

HSR Program Review Executive Summary

The Human Services Program Review Committee (the Committee) convened in January 2012 and met regularly through April 2013. The Committee used the Penn College Program Review Model, which is based upon Dickeson's (1999) ten criteria for setting academic priorities: History, Development, Expectations; External Demand; Internal Demand; Quality of Inputs/Processes; Quality of Outcomes; Size, Scope, and Productivity; Revenue and Other Resources; Costs; Impact, Justification, and Overall Essentiality; and the Future--Opportunities and Recommendations.¹ The initial benchmarks used to measure the Human Services programs included the internal program goals for the AAS and BHS degrees and the core curricular standards with the new program review process at Penn College. The Committee also examined relevant archival data from the Department of Assessment, Research, and Planning and from national, state, and regional data sources as well as soliciting input from the Program's various constituencies.

This program review process confirmed that both the two and four year programs continue to have many strengths. As noted in our last program review, our program has continued to maintain its solid reputation among professionals and community organizations. Our field experiences for our students continue to be exemplary in structure and oversight. The accreditation from the Council for Standards in Human Service Education (CSHSE) exemplifies the quality of our instruction and program. Additionally, students continue to report that they received an excellent preparation for work in the field and/or graduate education after they complete our degree programs. We appreciate and benefit greatly from the College's support for the program, and are significantly enriched by the involvement of a wide variety of stakeholders and the education, credentials, and dedication of the program staff and faculty themselves.

During the period of February 7 through March 12, 2013, the program faculty surveyed area Human Service employers and also gave another survey to the supervisors of our internship students. We received a nearly 40% response rate from both surveys. This in itself is unusual, and shows that the participants had a positive view of the program and its students and were thus intrinsically motivated to participate and share their perspectives on the program. The studies showed that all respondents rated our internship students' interpersonal skills as exceeding or meeting expectations, and that other strengths noted were our students' reading skills, listening skills, willingness to accept responsibility, and ability to adhere to program policies/procedures of the sites.

There are many benefits that our program provides its students. We take pride in personalized service. We provide many opportunities for real world practice and through experiential learning opportunities in nearly every HSR course offered. HS students have opportunities to earn academic minors in psychology, sociology, or criminal justice as they complete their major coursework. We also provide a seamless transition from the two year to the four year degree, allowing students flexibility and control over their college studies.

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Dickeson, R. C. (1999). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Jossey-Bass.

From their interaction with faculty, professionals in the field, and their coursework, students are continuously held to the high standards of ethics in the human service profession. Students are never alone in their efforts, though. In the program, beyond their interactions with faculty and their academic advisors, the innovative student-to-student mentoring program helps connect students to peers and college services, of which there are many and are always available to assist students in their effort to succeed.

Evidence of the success of this program structure is borne out both by the students' performance as undergraduates in the program and also by their performance as evaluated by internship supervisors and employers. Academically, college data shows that in the last three years, HS program students typically equaled or surpassed overall college GPA averages for students. Professionally, analysis of the data gathered via the employer survey mentioned above shows that our students consistently perform at high levels. For example, 100% of the respondents rated Penn College internship students' levels of interpersonal skills with supervisors and co-workers at the top level. Additionally, 94.1% of all survey respondents rated Penn College internship students' highly in terms of their willingness to accept responsibility and ability to adhere to policies/procedures.