

Human Services - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The AAS in HUMS is in the process of transitioning from CTC to CRCD. Currently the program focus is on reorganizing and providing "teach-out" courses to students to complete their degrees. The current SLOA focus is on the application of knowledge and skills obtained through coursework to practica experiences. Comprehensive SLOA artifacts will be more fully developed when the proposed curricula is approved for the 2024-2025 academic year.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Substantial programmatic changes proposed in October 2023 for the 2024-2025 AY. Proposed changes update and streamline the degree and the HUMS minor in alignment with State of Alaska and Alaska Native Tribal Health Consortium certifications in chemical dependency and behavioral health counseling. Revisions are articulated with the RHS Certificate and the B.A. in Social Work as a career pathway. Four new courses including one GER were proposed in November of 2023 to update the curriculum. Curricular changes are aligned with current SLOAs with a focus on skill development, analysis of case studies, portfolios, practica, and preparation for certification.
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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Something else (use data explanation field to describe)

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

AAS in HUMS in transition from CTC to CRCD as previously noted.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects,ePortfolios,Internships

Collaborative Assignments & Projects

Program revisions emphasize increasing the use of collaborative assignments and projects throughout the curriculum. For example, newly proposed course HUMS F285 Case Management and Community Development includes an extensive collaborative assignment. Other classes with collaborative assignments include HUMS F220 Individual Counseling Strategies (Newly proposed class), HUMS F205 Basic Principles of Group Counseling, and HUMS F305 Substance Abuse Counseling.

Undergraduate Research**Diversity/Global Learning**

Focus on diversity through the curriculum including required HUMS AAS core course and AAS Human Relations course: HUMS F120 Cultural Diversity in Human Services.

ePortfolios

Program revisions emphasize increasing the use of e-portfolios to document the progressive development of personal and professional skills including self-reflection, analysis, communication and writing skills, and professional skills. Students are also encouraged to utilize e-portfolios to develop a resource library of professional resources.

First-Year Seminars & Experiences**Writing-Intensive Courses****Service-Learning and/or Community-based Learning****Internships**

HUMS AAS requires two 125 hour practica classes as recommended by the Council for Standards in Human Services Education. Practicum reports by students and practicum employers indicate students have adequate preparation and skills in critical thinking, computation, computer literacy, and interpersonal skills necessary for entry-level human service professionals.

Capstone Courses & Projects**Other or None of these (explain)**

Submission

Submitter & Collaborator Names

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Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Human Services AAS program. The review panel appreciates that the program is planning to redevelop their curriculum and develop a new assessment plan tied to their SLOs. In addition, the narrative for the HIPs (high-impact practices) was also well developed.
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Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 4 SLOs for the Human Services AAS SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs: - SLO # 1 was not a well-defined SLO as written. - SLO #s 2-4 are SLOs but are not clear on what they assess in terms of student learning and need to be better defined. - The recommendation from the review panel is to keep all 4 SLOs and refine them to more clearly identify specific knowledge and/or skills that students will attain from the program. The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess. https://tips.uark.edu/blooms-taxonomy-verb-chart/. - Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program (so the 4 SLOs identified for your program would meet that requirement once they have been revised). The program provided an assessment plan for collecting data as well as a process to evaluate the SLOs. The data/artifacts and rubrics were provided. The program noted that comprehensive data artifacts will be developed in 2024-2025. Note that this assessment plan and the associated artifacts should be a derivative of the newly revised SLOs. Also, the review panel recommends collecting 1-2 years of assessment data and including the analysis of those data in the full program review in two years. The program noted that substantial degree changes are forthcoming but not how they are tied to the SLO process. The review panel requests that the program link these degree/curricular changes to the SLOA process. Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.
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Student Success & Equity Feedback

The program noted “something else” which was transitioning the program from CTC to CRCD. They did not discuss any trends (declines in majors and degrees awarded) or equity gaps. From our examination of the data, it appears that the number of students enrolled was in the 30s until 2021 and 2022, and that there has been a consistent drop in majors since that point along with a low graduation rate. The program should examine the cause for this decline and provide a narrative for the reasons leading to the enrollment decline for the full program review. The review panel and the program should work with PAIR to ensure that the correct data are available during the development year in advance of the full program review in two years.

The review panel feels that it would be beneficial to see how the program intends to increase enrollment and support students in the program given their low completion rates.

High-Impact Practices Feedback

The program noted collaborative assignments/projects, ePortfolios, and internships as HIPs. A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements.

The review panel recommends including examples to demonstrate/highlight each HIP and clearer notation on where these occur in the program.

What percentage of students participate in each HIP for those that are optional?

The review panel recognizes that the HIPs employed by the Human Services AAS program are all positive and meaningful in preparing students to enter the workforce.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Human Services AAS
College of Rural and Community Development

Date: 2023 *updated from 2021

Submitted: Sue Fallon, HUMS Program Head

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: MISSION STATEMENT: The Human Service AAS (HUMS) program provides a generalist understanding and skill level commiserate with entry-level human service positions. Skills developed along with collaboration between employers and/or tribal communities lead to enhanced employability among program graduates. GOAL STATEMENT: Prepare students for employment in the Human Services field including rural and urban settings. Provide foundation for continuing into baccalaureate programs.	1. Ensure HUMS program graduates are culturally sensitive with particular knowledge and understanding of the Alaska rural community contexts, cultures, and relevant issues.	1. Diversity content is integrated throughout the curriculum. Particular attention paid to Alaska Native populations. Class discussions, diverse speakers, and written work incorporate contemporary diversity issues.	1. Questions and project assignments specific to diversity are embedded in course work. Faculty administers and reviews.
	2. Students have a generalist understanding of human service ethics	2. Core required Human Services ethics course (HUMS 301). All courses have ethical considerations explored.	HUMS F301/SWK F220 Ethics course/extensive case studies/oral presentations of cases/students must demonstrate a mastery of evaluating ethical dilemmas and solutions
	3. To provide vocational, technical, career training and education at associate degree levels; and which meets workforce recognized credentialing.	3. HUMS courses embed content that meet the criteria for ANTHC BHA training, CDC credentials,	3. Lead Faculty annually review credentialing standards to ensure course content is relevant/qualifies. Students apply for credentialing upon graduating with HUMS AAS.
	4. Prepare students to examine, investigate, and interpret a variety of concepts concerned with study of the social life of groups and individuals useful to human service providers and implement appropriate counseling skills	4. All students are required to complete a 125-hour practicum. The student may also complete a portfolio of their work and studies.	4. Randomly select portfolios and/or practicum final reports for evaluation. 3.a Review Practicum placement supervisor student evaluations

Submitted by:

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