

Human Service Technician

Program Review Report

2013-2018

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Submitted: May 9, 2018

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Executive Summary

Program Description Summary

The Associate of Science Human Service Technician program is designed for students interested in working with people as human service providers in diverse settings. 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. Additionally, the program prepares students for transfer into a four-year academic programs or into the Bachelor of Science in Social Work at Sitting Bull College starting the fall of 2018.

The Human Service department has one full-time faculty member, Roxanne Howes M.S. Ed., who predominately instructs core-required courses. 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.

Program Self-Evaluation Summary

The Human Service Technician program has one full-time faculty member who has an advanced degree, M.S. Ed. Counseling 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. This faculty member received the Faculty of the Year award in 2011 (an award for which faculty members are nominated by the students).

Program Planning Summary

Program planning is a process which is part of the ongoing assessment process. This yearly, systematic analysis of the Human Service program outcomes allows for program adjustments in any needed area. The scrutiny of program activities and outcomes plays a dominate 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 departmental 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, curriculum changes could be made to allow students to participate in concentration tracts that would specialize in areas such as addictions. If this became a reality additional training for faculty or additional faculty could be explored as part of long-term planning efforts.

Comprehensive Analysis

Part I. Program Description

Role of Program Within Sitting Bull College

The program is designed for students interested in working with people as human service providers in diverse settings and prepares students for transfer into a four-year institution of higher learning. Students could also choose to continue their education at Sitting Bull College by enrolling in the Bachelor of Science in General Studies with a concentration in Human Services. However, this option no longer became available to students as it was furloughed in May of 2012.

In the fall of 2012, students who completed the Associate of Science Human Service Technician degree had 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 (SBC). The completion of that cohort helped provided the impetus for SBC to seek accreditation from the Higher Learning Commission (HLC) to offer its own social work program. HLC approval was granted in May of 2018 to allow SBC to offer courses Social Work in the Fall of 2018. Additional accreditation is also being sought from the Council on Social Work Education Commission on Accreditation to ensure future licensure for students. This program was designed to allow Human Service students to seamlessly transition into a Bachelor of Science in Social Work coursework. It is anticipated that the Human Service Technician program will see an increase in enrollment as students aspire to move beyond an entry level occupation afforded by the AS degree.

Entry level career opportunities include employment in a wide variety of Human Service/Mental Health occupations. Job titles and duties in the human service field vary with the type of employer

and the kinds of clients served. Examples of job titles include: social service technicians, case management aides, social work assistants, residential counselors, mental health technicians, child abuse workers, child protection 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. According to the Department of Labor, Bureau of Labor Statistics, 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.

Therefore, the goal of the Human Service Technician program is to prepare 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. This goal corresponds with the overall mission of the institution which according to the 2016-2018 Sitting Bull College Bulletin “is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development”. Another institutional foundation that the Human Service department has built upon are the institution’s student learning goals. These goals provided the impetus for the Human Service program outcomes which are as follows:

1. The student will demonstrate the ability to effectively communicate with clients and other professionals verbally and in writing.
2. The student will demonstrate knowledge of social and human service delivery systems and their role within the local and regional community: a) Role Identification b) Agency Planning, Budgeting, Management c) Legal and Ethical
3. The student will apply systematic procedures to identify problems, provide therapeutic supportive and preventive services.

These program outcomes have assisted with the curricular design of the Human Service Technician Associates of Science Degree offered through Sitting Bull College. A wide variety of classes offered allows the institution to adequately prepare student for their future employment. The courses offered include both general educational requirements and core program courses that are specifically designed to meet the Human Service student’s educational needs.

General Education Requirements

ENGL 110	Composition I.....	3 cr.
ENGL 120	Composition II	3 cr.
COMM 110	Speech.....	3 cr.
MATH 102	Intermediate Algebra or higher.....	4 cr.
PSYC 100	First Year Learning Experience	3 cr.
SOC 100	Transitions-Graduation and Beyond.....	2 cr.
NAS 101	Ochethi Sakowin Language I.....	4 cr.
Or		
NAS 103	Introduction to Ochethi Sakowin Language, Culture and History	4 cr.
Humanities or Social & Behavioral Science Elective.....		3 cr.
Health/Physical Education		2 cr.
Laboratory Science		4 cr.
CSCI 101	Introduction to Computer Applications	3 cr.
<i>Total General Education</i>		34 credits

A general education curriculum change that occurred in the summer of 2012 was the elimination of SOC 210 Chemical Dependency I. This reduced the total general education credits to 34 credits. Additionally, NAS 108 or NAS 109 was removed as General Education requirements for the AS Human Service Technician degree. This change allowed greater freedom in course selection as the requirement that was replaced with a three credit Humanities or Social & Behavioral Science elective.

Human Service 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	Intro to Addictions 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>		70 credits

One change to a core Human Service course was a title change from HS 211 Substance Abuse Counseling to HS 260 Introduction to Addictions. This name change reflects the course intent to provide students with an overview of addictions rather than a course that is built around addiction counseling concepts.

Program Personnel

The 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 transitioned into a faculty position in 1999. This position is full-time with a course load of approximately 15 credits per semester within the core requirements for the program. In addition to teaching, her responsibilities include advising students, and serving on college committees (e.g. curriculum, Iyuwaste, ad-hoc, activities, and assessment). Maintaining professional competencies is a regular practice for Ms. Howes. To obtain a greater level of understanding of the Lakota/Dakota culture, enrollment in the Native American Studies program was undertaken with an Associate of Arts degree in Native American studies obtained in May, 2008. Additional upper division Native American Studies courses have also been accomplished towards completion of a Bachelor of Arts in Native America Studies.

A number of graduate level course were also completed to expand her knowledge base and skills acquisition applicable to her teaching (e.g. Assessment and Evaluation, Communicate and

Collaborate Online, Inquiry Based Learning, Teaching Writing in the Content Area, and Webquest). To assist the institution in addressing the requirements set by the Higher Learning Commission in establishing faculty qualifications, additional graduate courses have been undertaken for the subfield (Psychology) in which she instructs (e.g. Chemical and Psychological Dependency, Lifespan Development and Advanced Research Methods).

Program Productivity

The Associates of Science Human Service Technician program has a fairly stable enrollment. Student enrollment has consisted primarily of female students, although male students have been enrolled at various times in the last five years: this gender disparity is consistent with industry trends. The US Department of Labor, Bureau of Labor Statistics reports that 88% of health related occupations are filled by women. This also is an overall trend at SBC to have lower population of male students. Enrollment in the program has had ebbs and flows but enrollment in the program is expected to increase as students will need to complete the Human Service associate degree prior to enrolling in the Social Work program offered by SBC. Since 2016 the program has shown an increase in students each semester. Below is a chart depicting enrollment for the past five years:

Table 1. *Human Service Technician Enrollment by Gender and Total Degree Enrollment*

Human Service Technician	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018
Females	10	14	8	10	12	8	10	15	14	23
Males	2	3	1	5	1	0	4	2	2	5
Total students enrolled	12	17	9	15	13	8	14	15	16	28

Sitting Bull College Institutional Data Coordinator

In reviewing the graduation rate of the Associate of Science Human Service Technician to other Associate of Arts/Associate of Science degree programs it ranks 6th institutionally with nursing ranking first. From the fall of 2013 through the spring of 2018 the total number of students graduating with either an AA or AS degree was a 144 students, with Human Service Technician students graduating 11 students. Comparatively, during the same time period 67 students graduated with a certificate and 54 students with either a BA or BS degree.

Table 2. Human Service Technician Graduation Data

Graduation Rates for Human Service Technician Program				
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2	0	3	2	4

Sitting Bull College Institutional Data Coordinator

Table 3. AS Human Service Technician Graduation Rate versus Top AA/AS Degree Graduation Rates

AA/AS Degree Program Rank	Total Student Graduation AA/AS (Fa 2013-Sp 2018)	Total Graduation Percentage of AA/AS (Fa 2013-Sp 2018)
1.AS Nursing	18	12.50%
2.AA/AS Business Administration	16	11.11%
2.AS Environmental Sciences	16	11.11%
4.AAGeneral Studies	13	9.02%
5.AS Early Childhood Education	12	8.33%
6.ASCriminal Justice	11	7.63%
6.AS Human Service Technician	11	7.63%
Total of AA/AS	97/144	67.33%

Sitting Bull College Institutional Data Coordinator

Program Revenue

Available revenue data itemizing Fall and Spring Indian Student Count (ISC) and tuition for the Human Service Technician degree program academic years 2012-2013 through 2017-2018 shows a steady stream of revenue. This does not reflect revenue collected in the summer from SOC 220.

Table 4. *Human Service Technician Program Revenue*

	Associates of Science Human Service Technician Program Revenue			
Academic Year	Fall ISC Revenue	Spring ISC Revenue	Tuition	Total
2012-2013	52,475.00	45,523.00	55,875.00	153,872.00
2013-2014	30,273.75	50,456.25	46,900.00	127,630.00
2014-2015	33,628.54	45,014.58	39,625.00	118,268.12
2015-2016	44,226.83	27,431.83	34,800.00	106,458.66
2016-2017	42,900.00	63,300.00	87,750.00	193,950.00
2017-2018	49,800.00	87,000.00	132,725.00	269,525.00
Totals	253,304.12	318,725.66	397,675.00	969,703.78

Sitting Bull College Institutional Data Coordinator

Program Budget

The expenditures of the budget include the salary, overloads and fringe benefits for one instructor for fall, spring semester. In addition, a \$900 purchased in 2016-2017 was included as a laptop expense. The program is financially supported through general funds of the institution. This does not reflect expenses generated in the summer from SOC 220.

Table 5. *Human Service Program Expenses*

Academic Year	Expenses
2013-2014	\$ 72,208.25
2014-2015	\$ 74,046.50
2015-2016	\$ 80,850.96
2016-2017	\$ 77,884.06
2017-2018	\$ 82,114.19
Totals	\$ 387,103.96

Sitting Bull College Vice President of Operations

Advisory Committee

The Human Service Technician program is supported by an advisory board comprised of volunteer members of the community and SBC personnel. According to the North Dakota Career and Technical Education Program Advisory Committee Guide the purpose of an advisory committee is to advise, assist, support and advocate for the Human Service Technician program. Operating in the advisory capacity the committee functions to suggest improvements with specific content areas of the program. 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. Members also could assist with specific activities or be an advocate or promotor of the program. The committee currently is comprised of the following members:

Gillian Plenty Chief, Director Vocational Rehabilitation

Roselyn Buffalo Boy, Work Force Incentive

Cheryl Keeps Eagle, Work Force Incentive

Susan Davila, Project Launch Director

John Eagle Shield, Director Community Health Representatives

Raquel Franklin, Director Child Protection

Emma Jean Blue Earth, Director of Higher Education

Nola Taken Alive, Youth Wellness Director

Stephanie Rusher, Sitting Bull College Vocational Counselor

Dawn Bruce, Ft. Yates School Social Worker

Heather Maier, Ft. Yates School Social Worker

Tiffany Baker, Sitting Bull College Academic Counselor

Marilee Bailey, Chemical Prevention Youth Program

Jackie Brown Otter, Title 4 Director

Tifanie Reineke, Sitting Bull College Social Work Faculty

Althea White Temple, Tribal Court

Sunshine Carlow, Tribal Education Manager

Carol Nichols, Elderly Protection Director

Monique Runnels, Wellness Director

Roxanne Howes, Sitting Bull College Human Service Faculty

Summary of Advisory Meetings

Meetings are held twice a year within a larger meeting that combines the majority of the college advisory committees in the Spring. Meetings begin with each SBC program personnel providing a short description of the program and the program activities over the course of the previous period and plans for the upcoming year. In the fall meetings, advisory committee planning occurs with members providing recommendations and suggestions for programs. Comments generally 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.

Part II. Program Self-Evaluation

Faculty

As stated previously the Human Service Technician program is comprised of one faculty member. The faculty member strives to remain current on standards and practices to pass these on to the students. Additional educational opportunities have been sought to assist the institution in meeting Higher Learner Commission educational requirements. These educational opportunities are also, in turn, a benefit to the students. One of the advantages of having a small department is that it allows a greater degree of rapport to be established between the faculty member and the students. Educational teachings can be modified or retaught as it is readily apparent if students don't grasp concepts or skills. Unfortunately, a disadvantages of having a one faculty department is that students receive only one educational perspective. With the hiring of social work faculty, students have had the opportunity to have that faculty teach in one human service class in the fall of 2016. While it is only one class it has allowed students to benefit from another perspective. Additionally, this hiring allows the human service faculty to collaborate with social work faculty. Strong collaborative opportunities continue to exist within the institution on issues relating to assessment, scheduling, student learning, implementing technology, and curriculum planning.

Student Relations

The faculty member 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. Strong mentorship relationships are formed through the close interaction of faculty and students. As mentioned previously, this allows students to communicate their competence in acquiring the material being taught. Remedies can quickly be implemented to ameliorate the situation. Relationships have also been developed with the students that touches their personal lives. Often, strong personal experiences are the motivators behind students entering the helping profession. Some of these experiences are very traumatic in nature and have had adverse impacts on their lives, especially if not fully resolved. Students have entered the program who have had serious addiction issues, domestic violence, abuse, gambling, short term gratification issues, chaos driven lifestyles, depression, poor parenting skills and family dysfunction to name a few. The content of the courses often acts as triggers, bringing up a sundry of painful memories of which many have not been addressed or resolved. Because of these challenges, personal wellness becomes a necessary component of student success. As these traumas are uncovered students often self-disclose to the faculty behind closed doors. As students work through their concerns, other challenges are exposed. Previously, students with complex challenges were referred to IHS Mental Health with most not choosing to follow through and make an appointment. With the recent hire of a counselor who has extensive experience in the helping profession faculty have been able refer students to seek resolution within our institution. A strong counselor/faculty collaboration has been established and should assist these students. This collaboration has demonstrated by having the counselor serve as a guest lecturer in class to assist with building rapport and a trust relationship.

A collaborative approach is also taken when scheduling classes for the upcoming academic year. Students are consulted as to their preferred delivery mode, times and days of the week offered. Students who are commuting are also consulted as to how best meet their needs when scheduling classes. Classes are offered in a variety of times and modes such as online, hybrid, through interactive television and in the traditional face to face mode. These expressed needs are then incorporated as fully as possible into course scheduling and mode of delivery.

Students have also expressed financial concerns while acquiring their education. This has been a consideration when selecting textbooks that are affordable. Also, unlike most institutions of higher education only one text per class has been selected. This financial constraint has led to creativity find free instructional resources to cover course content.

In an attempt to address the financial challenges, in the fall of 2018, all Human Service classes will be moving to digital texts for a flat fee for the year with an option to rental a text for a nominal shipping fee. Students will have the option of choosing to purchase a one semester, one-year or two-year textbook subscription with a price range of \$119-249, well below the cost of one textbook. This subscription will allow students to access over 22,000 textbooks that are published by Cengage, over 2,300 digital platforms and an extensive array of homework and study tools that students can utilize to fit their individual needs. Textbooks that other instructors require from Cengage would not need to be purchased either as students will have access to these. These textbooks are downloadable so once students have completed this task they can be viewed on their electronic devices. For students who have limited access to electronics except while on campus a textbook rental can address the situation for an eight-dollar shipping fee per textbook. Financial aid could be utilized to purchase this subscription just like regular texts in the college bookstore. Many discussions have occurred with Cengage personnel, and SBC personnel to make this option a reality for the students. This change has many potential positives, such as: reducing student debt, increasing financial resources, reducing uncollected debt to the college, and even reducing the environmental impacts of textbooks. As stated on the Cengage Unlimited website “Cengage Unlimited is specifically designed to lower student costs and improve access. It’s our way of removing barriers between students, instructors and the resources they all need to be unstoppable. It’s a radically simple idea that revolutionizes an outdated textbook industry”. Incorporating this state-of-the-art content into the program curriculum is an integral step that must be taken. This forward thinking is requiring a strong collaboration from many players within the college and is an opportunity to further strengthen the college’s commitment to meeting the needs of the students of Sitting Bull College.

Curriculum Content, Design, and Delivery

The students' achievement of the Human Service Technician program learning outcomes are systematically collected and reviewed throughout and at the end of every academic year. Additional input is garnered from the advisory committee and the assessment committee members when these findings are presented annually. These findings assist in recommending any changes to the curriculum content, design and delivery allowing a high level of standard. Other collaborative opportunities are provided as faculty consult with other faculty members to ensure that quality instructional delivery is occurring. Examples of these curricular changes have been noted in previous sections as well as addressing students individual course concerns.

Curriculum content, design and delivery incorporates Native American culture and the wider aspect of multiculturalism throughout the courses. A strong aspect of the program curriculum design is the responsibility to incorporate and to instruct multiculturalism in all of the courses. Textbooks, teaching activities, resources and assignments are designed or selected with this in mind to emphasis the importance of this concept.

Assessment Findings and Analysis

As noted previously, systematic collection and review of the student learning process is an institutional and a Human Service Technician program priority. The assessment committee prides itself on the assessment achievements it's made. Over the years it has continually updated and incorporated the entire assessment progress. The assessment committee has devised and incorporated a strategic plan which initially focused on instructional assessment but has expanded to also incorporate institutional assessment practices. This process has allowed for a systematic capture of how not only program practices impacts student achievement but how other aspects of the institution such as college life, retention practices, financial aid, administrative practices, counseling, other student support services impact student achievement.

To review and analyze the last five years of program assessment analysis, the process was made manageable by reviewing individual program outcomes and an overview of the entire program

outcomes. A broad overview of all program outcomes reveals that the vast majority of students are able to show average or above average mastery of all program outcomes. However, a trend that is noteworthy is the writing skills of the students, or more accurately how students are challenged by their lack of writing skills.

An integral aspect of the Human Service Technician program is the ability to write competently: this skill is interwoven into the program's curriculum. Students' performance continues to be a challenge as they struggle to manage average levels of competency. Through scaffolding techniques, repeated exposure to the skills required in multiple courses, re-teaching, reinforcing concepts and allowing students to correct and resubmit unsatisfactory work, students are able to improve their writing skills.

Another item of note is that three hour blocks for class are not effective as an instructional delivery system. Block classes have been tried in the day and the evening with program outcomes gathered in these classes. The lack of mastery indicated in the assessment analysis point that this type of class is less effective for mastery of student competencies than classes that are one and a half hours in length. While not proving causation it suggests further investigation. Follow-up with students suggests that meeting only once a week, either in the day or evening, does not allow enough separate opportunities to meet with the faculty even though the same amount of time is spent in instructional delivery. Breaking the weekly instruction into two sessions allows adequate time for students to attempt mastery of concepts and then a quick fix if they are ever "in the ditch". Additionally, students who miss a three-hour block class have missed a large amount of content and state that they can be quickly overwhelmed by what must be done to catch up with the rest of the class. When asked about class scheduling needs students overwhelmingly are opposed to three-hour block night courses, citing family responsibilities and a lack of reliable child care.

The final noteworthy overall observation: assessment artifacts come and go, which is as it should be. An assessment piece may be put in place hoping to capture data but on closer examination it really doesn't measure what it sets out to measure. The beauty of the system is to recognize this and move on to something that more effectively gathers the needed data. Assessment is a journey, not an event.

In reviewing the assessment outcomes, measurement tools, and measurement goals all recommended improvements have been implemented. All data collected have rubrics to assist with the scoring process. One assessment tool, the internship competencies, has proven to be extremely valuable in capturing data for all three program outcomes. The internship is the capstone piece of the program, taken in the last two semesters of the program. As students have completed the majority of the coursework the assessment data collected during this time is a true reflection of their skills. Program competencies are designed to capture specific information in broad categories, with more specific information listed within each category (e.g. legal and ethical issues, planning, assessment, group management, information management, communication, intervention techniques, therapeutic and education interventions, practice/professional issues, administration, basic self-care and job keeping skills).

In reviewing the first program outcome: The student will demonstrate the ability to effectively communicate with clients and other professionals verbally (1a) and in writing (2b) a couple of elements stand out. One of the biggest fears students have entering the program is that they might say something wrong to the client because they have so little interviewing skills. This fear appears to have moderated by the time they have completed two semesters of interviewing coursework and their internship as students consistently demonstrate above mastery of verbal skills through assessment artifacts. While large gains are made in students' verbal mastery, their written skills continue to remain a challenge for a large number of students. Students often will write in incomplete sentences, may have difficulty in expressing themselves through writing, or in constructing grammatically correct sentences. A variety of artifacts (i.e. case notes, treatment plans, papers) are collected throughout the program that try to capture the writing abilities of the students and demonstrate the necessary skill level needed to function for the industry. An example of an assessment change that was incorporated was removing a research paper as a demonstration of student's writing abilities. Students who complete this program would be employed as a paraprofessional in an entry level position and the likelihood of them need to write such a document for their employer would be unlikely. Therefore, at the suggestion of the assessment committee a research paper is no longer a component of the assessment process. A more realistic demonstration of their writing capabilities has replaced the research paper assessment piece.

In reviewing program outcome two: the student will demonstrate knowledge of social and human service delivery systems and their role within the local and regional community: a) Role Identification b) Agency Planning, Budgeting, Management c) Legal and Ethical and program outcome three: the student will apply systematic procedure to identify problems, provide therapeutic supportive and preventive services there are few real significant concerns. Over the course of the five years, additional assessment pieces were added or changed to have a more robust picture of student learn (i.e. incorporating informed consent, changing a power point presentation into a final project or a group project to an individual project or vice versa). The incorporation of indirect measures has also added another dimension to the assessment process. A great example of this is student role identification where students assess how competent they are in the differing roles of the human service professional. Another great indirect tool is having student's self-assess their mindset: whether they see themselves as having a fixed or growth mindset where the individual has control over their ability to learn. This is incredibly important to have student's belief system aligned with their educational goals.

Institutional Support

The most obvious external 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 wide variety of resources with the library personnel providing assistance as needed. The college has a strategic plan in place to provide students with up-to-date computing technology and has recently incorporated I-pads as a component of the Math classes.

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. Students who don't fall within these parameters can obtain assistance with faculty members or with other college support personnel. 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 and correcting work, and allowing students to redo assignments are strategies that have been implemented to assist students. Collaboration with the campus Disabilities Coordinator and Vocational Rehabilitation workers has

also been part of the process towards student achievement. The institution continues to explore additional 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 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 was updated within the last year. The increased abilities of the Jenzabar institutional software system has allowed the college to make advances in all areas of documentation whether it is classroom management, alerts for the college, registration, advising, tracking, or even billing.

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 (e.g. Elderly Protection, Child Welfare, ICWA, JTPA, Chemical Prevention, Oahe Group Home, HIS Mental Health, Standing Rock Middle School, Vocational Rehabilitation, Kampus Kids Learning Center, Title Four, Early Childhood Tracking, Great Plain Youth Regional Treatment Center, Youth Wellness, HEW, and Social Services). These Human Service alumni serve as mentors to the current students as they complete their internship. The Human Service Technician internships is the capstone piece of the program. It provides 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, the student or the institution.

Obstacles and Opportunities

The obvious obstacle facing this program is money, or lack thereof. Additional dollars need allocating to develop program resources: this need has been presented for almost twenty years. The need for such funding increases yearly as the complexity of industry continues to change.

An additional obstacle is recruiting and retaining students. According to a March 2017 article in the Chronical of Higher Education “From the Reservation to College”, Native American students have the lowest rate of college enrollment, 24.9%, of any racial subgroup. Between the years of 2005 and 2015 all racial groups had an increase in degree obtainment with the exception of Native Americans.

Table 6. *AS Degree Obtainment by Racial Categories*

	2005	2015
Total	37.30%	45.70%
America Indian/Alaskan Native	24.40%	12.30%
Asian Pacific Islander	66.40%	68.90%
Hispanic	17.30%	25.70%
Black	26.59%	31.10%
White	43.90%	54.00%

National Center for Educational Statistics, Chronicle of Higher Education

Table 7. *BS Degree Obtainment by Racial Categories*

	2005	2015
Total	28.80%	35.60%
America Indian/Alaskan Native	164.40%	15.30%
Asian Pacific Islander	60.00%	62.80%
Hispanic	11.20%	16.40%
Black	17.60%	21.30%
White	34.50%	43.00%

National Center for Educational Statistics, Chronicle of Higher Education

Native American students also have lower completion rates with only 41% of students obtaining a four-year degree after six-years. Efforts are being undertaken to address this challenge and retain the students in the Human Service program. A number of educational strategies similar to trauma informed instruction have been implemented to retain students (e.g. emotional growth and

wellness of students, family parenting, financial and family responsibilities, compassion for the individual, stress management techniques). Enrollment for the last few years has had a steady increase.

Program Planning

Trends

There continues to be a trend throughout the country for students needing to obtain some post-secondary degree training or education. 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 Human 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/director positions.

To address this concern SBC offered a Bachelor's of Science degree in General Studies with a concentration in Human Services. In anecdotal conversations with students 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 furloughed the concentration and collaborated with the University of North Dakota for a bachelor's degree in Social Work. Courses were delivered in a monthly seminar format on the SBC campus, with classes starting the fall of 2013. However, this came at a cost to the institution as students were not enrolled in SBC classes: the institution lost tuition and ISC revenue. This collaboration allowed one cohort group to complete their Bachelor of Science degree in Social Work. Recognizing the need, SBC developed its own Bachelor of science Social Work degree. Students who complete the Associate of Science Human Service Technician degree will effortlessly transition into this program if they so desire.

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 annual review process, 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.

Appendix A

Required Minimum Data for Instructional Program Review

A. Program Demographics:

1. Program Faculty – Full Time: Roxanne Howes MS. Ed.
One class: Tifanie Renieke MSW
2. Program Staff – None
3. Total Program Student Enrollment per Semester (5 years)

Table 8. *Human Service Technician Enrollment by Gender and Total Degree Enrollment*

Human Service Technician	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018
Females	10	14	8	10	12	8	10	15	14	23
Males	2	3	1	5	1	0	4	2	2	5
Total students enrolled	12	17	9	15	13	8	14	15	16	28

Sitting Bull College Institutional Data Coordinator

Total Number of Courses and Sections Offered per Semester (data available, up to 5 years)

Summer Schedule 2013

HS 101 Introduction to Human Services (3)

SOC 202 The Family (3)

Fall 2013

HS 102 Interviewing I (3)

HS 201 Case Management I (3)

HS 211 Introduction to Addictions (3)

HS 297 HS Internship (1)

PSYC 111 Introduction to Psychology (3)

Spring 2013-2014

HS 101 Intro to Human Services (3)

103 Interviewing II (3)

HS 202 Case Management II (3)

HS 220 Management and Administration in HS (3)

HS 297 HS Internship (2)

PSYC 111 Introduction to Psychology (3)

Summer Schedule 2014-2015

PSYC 111 Intro to Psychology (3)

SOC 202 The Family (3)

Fall 2014-2015

HS 102 Interviewing I (3)

HS 201 Case Management I (3)

HS 260 Crisis Intervention (3)

HS 297 HS Internship (1)

PSYC 111 Introduction to Psychology (3)

Spring 2014-2015

HS 101 Intro to Human Services (3)

HS 103 Interviewing II (3)

HS 202 Case Management II (3)

HS 211 Introduction to Addictions (3)

HS 297 HS Internship (2)

PSYC 111 Introduction to Psychology (3)

Summer Schedule 2015-2016

SOC 202 The Family (3)

Fall 2015-2016

HS 102 Interviewing I (3)

HS 201 Case Management I (3)

HS 260 Crisis Intervention (3)

HS 297 HS Internship (1-3)

PSYC 111 Introduction to Psychology (3)

HS 220 Management and Administration in HS (3)

Spring 2015-2016

HS 101 Intro to Human Services (3)

HS 103 Interviewing II (3)

HS 211 Introduction to Addictions (3)

HS 202 Case Management II (3)

HS 297 HS Internship (1-3)

PSYC 111 Introduction to Psychology (3)

PSYC 255 Child and Adolescent Psychology (3)

Summer Schedule 2016-2017

SOC 202 The Family (3)

Fall 2016-2017

HS 102 Interviewing I (3)

HS 201 Case Management I (3)

HS 260 Crisis Intervention (3)

HS 297 HS Internship (1-3)

PSYC 111 Introduction to Psychology (3)

Spring 2016-2017

- HS 101 Intro to Human Services (3)
- HS 103 Interviewing II (3)
- HS 211 Introduction to Addictions (3)
- HS 202 Case Management II (3)
- HS 297 HS Internship (1-3)
- PSYC 111 Introduction to Psychology (3)
- PSYC 255 Child and Adolescent Psychology (3)

Summer Schedule 2017-2018

- SOC 202 The Family (3)

Fall 2017-2018

- HS 102 Interviewing I (3)
- HS 201 Case Management I (3)
- HS 220 Management and Administration (3)
- HS 297 HS Internship (1-3)
- PSYC 111 Introduction to Psychology (3)

Spring 2017-2018

- HS 101 Intro to Human Services (3)
- HS 103 Interviewing II (3)
- HS 202 Case Management II (3)
- HS 260 Crisis Intervention (3)
- PSYC 111 Introduction to Psychology (3)
- PSYC 255 Child and Adolescent Psychology (3)

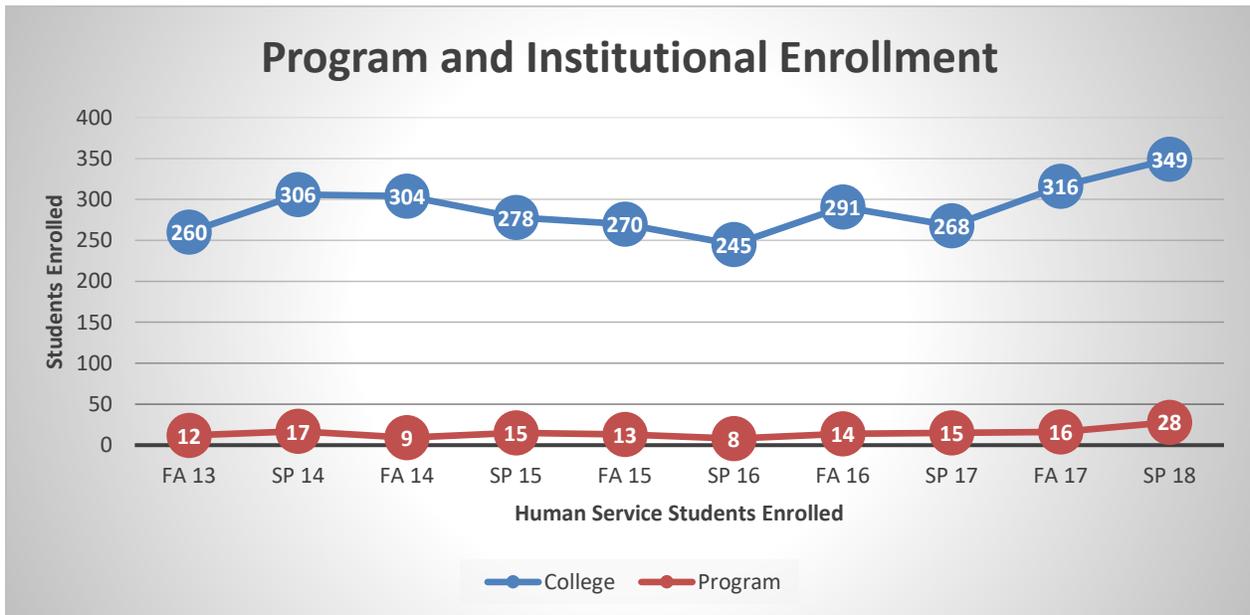
4. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institution (5 years)

Table 9. Human Service Technician Enrollment and Total Institutional Enrollment

Human Service Technician	Fa 2013	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Fa 2017	Sp 2018
Total Institutional Student Enrolled	260	306	304	278	270	245	291	268	316	349
Total Human Service Students Enrolled	12	17	9	15	13	8	14	15	16	28

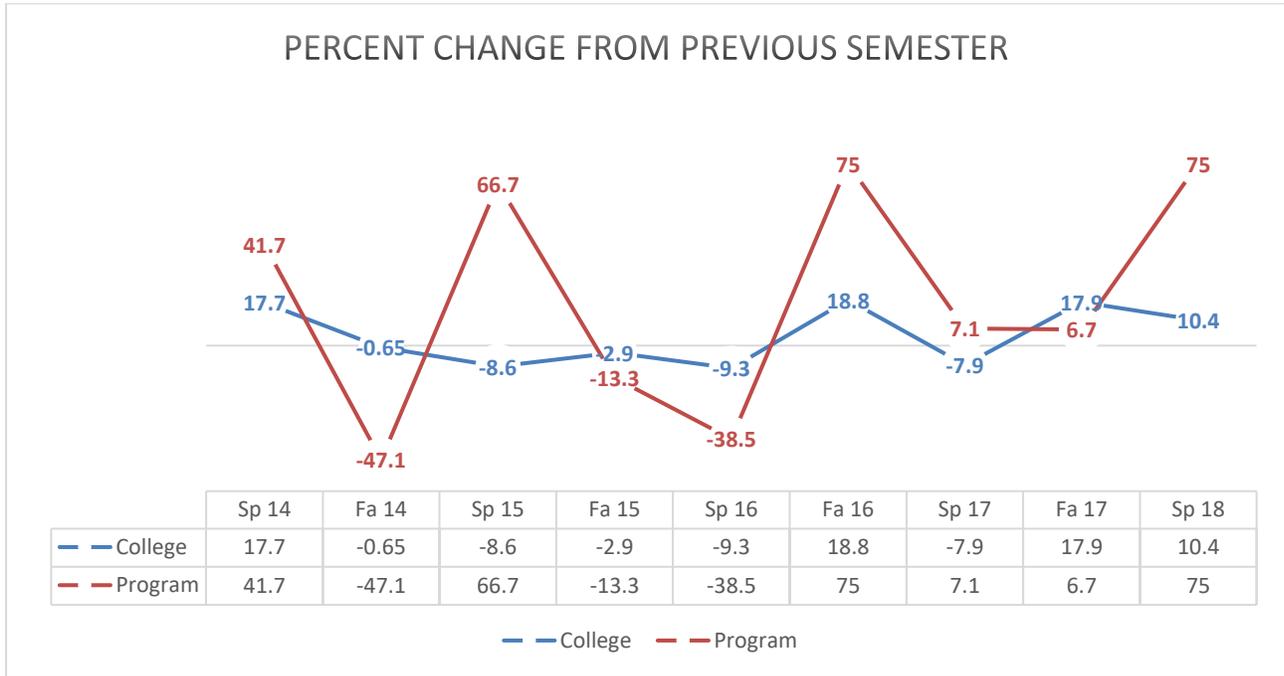
Sitting Bull College Institutional Data Coordinator

Table 10. Human Service Technician Enrollment and Total Institutional Enrollment



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Table 11. Human Service Technician Enrollment and Total Institutional Enrollment Percent change from the previous semester



Sitting Bull College Institutional Data Coordinator

B. Success:

1. Total Program Graduates (Degree, Certificate) per Semester (5 years).

Table 12. Human Service Graduation Data

Graduation Rates for Human Service Technician Program				
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2	0	3	2	4

Sitting Bull College Institutional Data Coordinator

2. License/Board exam/Certification Exam Pass/Fail Rates (if applicable). N/A
3. Total Successful Program Placements, if available (transfers, employment) per Semester (5 years) (See Vocational Counselor) Not Available

Appendix B



Sitting Bull College
Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty have the opportunity to participate in curriculum development and revision for this program.						
2. All faculty have the opportunity to participate in program planning.						
3. Faculty in this program are concerned about student success.						
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.						
5. Faculty in this program are given the opportunity to participate in the program review process.						
6. The program review process is effective in evaluation the strengths and weaknesses of this program.						
7. Information gathered during program review is integrated into the program's planning process.						
8. Communication among faculty in the program is frequent, interactive, and effective.						
9. I am satisfied with the quality of educational planning in this program.						
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.						
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.						
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.						
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.						
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.						
15. Faculty in this program stay current in their area of expertise.						
16. The faculty in this program are actively involved in staff development activities.						
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.						

18. Class schedules for this program conform to student's demand and educational needs.						
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.						
20. Faculty in this program are committed to high standards of teaching.						
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.						
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.						
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.						
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.						
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.						

BACKGROUND

26. At SBC, are you: full-time faculty part-time faculty adjunct faculty

27. How many years have you taught at least one course in this program?

- Less than 1 4 – 6 years
 1 – 3 years more than 6 years

28. How many different courses per semester are you teaching in this program?

- 2 courses 4 courses
 3 courses 5 courses or more per semester

29. How many credits do you teach in this program (per semester)?

- 5 or less 6-12 credits
 12-15 credits 15 or more

Appendix B



Sitting Bull College
Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
26. All faculty have the opportunity to participate in curriculum development and revision for this program.						
27. All faculty have the opportunity to participate in program planning.						
28. Faculty in this program are concerned about student success.						
29. The variety of faculty expertise is sufficient to provide effective instruction within this program.						
30. Faculty in this program are given the opportunity to participate in the program review process.						
31. The program review process is effective in evaluation the strengths and weaknesses of this program.						
32. Information gathered during program review is integrated into the program's planning process.						
33. Communication among faculty in the program is frequent, interactive, and effective.						
34. I am satisfied with the quality of educational planning in this program.						
35. The required textbook(s) are selected by all faculty teaching a particular course in this program.						
36. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.						
37. Adjunct faculty communicate with the program full-time faculty regarding grading policies.						
38. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.						
39. The faculty in this program are sufficient in number to provide effective instruction within the discipline.						
40. Faculty in this program stay current in their area of expertise.						
41. The faculty in this program are actively involved in staff development activities.						
42. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.						

43. Class schedules for this program conform to student's demand and educational needs.						
44. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.						
45. Faculty in this program are committed to high standards of teaching.						
46. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.						
47. Library services and collections are adequate to maintain the effectiveness of this program's courses.						
48. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.						
49. Clerical support is available and adequate to maintain the effectiveness of this program's courses.						
50. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.						

BACKGROUND

26. At SBC, are you: full-time faculty part-time faculty adjunct faculty

27. How many years have you taught at least one course in this program?

- Less than 1 4 – 6 years
 1 – 3 years more than 6 years

28. How many different courses per semester are you teaching in this program?

- 2 courses 4 courses
 3 courses only taught one course

29. How many credits do you teach in this program (per semester)?

- 5 or less 6-12 credits
 12-15 credits 15 or more