

Human Service Technician

Program Review Report

2018-2023

Prepared by: Roxanne Howes

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## **Part I. Program Description**

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

The Associate of Science Human Service Technician (ASHS), overall program design is for those “students interested in working with people as human service providers in diverse settings” as stated in the Sitting Bull College Bulletin. Throughout the completion of the coursework, the program facilitates the personal growth and development of the student as a unique and worthwhile person and is committed to developing the potential of all of the students. The Human Service Technician program goal is to prepare graduates with the skills, knowledge and ability for employment in entry-level human services positions with an Associate of Science degree.

These goals synchronize with the overall vision/mission of the institution which according to the 2022-2023 Sitting Bull College Bulletin:

“Let us put our minds together and see what life we can make for our children and Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development.”

Upon completion of the ASHS degree, students can choose to continue their education at Sitting Bull College by enrolling in the Bachelor of Science in General Studies or the Bachelor of Science Social Work, (BSWK). SBC sought accreditation from the Higher Learning Commission (HLC), to offer a BSWK degree, with HLC approval being granted in May of 2018. This program was designed to allow Human Service students to seamlessly transition into BSWK coursework. The ASHS program also prepares students for transfer into other four-year institutions academic programs.

The Human Service department is built upon the College’s institutional outcomes. Using these outcomes as a guide, the ASHS program has developed program outcomes. These program outcomes 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 Associates of Science Human Service Technician degree offered through Sitting Bull College. A wide variety of classes offered allows the institution to adequately prepare students 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. The courses provided to meet the Associate’s program needs as provided in the 2022-2023 Sitting Bull College Bulletin include:

General Education Requirements

ENGL 110 Composition I (3)	CSCI 101 Introduction to Computer Applications (3)
ENGL 120 Composition II (3)	Humanities/Social & Behavioral Science Elective (3)
COMM 110 Speech (3)	Health/Physical Education (2)
MATH 102 Intermediate Algebra or higher (4)	Laboratory Science (4) - Choose any one
PSYC 100 First Year Learning Experience (3)	BIOL 111 Concepts of Biology
SOC 120 Transitions-Graduation & Beyond (2)	BIOL 150 General Biology I
NAS 101 Ocheti Sakowin Language I (3) or	BIOL 220 Anatomy & Physiology I.
NAS 103 Introduction to Ocheti Sakowin Language, Culture and History (3)	
<i>Total General Education</i> .....	33 credits

A number of general education curriculum changes occurred in May 2020 to provide smooth transition into the BS SWK. The open Humanities/Social & Behavioral Science Elective changed to a prescribed course requiring students to select any one (1) course from: NAS 204, NAS 208, CJ 202, CJ 206, CJ 208, CJ 225, ECE 236, ECE 238 or other approved. In May 2022, in response to BS SWK curriculum changes, the Humanities/Social & Behavioral Science Elective reverted back to an open format.

Human Service Core Requirements

HS 101 Introduction to Human Services (3)	HS 260 Crisis Intervention/Suicide Prevention (3)
HS 203 Interviewing (4) lab course	HS 297 Human Services Internship (1-3)
HS 204 Case Management (4) lab course	PSYC111 Introduction to Psychology (3)
HS 211 Intro to Addictions Substance Abuse Counseling (3)	PSYC 255 Child and Adolescent Psychology (3)
HS 220 Management and Administration in Human Services (3)	SOC 220 The Family (3)
<i>Total Core Requirements</i> .....	32 credits
<i>Total Degree Requirements</i> .....	65 credits

A number of Human Service Technician curriculum changes occurred in May 2020. The following courses were omitted/added from the AS Human Service Technician degree to provide a smooth transition into the BS SWK degree and decrease the total number of needed credits for the degree.

Omitted the following courses:

- HS 101 Introduction to Human Services (3)
- HS 102 Interviewing I (3)
- HS 103 Interviewing II (3)
- HS 201 Case Management I
- HS 202 Case Management II (3)
- PSYC 255 Child and Adolescent Psychology (3)

Added the following courses:

- SWK 255 Social Work in a Modern Society (4)
- SWK 257 Human Behavior in to Social Environment I (3)
- HS 203 Interviewing (4) lab course
- HS 204 Case Management (4) lab course
- PSYC 250 Developmental Psychology (3)

In May 2022, in response to BS SWK curriculum changes, the following AS HS curriculum changes were made which resulted in total degree requirements to 65:

Omitted the following courses:

- SWK 255 Social Work in a Modern Society (4)
- SWK 257 Human Behavior in to Social Environment I (3)

Added the following courses:

- HS 101 Introduction to Human Services (3)

### **Program Personnel**

The faculty personnel for the Associate of Science, Humans Service Technician degree is Ms. Roxanne Howes, M.S. Ed. Counseling. 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. 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). To facilitate a greater understanding in online education a course offered by ACUE, Promoting Active Learning Online was taken. Further studies in online course design will be taken in the summer of 2023 to obtain a Quality Matters (QM) certification.

Within the last five years two adjunct faculty have provided course content to students: Alicia Gourd-Mackin, MSW/LMSW, and Stephanie Rusher, MA Counseling, Career and Technical Counselor at SBC, each teaching one, three credit course.

### **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 and SBC trends. The US Department of Labor, Bureau of Labor Statistics reports that 88% of health-related occupations are filled by women. Enrollment in the program has had ebbs and flows. Enrollment in the program was expected to increase as students completed the Human Service associate degree prior to enrolling in the BS SWK program offered by SBC. However, that bump in enrollment has not occurred. Since 2018 the program had shown an increase in students each semester but concurrent with the advent of Covid-19 in the Spring of 2020 enrollment experienced a sharp decline and has remained at enrollment levels lower than pre-Covid. Below are charts depicting HS enrollment by gender and HS enrollment comparing to total SBC enrollment and ASHS enrollment for the past five years:

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

<b>Human Service Technician</b>	<b>Fa 2018</b>	<b>Sp 2019</b>	<b>Fa 2019</b>	<b>Sp 2020</b>	<b>Fa 2020</b>	<b>Sp 2021</b>	<b>Fa 2021</b>	<b>Sp 2022</b>	<b>Fa 2022</b>	<b>Sp 2023</b>
Females	24	19	22	15	12	11	17	10	8	8
Males	0	0	0	0	0	0	1	1	2	2
Total students enrolled	24	19	22	15	12	11	18	11	9	9

*Sitting Bull College Institutional Data*

**Table 2. Total Human Service Technician Degree Enrollment**

<b>Enrollment</b>	<b>Fa 2018</b>	<b>Sp 2019</b>	<b>Fa 2019</b>	<b>Sp 2020</b>	<b>Fa 2020</b>	<b>Sp 2021</b>	<b>Fa 2021</b>	<b>Sp 2022</b>	<b>Fa 2022</b>	<b>Sp 2023</b>
<b>Degree Program</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>	<b>Number of Enrollees</b>
Total HS Students	24	19	22	15	12	11	18	11	9	9
Total SBC	284	270	300	272	263	210	268	273	265	253
Percentage	8%	7%	7%	6%	5%	5%	7%	4%	3%	4%
Total SBC AA/AS	195	188	205	167	149	124	187	170	169	153
AA/AS percentage	12.30%	10.10%	10.7	9%	8.10%	8.90%	11.2%	6.50%	5.30%	5.90%

*Sitting Bull College Vice President of Operations/Sitting Bull College Institutional Data*

In reviewing the available graduation rate data, 2019-2022, of the Associate of Science Human Service Technician to other Associate of Arts/Associate of Science degree programs (Table 4) it shares a rank of 2nd institutionally (16 graduates) with AS Nursing: AA/AS Business Administration ranking first (24 graduates). This is a substantial change in ranking from the previous reporting period from sixth to second. From 2018-2022 the total number of students graduating with either an AA or AS degree was 125 students, with Human Service Technician students graduating 16 students (12.8%). Comparatively, during the same time period 77 students graduated with a certificate and 54 students with either a BA or BS degree. In trying to identify where students are employed post-graduation, that data is not available.



**Table 3. Human Service Technician Graduation Data**

	<b>Graduation Rates for Human Service Technician Program</b>				
<b>Graduates</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Human Service	3	7	3	3	0
Total SBC	72	70	50	64	67
Percentage	4%	10%	6%	5%	0%

*Sitting Bull College Vice President of Operations*

**Table 4. AS Human Service Technician Graduation Rate versus Top AA/AS Degree Graduation Rates**

<b>AA/AS Degree Program Rank</b>	<b>Total Student Graduation AA/AS (Fa 2018-Sp 2022)*</b>	<b>Total Graduation Percentage of AA/AS (Fa 2018-Sp 2022)*</b>
1.AA/AS Business Administration	24	19.2%
2.AS Human Service Technician	16	12.8%
3.AS Nursing	16	12.8%
4.AAGeneral Studies	15	12%
5.ASCriminal Justice	13	10.4%
6.AS Environmental Sciences	8	6.4%
7.AS Information Technology	8	6.4%
8.AS Teacher Education	8	6.4%
Total of AA/AS to Total Graduates (Certificates-MBA)	125	61.88%

*Sitting Bull College Institutional Data \*2023 data not available*

**Program Revenue**

Available revenue data itemizing Fall and Spring Indian Student Count (ISC) and tuition for the Human Service Technician degree program academic years 2018-2023 shows a steady stream of revenue.

**Table 5. Human Service Technician Program Revenue**

<b>Associates of Science Human Service Technician Program Revenue</b>					
<b>Academic Year</b>	<b>Fall ISC Revenue</b>	<b>Spring ISC Revenue</b>	<b>Tuition</b>	<b>Total</b>	<b>Profit</b>
2018-2019	72,000.00	57,000.00	77,400.00	206,400.00	116,785.81
2019-2020	71,500.00	48,750.00	66,600.00	186,850.00	95,031.13
2020-2021	42,000.00	38,500.00	41,400.00	121,900.00	28,581.13
2021-2022	67,500.00	41,250.00	52,000.00	160,750.00	71,598.81
2022-2023	36,000.00	36,000.00	32,400.00	104,400.00	933.00

*Sitting Bull College Vice President of Operations*

**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 2021-2022 was included as a laptop expense. The program is financially supported through general funds of the institution.

**Table 6. Human Service Program Expenses**

<b>Academic Year</b>	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Salary	\$63,190.00	\$64,390.00	\$65,590.00	\$66,790.00	\$79,590.00
Fringe Benefits	\$15,797.50	\$16,097.50	\$16,397.50	\$16,697.50	\$23,877.00
Overloads	\$7,475.00	\$8,100.00	\$8,100.00	\$4,225.00	
Fringe Benefits	\$953.06				
Overloads		\$1,032.75	\$1,032.75	\$538.69	
Summer Contracts	\$1,950.00	\$1,950.00	\$1,950.00		
Fringe Benefits	248.63				
Summer		\$248.63	\$248.63		
Ipads				\$ 900.00	

Total	\$89,614.19	\$91,818.88	\$93,318.88	\$89,151.19	\$ 103,467.00
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*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:

- Ben Wolf Necklace, Director Vocational Rehabilitation
- Cheryl Keeps Eagle, Work Force Incentive, Director Child Protection
- Emma Jean Blue Earth, Director of Higher Education
- Christi Iron Eyes, Higher Education
- Alvonne Penola, Director Standing Rock Treatment Program
- Stephanie Rusher, Sitting Bull College Vocational Counselor
- Cora Pfitzer, United States Probation
- Sterling St. John, Sitting Bull College Housing Director
- Corinne Iron Shield, Youth Treatment Program
- Jackie Brown Otter, Title 4 Director
- Althea White Temple, Tribal Court Administrator
- Carol Nichols, Director Tribal Court Improvement Program
- Monique Runnels, Wellness Director
- Raquel Thompson, Director Child Protection

Heidi Long, Circle of Life Home Care

Tenisha Alkire, Directory Community Health

Denna Milda, Student Representative

### **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**

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 credits (27) 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).

As stated previously the Human Service Technician program is comprised of one full-time 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. With the hiring of social work faculty, students had the opportunity to have that faculty (Alicia Gourd, MSW) teach in one human service class in the fall of 2018. In the spring of 2023, students had course content delivered by Stephanie Rusher, MA Counseling Career and Technical Counselor at SBC, serving as adjunct faculty for the Human Service Department. This additional personnel have allowed students to benefit from other perspectives. 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. 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. The institution also has a counselor who has extensive experience in the helping profession which has allowed faculty to refer students 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. However, with mental health issues on the rise institutional, additional ways to address these concerns are needed.

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. Students prefer courses delivered during the day rather than evening courses citing transportation, family responsibilities and day care challenges. 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 moved to digital texts for a flat fee for the year with an option to rental a text for a nominal shipping fee. This subscription allows 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 Publishing do not need to be purchased either as students 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 or who prefer a physical text, a textbook rental can address the situation. Financial aid is utilized to purchase this subscription just like regular texts in the college bookstore. This change has had many positive results, such as: reducing student debt, increasing financial resources, reducing uncollected debt to the college, and even reducing the environmental impacts of textbooks. Incorporating this state-of-the-art content into the program curriculum has an integral step that has allowed student to view additional educational content. Initially, this change required a paradigm shift for students. But with the utilization of Cengage Unlimited in other courses such as CSCI 101, Introduction to Computers, students are very familiar with the concept. Other faculty also use the Cengage

subscription making this a very viable financial option for students. The adoption of this digital platform further strengthens the college's commitment to meeting the needs of the students of Sitting Bull College.

Entry level career opportunities include employment in a wide variety of Human Service/Mental Health occupations and further embodies the mission of the College. 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 12 percent from 2021 to 2031, much faster than the average for all occupations due to population growth and increased demand for the care of the elderly and the disabled, and the disadvantaged. Additional openings are expected to be the result of people transferring to different occupations or are exiting the work force.

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

From 2018-2020 the Human Service department and the Social Work department reviewed curriculum needs of both programs. As part of the curriculum design to allow transitioning into the BSW program, a number of changes were implemented in the AS Human Service Technician degree (as noted in Part I). Additional changes were implemented in 2022 as the Social Work program strove to increase enrollment in their program. Substantive changes to the interviewing and case management courses were made, reducing each from six credits to four credits. Both of these classes are now taught as a lab class requiring five credit hours of instruction. Additionally, yearly curriculum review with the advisory committee is an integral function of the committee.

Therefore, all of the program's curricular changes were discussed extensively with the advisory committee and received their approval.

In past reporting cycles block classes have been tried in the day and the evening with program outcomes gathered in these classes. Based on the data, this type of course delivery did not seem to be the most efficacious. However, in discussing class scheduling with students who work full-time, they are limited in the amount of education leave granted per week to attend courses offered during the day. This presents a conundrum to try meet these conflicting student needs. One possibility, hybrid designed courses, may meet the needs of current students and also allow student who are employed full-time to attend. This possibly could increase enrollment in the AS Human Service Technician degree.

The students' achievement of the AS 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. 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 and to assist in meeting industry standards. Multicultural ethics is strongly emphasized throughout the curriculum.

### **Assessment Findings and Analysis**

As noted previously, systematic collection and review of the student learning process is an institutional and a AS 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.

An integral aspect of the AS 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.

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 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 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 learning (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 maintenance of our 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.

Academic assistance in the form of tutoring is available to students individually and in group settings and is offered at all sites. Faculty members have extended their office hours to accommodate student needs and have 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 and 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. Promethean boards are also available for classrooms. Faculty has also been allocated an updated laptop and iPad within the last year. Institutionally funded courses in ACUE have facilitated a greater understanding of

online delivery requirements. Additionally, 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**

In reviewing the ASHS contributions to other programs with the College, it has a wide impact. All courses offered in the ASHS program can be utilized to help fulfill requirements to either the AS and/or a BS in General Studies. Psychology courses taught by the Human Services faculty are required by other degree programs; nursing and teachers' education.

The AS 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, IHS Mental Health, Standing Rock Middle School, Vocational Rehabilitation, 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 the Postsecondary National Policy Institute, PNPI, "24% of 18–24-year-old Native American students are enrolled in college compared to 41% of the overall U.S. population." This group had a decreasing undergraduate enrollment trend "from 128,600 in 2016–17 to 116,400 in 2019–20. Postbaccalaureate enrollment decreased from 13,700 in 2016–17 to 13,400 in 2019–20. In 2019,

25% of Native Americans over the age of 25 had an associate degree or higher, compared to 42% of all those over the age of 25. Between 2010 and 2019, the percentage of Native Americans over the age of 25 who had attained at least an associate degree increased from 21% to 25% (retrieved 4/25/2023 <https://pnpi.org/native-american-students/#:~:text=24%25%20of%2018%E2%80%9324%2D,of%20the%20overall%20U.S.%20population>).

While there currently are only two males within the program, this is consistent with female dominated industry. Additionally, SBC consistently has had a wide gender disparity in enrollment.

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 form of post-secondary degree training or education. On average, 22.4% of Native American students at TCUs earn four-year degrees within six years and 19.8% earn two-year degrees within three years, compared to the national averages of 60.9% of students earning four-year degrees and 36.4% earning two-year degrees. Many Native American students face the unique obstacles with financial concerns ranking high: 21.4% of all Native Americans lived in poverty in 2021, the second highest poverty rate of any racial group in the U.S.(retrieved 4/29/2023 [https://pnpi.org/wp-content/uploads/2022/11/TCUPrimer\\_Nov2022.pdf](https://pnpi.org/wp-content/uploads/2022/11/TCUPrimer_Nov2022.pdf)). 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/director positions.

To address this concern, SBC previously 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. 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.

One trend that continues to expand across the country is the growing number of students enrolled in online education. "By fall 2018, 6.9 million students, 35% of all enrolled undergraduate or post-baccalaureate students, took at least "online course; 3.3 million students, 17% of all students, were enrolled exclusively online; and 103 institutions offered only online programs (retrieved 4/30/2023 [https://pnpi.org/wp-content/uploads/2021/01/PNPI\\_OnlineEducationPrimer\\_January2021.pdf](https://pnpi.org/wp-content/uploads/2021/01/PNPI_OnlineEducationPrimer_January2021.pdf)). In the spring of 2020, the Covid-19 pandemic required SBC to move the entire course delivery to an online format. Online learning continued until the fall of 2021, when courses returned to traditional modes of delivery. Online learning brings many challenges; faculty preparedness, students are often underprepared for college, and many have a lack of internet access. Currently, the Human Service Technician program has two courses that are completely delivered in an online format. Adding additional online HS courses has been approached cautiously. Current courses have a hybrid design, with some content online, but mainly the delivery mode remains the traditional face to face model. Some class content has been delivered through Zoom interaction, which has been particularly advantageous for the students.

### **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. A departmental need would be to secure additional funding to assist in developing departmental resources. These resources would increase the technology components of our courses to demonstrate core concepts such as, case management software, training

materials, budget development software, and research analysis software. Depending on the growth of the department, long-term needs could include developing tracts within the Human Service Technician program to allow students to receive more specialized training in areas such as addictions. If this became a reality additional training for faculty and additional faculty could be explored as part of long-term planning efforts.

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.						



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
18. Class schedules for this program conform to student's demand and educational needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Faculty in this program are committed to high standards of teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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                          I only teach one course 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

**Please provide any additional comments (greatly encouraged):**

	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.			x			
2. All faculty have the opportunity to participate in program planning.		x				
3. Faculty in this program are concerned about student success.		x				
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.	x					
5. Faculty in this program are given the opportunity to participate in the program review process.			x			
6. The program review process is effective in evaluation the strengths and weaknesses of this program.		x				
7. Information gathered during program review is integrated into the program's planning process.			x			
8. Communication among faculty in the program is frequent, interactive, and effective.		x				
9. I am satisfied with the quality of educational planning in this program.		x				
10. The required textbook(s) are selected by all faculty teaching a particular course in this program.			x			
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.	x					
12. Adjunct faculty communicate with the program full-time faculty regarding grading policies.	x					
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.	x					
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.	x					
15. Faculty in this program stay current in their area of expertise.	x					
16. The faculty in this program are actively involved in staff development activities.			x			
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.		x				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
18. Class schedules for this program conform to student's demand and educational needs.			x			
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.		x				
20. Faculty in this program are committed to high standards of teaching.		x				
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.		x				
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.		x				
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.		x				
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.			x			
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.	x					

#### BACKGROUND

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 3 courses                       I only teach one course 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

**Please provide any additional comments (greatly encouraged):** This was the first semester that I instructed as Adjunct Faculty in the HS program. I am employed full time in a staff position at SBC therefore some of my answers are based on information I have acquired as a member of the HS Advisory Committee and in my full time staff position

## Works Cited

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