

Program Performance Review: Culmination Meeting Memo Human Services, BS

The 2016-2017 Program Performance Review (PPR) process for Human Services, BS program concluded with a culmination meeting on December 15, 2017. The program submitted its disciplinary accreditation materials in lieu of the required PPR materials.

The following people attended the meeting: Pamella Oliver (Associate Vice President of Academic Programs), Laurie Roades (Dean, HHD), Kristi Kanel (Chair), **Mikel Hogan (Faculty, former Chair)** and Su Swarat (Assistant Vice President for Institutional Effectiveness).

The Provost started the meeting by commending the faculty for being student-centered, offering excellent curriculum that extends learning beyond the classroom into the communities. This would not have been possible without the dedication of the faculty. The Chair commented that the department has long been a HIPs leader on campus, engaging with student research, study abroad and experiential learning. Additional commendations include:

- The major offers undergraduate preparation for further study and careers in mental health and counseling, administration and community practice, substance abuse treatment and prevention, gerontology, elementary education, and disability studies.
 - The Chair stated that students are required 360 hours of internship, which produces marketable students for jobs in the field and prepares them for graduate school.
- The program has an emphasis on applied learning through experience in fieldwork placements in community settings.
 - The Chair stated that the program organizes two “fieldwork days,” one each semester, for students to meet with representatives from internship agencies. There are also extensive outreach mechanisms to the internship sites/agencies.
- The Department of Human Services is the top department on their campus in total hours students volunteer to improve their communities.
- The program has a very informative website.
- The program has dedicated faculty who engage in tasks such as: professor, program planner, student evaluator, researcher, scholar, writer, tutor, mentor, consultant, private practitioner, and public relations person who does outreach to high schools, community agencies, and community colleges.
- The program has a highly effective “relational advisement” model, which has resulted in high first-generation student graduation rate, no bottleneck courses, and the elimination of an achievement gap.
- The program is a nontraditional “transfer major”, which means that it needs an active student “in-reach” (within the university) and “outreach” program (to local community colleges and high schools). The department’s 25-year-old student “in-reach” and “outreach” program has been working effectively and it needs support to continue to attract majors to the department.

The accreditation agency, Council for Standards in Human Services Education (CSHSE), requested additional information on several issues during its review. Updates on these issues were discussed:

1. Specific information on the standards and procedures for admitting, retaining and dismissing students:
 - The Chair stated that there is a purposeful process to ensure students’ “fitness for the profession”. For example, the HUSR 300 (Character and Conflict) course is a “filter” to ensure that students are sufficiently mature and fit for the profession, which requires reflection and self-awareness. Students who do not demonstrate a good fit are referred to alternative paths (e.g. administration track) or alternative courses (350 Leadership).

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2. Provide clarification on the link between course objectives/outcomes and the CSHSE standards on course syllabi:
 - The Chair stated that the faculty responded by revising all course syllabi to make explicit the connections between the outcomes and the standards.
3. Provide information on how students are monitored in the field:
 - The Chair and faculty stated that the department is streamlining the process to accommodate student needs' of 120 hrs/semester over 3 semesters. For example, the agency petition process is removed; only approved agencies are permitted. Limitations have been put in place regarding the number and range of sites, with each site taking 3-6 students. With yearly site visit to 180 agencies and only one half-time internship coordinator, the faculty now take more responsibilities in having face to face or voice to voice interactions with the site supervisors. The internship coordinator visits the site on an annual basis, but conducts shorter visits once the full scope initial visit is done.
 - The Dean recommended the program to consider how to balance what is desired and what is realistic. With a large number of students (over 700) in the program all requiring internships, how would the program sustain it.
 - The Dean also stated that it is up to the department to determine where to put resources – advising? Small classes? Internship? The Chair indicated again faculty's commitment to internships and relational advisement that is a foundation for student achievement.
4. Provide examples of program effectiveness obtained through formal program evaluation.
 - The Chair responded to CSHSE with detailed data based on student satisfaction and alumni survey. The information is now shared on the program website.
 - The AVPAP commended the alumni survey initiative, and recommended the university to follow this model.
5. Ensure that the next accreditation self-study is complete, error-free, and congruent throughout.
 - The faculty explained that the original self-study indeed had errors and inconsistencies, and the process has since improved, as exemplified by the response to the CSHSE reviewers that resulted in re-accreditation until 2021.
 - The Chair has mobilized the faculty in the accreditation process. Only full-time tenure/tenure-track faculty will work on the accreditation process/products, and the work will be conducted on an on-going basis. The faculty concurred that they worked together to respond to the CSHSE reviewers – there is strong faculty ownership of the accreditation process.

The Dean and the AVPAP concluded the meeting by commending the department for its commitment to applied, community-based learning, as well as its quick responses to seek solutions to the issues raised by CSHSE. The multi-culturally oriented and service oriented nature of the curriculum prepares HUSR students to not only be excellent members of the workforce, but also leaders of the community.