		
Health/Physical Education .....		2 cr.
Laboratory Science .....		4 cr.
CSCI 101	Introduction to Computer Applications .....	3 cr.
<i>Total General Education .....</i>		<i>37 credits</i>

## Core Requirements

HS 101	Introduction to Human Services .....	3 cr.
HS 102	Interviewing I.....	3 cr.
HS 103	Interviewing II .....	3 cr.
HS 201	Case Management I.....	3 cr.
HS 202	Case Management II .....	3 cr.
HS 211	Substance Abuse Counseling.....	3 cr.
HS 220	Management and Administration in Human Services .....	3 cr.
HS 260	Crisis Intervention/Suicide Prevention .....	3 cr.
HS 297	Human Services Internship.....	3 cr.
PSYC111	Introduction to Psychology.....	3 cr.
PSYC 255	Child and Adolescent Psychology .....	3 cr.
SOC 220	The Family .....	3 cr.
<i>Total Core Requirements</i> .....		36 credits
<i>Total Degree Requirements</i> .....		73 credits

## Program Personnel

The primary faculty personnel for the Humans Service Technician degree is Ms. Roxanne Howes, M.S. Ed. Ms. Howes began her employment at SBC as a counselor in 1997 and then as faculty in 1999. This position is full-time with a course load of approximately 15 credits per semester. In addition to the teaching, her additional responsibilities include advising students, procuring adjunct faculty for the General Students Human Service concentration, and serving on college committees (past and present) such as curriculum, Iyuwaste, ad-hoc, and assessment. Maintaining professional competencies is a regular practice for Ms. Howes as demonstrated by the number of graduate courses taken to maintain and expand her knowledge base and skills acquisition applicable to her teaching. A need would be to allow time and allocation of funding to attend professional conferences to keep abreast of changes within the field.

**Program Productivity**

The Associates of Science Human Service Technician program has a stable population. Student enrollment has consisted primarily of female students, although five male students have been enrolled at various times in the last five years. This gender disparity is consistent with industry trends. Enrollment in the program is anticipated to increase as students will need to complete the associate degree prior to enrolling in the Social Work program offered by UND. Below is a chart of depicting enrollment for the past five years:

<b>HS Technician</b>	<b>Fa 2006</b>	<b>Sp 2007</b>	<b>Fa 2007</b>	<b>Sp 2008</b>	<b>Fa 2008</b>	<b>Sp 2009</b>	<b>Fa 2009</b>	<b>Sp 2010</b>	<b>Fa 2010</b>
Students enrolled	29	21	18	15	12	15	13	15	14

*Enrollment by Degree – Sitting Bull College Website*

The graduation data for this program is listed below. Please note that the data available on the SBC Shared File indicated a BS College Studies degree, which is now the BS in General Studies.

<b>Graduation Rates for General Studies Program</b>								
	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
AS:HS	1	1	1	3	5	3	2	4

*Sitting Bull College Shared Data File*

The majority of students who graduate with an A.S. degree in Human Service continue their educational progress toward the B.S. degree. Currently 23 ASHS students have entered into classes that would lead to a Bachelor of Science degree.

**Program Revenue**

Available revenue data itemizing tuition and Indian Student Count (ISC) for the Human Service Technician degree academic years 2008-2009 and 2009-2010 through both tuition and Indian Student Count (ISC) is itemized below.

<b>Associates of Arts in General Studies Program Revenue</b>			
	<b>Tuition</b>	<b>ISC Revenue</b>	<b>Total</b>
2008-2009	40,900.00	87,087.50	127,987.50
2009-2010	45,575.00	82,413.00	127,988.00

*Sitting Bull College Shared Data File*

**Program Budget**

The expenditures of the budget include the salary and fringe of one instructor. In addition \$500 per year is allocated for student travel. The program is financially supported through general funds of the institution.

Human Services  
Five Year Budget

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
General Fund					
Salary	\$45,990.00	\$46,790.00	\$ 49,450.00	\$ 51,190.00	\$ 52,390.00
Fringe Benefits	\$ 11,475.00	\$ 12,145.00	\$ 12,616.00	\$ 13,065.00	\$ 13,702.00
Field Trips	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
Total	\$ 57,865.00	\$ 59,335.00	\$ 62,466.00	\$ 64,655.00	\$ 66,492.00

**Advisory Committee**

The Human Service Technician program is supported by an advisory board comprising members of the community, SBC personnel and one student. The committee assists with assessing specific areas of the program. Suggestions are designed to improve specific content areas. Such suggestions could include industry standards, the updating of curriculum, purchase of new

instructional materials or equipment to modernize the classroom and to adopt safety policies.

The committee currently is comprised of the following members:

Jon Eagle Sr., Director Vocational Rehabilitation

Roselyn Buffalo Boy, Work Force Incentive

John Eagle Shield, Director Community Health Representatives

Elaine Keeps Eagle, Assist to Director Community Health Representatives

Ann Eastman, Foster Parents

Emma Jean Blue Earth, Director of Higher Education

Dolly Shanley, Indian Health Services: Mental Health

Ronya Hoblit, Sitting Bull College Vocational Counselor

Marilee Bailey, Chemical Prevention Youth Program

Melinda Landeis, Child Welfare Worker

#### **Summary of Advisory Meetings—**

Meetings are held regularly at the end of each semester. Attendance by the advisory committee remains consistently low, despite the faculty preparing a meal for the event and scheduling around noon hours. A possible solution could be to survey current members and solicit additional or replacement members for those who would like to be relieved of their responsibilities.

Meetings begin with each SBC program providing a short description of their program and the program activities over the course of the previous period and plans for the upcoming year. Each advisory committee member then provides recommendations and suggestions for programs.

Comments are overwhelmingly positive. The department promotes strong relationships with the agencies by encouraging internship programs and placing graduates with agencies. The spring meeting ends with a vote to continue specific programs.

## **Program Self-Evaluation**

### **Faculty**

The Human Service Technician program is comprised of one faculty member. Some disadvantages of this situation are that students receive only one educational perspective. This faculty member is not afforded the opportunity to collaborate with other departmental faculty members. This however, could be addressed through participation in professional organizations or forming alliance with teaching personnel from other institutions. Additional collaboration on issues relating to assessment, scheduling, and curriculum planning are not possible and all the department responsibilities are assumed by one person.

### **Student Relations**

The faculty of the Human Service Technician program strives to maintain a professional relationship with the program's students. This is particularly important in this area as modeling professionalism is vital to the human service practitioner. Because of the nature of the courses, strong mentoring relationships are formed. This rapport facilitates the students communicating to the faculty their course scheduling needs such as their preferred delivery mode, times and days of the week offered. Classes are offered in the evenings, online, hybrid, through interactive television, independent study, and traditional face to face. My SBC online portal is used to facilitate communication and to post attendance and grades.

### **Curriculum Content, Design, and Delivery**

The students' achievement of the learning outcomes of the Human Service Technician program are systematically collected and reviewed throughout the academic year. These findings assist in recommending any changes to the curriculum content, design and delivery. Addition input is garnered from assessment committee members when these findings are presented annually to the committee. Other collaborative opportunities are provided as faculty consults with other faculty members to ensure that quality instructional delivery is occurring.

### **Institutional Support**

The most obvious example of institutional support is the newly constructed campus buildings. All of the core courses for the Human Service Technician program are delivered in the Science and

Technology Center. The adjacent building houses the Student Center, Academic Center of Excellence, library, and support staff so these student resources are readily available. The library provides a number of resources with the library personnel providing assistance as needed.

Academic assistance in the form of tutoring is available to students individually and in group settings. Tutoring funding is currently available to students who meet TRIO program requirements. Those students who don't fall within these parameters can obtain assistance with faculty members. Faculty has extended their office hours to accommodate these student needs and implemented a number of scaffolding techniques. Detailed feedback is given on assignments, additional class time is spent reviewing corrected work and allowing students to redo assignments are strategies that have been implemented to assist the students. The institution continues to explore other opportunities to meet the student tutoring needs for courses within the degree core requirements and classes within the general education requirements.

Institutional support is also demonstrated in the number of computers available to students. Buildings that house classes provide student computer labs in all but one building. Laptops can also be checked out by students. The acquisition of up to date IVN technology now allows for course delivery to three campuses simultaneously. Each classroom contains projectors, whiteboards, and a sound system allowing faculty to implement a number of instructional delivery modes. Faculty has also been allocated a laptop which is frequently updated. An additional technological advance is the implementation of a new institutional software system which has allowed the college to make advances in all areas of documentation whether it is registration, advising, tracking, or even billing.

As this program operates entirely through general funds there are no allocations to expand or procure any program resources. This lack of resources pushes the creativity of the faculty to locate free resources. Additionally, there are limited allocations within the academic budget for supplies, educational resources or opportunities for faculty development.

### **Importance to the College and other programs**

The Human Service Technician program fills an important niche within the community. Students are employed in a number of agencies throughout the reservation such as Elderly Protection, Child Welfare, ICWA, JTPA, Chemical Prevention, HIS Mental Health, Standing Rock Middle School,

and Social Services. These Human Service alumni serve as mentors to the current students as they complete their internship. Internships provide the student opportunities to gain supervised, practical experience working in a Human Service profession. The internship opportunity is one of the programs strengths as students are readily able to find employment within their field. The majority of the internships are a non-paid position with no cost to the provider. Most student's internship is provided at no cost to the student or the intuition.

### **Obstacles and Opportunities**

The obvious obstacle facing this program is money, or lack thereof. Additional dollars need allocating to develop program resources. The need for such funding increases yearly as the complexity of industry continues to change. The importance of this issue was underscored when two days were devoted to addressing mental health at the annual AIHEC president's conference. The opportunities exist then to procure the necessary funding to meet the ever changing needs.

An additional obstacle is retaining students. Historically, Native American students typically stop-out at least once during the procuring of their educational degree. Many students have a number of "stop-outs." Efforts are being undertaken to address this challenge and retain the students with minimal stop-outs. To address this institutional trend, SBC has formulated a retention management plan. As this was implemented in the fall of 2011 the efficacy has yet to be determined.

### **Program Planning**

#### **Trends**

There continues to be a trend throughout the country for students needing to obtain a post secondary degree of at least a Bachelor's level. In many cases obtaining an Associate of Science degree is only the start of the educational process with a procurement of doctoral degree the end result. The nature of the Associates of Science Humans Service Technician degree precludes that students seek additional education as it is not a terminal degree. Entry level positions such as intake assessment, child or elderly protection, and case management can be obtained with this degree but additional education is desired for those seeing managerial positions. To address this concern SBC offered a Bachelor's of Science degree in General Studies with a concentration in Human Services. While this allowed students to obtain a four year degree it lacked marketability. Students could find employment within tribal programs but could not find adequate employment off the

reservation. Employers preferred to hire employees with a degree in social work rather than a general studies degree. Recognizing this need, SBC collaborated with the University of North Dakota for a bachelor's degree in Social Work. Courses will be delivered in a monthly seminar format on the SBC campus, with classes scheduled to start in the fall of 2013. However, this comes at considerable cost to the institution. Students would no longer be SBC students; the institution will lose tuition and ISC revenue. It's anticipated that some of this revenue would be off-set by an increased enrollment in the Associate of Science Human Service Technician degree. Another anticipated development is whether increased enrollment would necessitate additional faculty. While there are some concerns over this move the collaboration is a learning experience as SBC is exploring the possibility of pursuing its own bachelor of Social Work degree.

In reviewing the year-end assessment reports there have been a number of changes throughout the program. One of the major curriculum changes was increasing the interviewing and case management courses from one semester each to two semesters. This allowed for additional time spent on concepts currently covered and the ability to incorporate additional course materials. Rather than add additional credits, the social and behavioral elective was eliminated.

In reviewing the assessment outcomes, measurement tools, and measurement goals all recommended improvements were implemented. All data collected have rubrics to assist with the scoring process.

### **Revised Goals and Objectives due to Program Review**

At this time the goals and objective of the Human Service Technician program have not been impacted by this review process. Any revisions have been addressed through our current process of meetings with the assessment committee, other faculty and staff, and the advisory committee. Long-term needs include increasing the technology component of our courses and overall programs, developing tracts within the Human Service Technician program to allow students to receive more specialized training, and to increase funding allocation to the program to benefit the needs of the students.