Human Services Associate FY1314 Unit Plan

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Mission/Vision Statement

The Human Services Program excels in giving graduates practical human services skills in working with diverse clients in various human service agencies. Our program provides a superior field work experience with extensive supervision and feedback. The Human Services Program produces competent graduates who have the knowledge and skills to work with diverse clients who have multiple needs. Additionally, our graduates meet the educational criteria to become entry level substance abuse counselors as defined by the Wisconsin Department of Safety and Professional Services.

Results of Previous Completed Outcomes

Your unit did not have any outcomes end during FY1213.

Challenges

Challenge 1
Our introductory classes often have enrollment that exceeds available room capacity.
Steps to mitigate this challenge/risk
Allow the HSA to take over some DTEC space that is being vacated as new campus buildings open on the Truax campus.
Challenge Category:
Space Constraints

Challenge 2
Initiatives that require funding are unlikely to receive sufficient financial support to be implemented.
Steps to mitigate this challenge/risk
I am not sure what comments are expected here.
Challenge Category:
Financial Resources

Challenge 3
Initiatives that require funding are unlikely to receive sufficient financial support to be implemented.
Steps to mitigate this challenge/risk
I am not sure what comments are expected here.
Challenge Category:
Financial Resources
Unit Assessment, Priorities and Planned Outcomes

Assessment Questions - Instructional Units

Working Together with your Center

1. How does your unit work together and with your center to complete this unit planning process?
2. How do you prioritize the needs and work of your unit in this process?

Answer:
Full time faculty in the Human Services Associate (HSA) degree program work together to identify priorities for our program. The program director is responsible for drafting the unit planning document and meeting with dean and/or associate dean to complete it.

Faculty in the HSA program work cooperatively. Work is divided equitably among the four full time faculty members depending on the strengths and interests of each.

About Your Unit

3. How is your program or department organized?
4. What role does your program director/department chair play?
5. How does the mission and vision of your team align with the mission and vision of the college?
6. How does your program or department participate in decision-making with your center and the college?

Answer:
The HSA is comprised of four full time faculty, one of whom serves as program director. We have three or four part time faculty each semester depending on need and available resources.

The program director is responsible for coordination of the program. He/she is the liaison between the college administration and the program faculty, summer contact for the program, responsible for program reporting and helps recruit and orient new part time faculty.

HSA Vision:
The Human Services Program is competitive with a four year degree and excels in giving graduates practical human services skills in working with clients from a variety of backgrounds in a variety of human services agencies. We maintain a nationally accredited program that produces competent graduates who have the knowledge and skills to work with diverse clients who have multiple needs. Additionally our graduates have met the educational criteria to become Substance Abuse Counselors according to the criteria of the Wisconsin Department of Regulation and Licensing.

Mission:
The Human Service Associate degree program provides a broad interdisciplinary education. The
primary purpose of the program is to prepare entry level human service practitioners to work in a variety of community based human service environments with a diversity of client populations. The program also prepares students for continuing to baccalaureate degree level programs.

The Madison Area Technical College strategic mission: Madison Area Technical College provides accessible, high quality learning experiences that serve the community.

The HSA program is in alignment with mission of the School of Human and Protective Services as well as the overall mission of the college. Specifically, the strategic mission further states that students and graduates will accomplish many goals and achieve great success and the majority of our graduates live and work in our district helping the economy to prosper with a highly skilled workforce. This is true of most graduates of the HSA program.

Our faculty attends and participates in scheduled administration meetings and required tasks. The Dean or Associate Dean meets weekly with the HSA Program Director to discuss various topics including information about the larger goals of the institution and any opportunities for shared decision making. The HSA faculty make all program related decisions by consensus so the Program Director discusses these opportunities in our weekly staff meetings and conveys our conclusion to the Dean.

### Outcomes

**FY1516**

**College Strategic Plan Goal Alignment:**
Retain the students to completion

**FY1516 Outcome Statement:**
More students will continue their studies in the Human Services field

- **Activity/Action Steps:**
  Several of our faculty are approaching retirement age. While none have immediate plans to retire, the need to hire one or more replacement instructors in the future may exist.

  **Activity Start:** Jul 2015  
  **Activity End:** Jun 2016

  **Assigned to:** 
  Deans, HSA faculty

  **Financial Resource Requested:** Yes  
  **Amount:** $90,000  
  **Budget Year:** FY1516  
  **Funding Source:** Operational Funds

  **2nd Financial Resource Requested:** No

7. List the methods you use to determine the preparatory needs of students for your program and classes.

    **Answer:**
Beginning in Fall 2009, all students must have acceptable reading and writing scores on the Compass test to begin classes in the Human Services Program. We have and value a diverse body of students so our goal is not to exclude but to ensure that students who enroll in the program have the preparation needed to be successful. In an effort to encourage those who need to complete some academic remediation before being fully admitted to the program, we allow all interested students to enroll in the Issues in Alcohol and Drug Abuse class. It is required in our program and often a high interest class for our students so they are able to get a good sense of what the rest of the program is like. We believe that encourages them to enroll when their COMPASS scores reach the acceptable level.

We require all students to complete a Wisconsin Criminal History Background Check (CHBC) in the first year of the program. We are not interested in excluding students with criminal histories but want to be able to use results from the CHBC to advise them well before they invest too much time or money in the program.

**Student Supportive Services**

8. How do you advise and support students in your program and classes?
9. How do you advise and support underprepared students and students with disabilities?
10. List the services at the college that you refer your students to in order to address their learning and developmental needs.

**Answer:**
All new students are assigned a faculty adviser and are encouraged to meet with that adviser early in the semester. Students have this same faculty adviser until they enter a field unit. Group advising is done in class during the first week of program classes. Students are encouraged to meet with their advisor to plan their course of study, problem-solve, and plan for the future. Students are strongly advised to participate in the Human Services Club which facilitates professional development by encouraging students to attend professional meetings and engage in a variety of human services oriented activities and volunteer projects each year.

Services are explained in orientation and every course syllabus. We have a close, collaborative relationship with Debra Reichert, Disabilities Counselor at DTEC and also with other special needs counselors and staff. We use Universal Design principles. We refer students to the Writing Center, Learning Center, and counseling services. We inform the students about the use of Kurzweil for auditory learners, have a close working relationship with both librarians at the DTEC, and as human services professionals know about the community resources that could benefit our students. We have a high proportion of students with special needs including students with serious mental illnesses, learning disabilities, and physical disabilities including blindness and use of wheelchairs for mobility. We work well with students who have disabilities and are interested in helping them succeed.

**College Strategic Plan Goal Alignment:**
Retain the students to completion
FY1314 Outcome Statement:
More students will continue their studies in the Human Services field

- Activity/Action Steps:
  All students entering the Human Services program or the Substance Abuse certificate will be assigned a faculty adviser. The student advisees will be equally among the four full time faculty. Students will be strongly encourage to meet with their adviser at least once each semester. Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising meetings on barriers to successful completion of the program and strategies for addressing those barriers.

  We have done informal advising of students over the years but would like to formalize the meetings by scheduling them each semester and strongly encouraging all students to meet with us before registering for the next semester.

  This activity will continue to be funded by faculty service time.

  Activity Start: Jul 2013  Activity End: Jun 2014

  Assigned to: Gates, Mettel, Spar-Malamud, Trimmel

  Financial Resource Requested: No

- Activity/Action Steps:
  Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising meetings on the rigor of the field placement, needed preparation for success, barriers to successful completion of the internship and strategies for addressing those barriers.

  This activity will continue to be funded by faculty service time.

  Activity Start: Jul 2013  Activity End: Jun 2014

  Assigned to: Gates, Mettel, Spar-Malamud, Trimmel

  Financial Resource Requested: No

- Activity/Action Steps:
  Students that are only with us for the substance abuse certificate benefit from different faculty advising than those enrolled in the associate degree program. There has been a steady flow of substance abuse sequence only students needing advising during or before they enroll at Madison College. When these students surface (which is often right when the semester begins) we have all been involved in assessing what classes they can still get into, what past classes can be viewed as
comparable to courses required in the sequence and what potential value the certificate may hold for that individual. We want to continue to do that advising as needed.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:**  
Trimmel, Mettel, Spar-Malamud  
**Financial Resource Requested:** No

- **Activity/Action Steps:**  
New and continuing students will be strongly encouraged to become involved with the Human Services Club. Meeting other program students, attending and participating in professional meetings and engaging in community service are all correlated with increased retention.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:**  
Harold Gates  
**Financial Resource Requested:** No

- **Activity/Action Steps:**  
Not all students are well suited to working in Human Services and this sometimes becomes evident in student advising sessions. We will encourage students who do not want to continue in our program to identify and enroll in another program in the College. When possible, we will keep a record of the whereabouts of students who leave our program and why they made the decision to leave. We think this may help future program retention efforts.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:**  
Spar-Malamud, Gates, Trimmel, Mettel  
**Financial Resource Requested:** No

FY1415

**College Strategic Plan Goal Alignment:**  
Retain the students to completion

**FY1415 Outcome Statement:**  
More students will continue their studies in the Human Service field
• **Activity/Action Steps:**
All students entering the Human Services program or the Substance Abuse certificate will be assigned a faculty adviser. The student advisees will be equally among the four full time faculty. Students will be strongly encouraged to meet with their adviser at least once each semester. Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising meetings on barriers to successful completion of the program and strategies for addressing those barriers.

We have done informal advising of students over the years but would like to formalize the meetings by scheduling them each semester and strongly encouraging all students to meet with us before registering for the next semester.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2014  
**Activity End:** Jun 2015

**Assigned to:**
Spar-Malamud, Gates, Trimmel, Mettel

**Financial Resource Requested:** No

• **Activity/Action Steps:**
Students that are only with us for the substance abuse certificate benefit from different faculty advising than those enrolled in the associate degree program. There has been a steady flow of substance abuse sequence only students needing advising during or before they enroll at Madison College. When these students surface (which is often right when the semester begins) we have all been involved in assessing what classes they can still get into, what past classes can be viewed as comparable to courses required in the sequence and what potential value the certificate may hold for that individual. We want to continue to do that advising as needed.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:**
Spar-Malamud, Gates, Trimmel, Mettel

**Financial Resource Requested:** No

• **Activity/Action Steps:**
Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising meetings on the rigor of the field placement, needed preparation for success, barriers to successful completion of the internship and strategies for addressing those barriers.

This activity will continue to be funded by faculty service time.
Activity Start: Jul 2014  
Activity End: Jun 2015

Assigned to: Gates, Mettel, Spar-Malamud, Trimmel
Financial Resource Requested: No

- **Activity/Action Steps:**
  Not all students are well suited to working in Human Services and this sometimes becomes evident in student advising sessions. We will encourage students who do not want to continue in our program to identify and enroll in another program in the College. When possible, we will keep a record of the whereabouts of students who leave our program and why they made the decision to leave. We think this may help future program retention efforts.

  This activity will continue to be funded by faculty service time.

Activity Start: Jul 2014  
Activity End: Jun 2015

Assigned to: Gates, Mettel, Spar-Malamud, Trimmel
Financial Resource Requested: No

- **Activity/Action Steps:**
  New and continuing students will be strongly encouraged to become involved with the Human Services Club. Meeting other program students, attending and participating in professional meetings and engaging in community service are all correlated with increased retention.

  This activity will continue to be funded by faculty service time.

Activity Start: Jul 2014  
Activity End: Jun 2015

Assigned to: Gates
Financial Resource Requested: No

**College Strategic Plan Goal Alignment:**
Retain the students to completion

**FY1516 Outcome Statement:**
More students will continue their studies in the Human Service field

- **Activity/Action Steps:**
  All students entering the Human Services program or the Substance Abuse certificate will be assigned a faculty adviser. The student advisees will be equally among the four full time faculty. Students will be strongly encouraged to meet with their adviser at least once each semester. Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising
meetings on barriers to successful completion of the program and strategies for addressing those barriers.

We have done informal advising of students for many years but would like to formalize the meetings by scheduling them each semester and strongly encouraging all students to meet with us before registering for the next semester.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Mettel, Gates, Spar-Malamud, Trimmel  
**Financial Resource Requested:** No

**Activity/Action Steps:**
Students that are only with us for the substance abuse certificate benefit from different faculty advising than those enrolled in the associate degree program. There has been a steady flow of substance abuse sequence only students needing advising during or before they enroll at Madison College. When these students surface (which is often right when the semester begins) we have all been involved in assessing what classes they can still get into, what past classes can be viewed as comparable to courses required in the sequence and what potential value the certificate may hold for that individual. We want to continue to do that advising as needed.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Trimmel, Gates, Spar-Malamud, Mettel  
**Financial Resource Requested:** No

**Activity/Action Steps:**
Students who will be entering the field unit experience will be expected to meet with their faculty advisers at least twice before the placement is completed. Faculty will focus the advising meetings on the rigor of the field placement, needed preparation for success, barriers to successful completion of the internship and strategies for addressing those barriers.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Mettel, Gates, Spar-Malamud, Trimmel  
**Financial Resource Requested:** No
• **Activity/Action Steps:**
New and continuing students will be strongly encouraged to become involved with the Human Services Club. Meeting other program students, attending and participating in professional meetings and engaging in community service are all correlated with increased retention.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Gates

**Financial Resource Requested:** No

• **Activity/Action Steps:**
Not all students are well suited to working in Human Services and this sometimes becomes evident in student advising sessions. We will encourage students who do not want to continue in our program to identify and enroll in another program in the College. When possible, we will keep a record of the whereabouts of students who leave our program and why they made the decision to leave. We think this may help future program retention efforts.

This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Mettel, Spar-Malamud, Trimmel, Gates

**Financial Resource Requested:** No

**Curriculum Development**

11. What is your process for assessing curriculum in your program or department to ensure your program and courses are up-to-date and best for students?
12. How does your unit determine priorities for curriculum development and revision?
13. How does your unit determine what offerings to continue providing?

**Answer:**
The HSA has been continuously accredited by the Council for Standards in Human Service Education since 1987. The standards identified by this national accrediting body are the primary guide for determining the content of our curriculum.

Faculty are also active in the National Organization for Human Services and prioritize sending multiple faculty members to the national conference each year. The conference is invaluable for discussing trends in human service intervention and practitioner education. The faculty have and maintain the HS-BCP credential. All Human Services-Board Certified Practitioners (HS-BCPs) must complete the established recertification requirements, every five years, in order to maintain the credential. Sixty (60) contact (clock) hours of relevant continuing education must be
completed during each five year certification cycle, including a minimum of six (6) contact hours specific to ethics. The requirements serve as further guidelines for our program curriculum and suggest upcoming need for revision.

The HSA program is also approved by the Wisconsin Department of Safety and Professional Services to provide the educational hours needed for people seeking licensure as Substance Abuse Counselors or Substance Abuse Counselors in Training. Our curriculum in relevant courses must meet DSPS requirements and change as agency requirements require.

In addition, the faculty who do student field supervision spend considerable time in community agencies and bring observations and suggestions from local service providers back to the faculty for consideration. We also have an active Advisory Committee who offer additional insight into what might be valuable to change in the curriculum.

The four full-time instructors meet every week to discuss our students, classes, procedures, etc. Our classes are logically sequenced so students have the basic skills they need before they do their practicum (field placement). Students are asked to evaluate their classes at the end of every semester. We always evaluate the suggestions and frequently incorporate student feedback into future classes. The staff meets at the end of every school year to discuss potential revision and curriculum sequencing. For example several years ago we moved Community Services Agencies from a first year course to a second year course so students could more directly apply what they learn in CSA to their field work placement. Along with staff review and discussion, proposed curriculum changes are discussed and reviewed by the Advisory Committee.

We are aware of the College directive to offer more classes in electronic format. While we believe strongly that our curriculum does not lend itself to an entirely online delivery, we are interested in and working on developing some course in a hybrid format.

We lack the resources to systematically infuse the concept of cultural competence into our curriculum. It will be required when the National Organization for Human Services and the Council for Standards in Human Service Education establish practice standards for cultural competence. Development of practice standards has already occurred and are being taught in Social Work, Psychology, and Counseling among many other disciplines.

We are also interested in developing curriculum to meet the competencies for the Wisconsin Peer Specialist certification. We envision incorporating those competencies into courses in the first year of our associate degree program as well as developing a separate curriculum that would be taught in a bilingual (Spanish/English) format.

**College Strategic Plan Goal Alignment:**
Meet the access, learning, and workforce needs of our students and community.

**FY1314 Outcome Statement:**
Program maintains credibility and legitimacy

- **Activity/Action Steps:**
Staff and students maintain active participation in the National Organization for Human Services by attending national and regional conferences.

Staff member continues to serve as the Midwest/North Central Director for the Council for Standards in Human Service Education (CSHSE). CSHSE is the national accrediting body for human service education programs around the country and the organization that granted program accreditation to our associate degree program.

CSHSE Activity funded by outside sources.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:** Mettel, Gates, Spar-Malamud, Trimmel

**Financial Resource Requested:** Yes

**Amount:** $8,000  
**Budget Year:** FY1314  
**Funding Source:** Operational Funds

**2nd Financial Resource Requested:** No

**Activity/Action Steps:**
The State of Wisconsin certification of our substance abuse sequence of course will expire in 2014. We will need resources to complete the self-study to renew it.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:** Trimmel, Mettel, Gates, Spar-Malamud

**Financial Resource Requested:** Yes

**Amount:** $5,000  
**Budget Year:** FY1314  
**Funding Source:** Operational Funds

**2nd Financial Resource Requested:** No

**Activity/Action Steps:**
We are interested in developing curriculum to meet the competencies for the Wisconsin Peer Specialist certification. We envision incorporating those competencies into courses in the first year of our associate degree program.

If our proposal to provide training for the Wisconsin Peer Specialist certification is approved, we will need additional class room space for clinical practice.

**Activity Start:** Jul 2013  
**Activity End:** Jun 2014

**Assigned to:** Trimmel, Mettel, Gates, Spar-Malamud
Financial Resource Requested: Yes
Amount: $5,000
Budget Year: FY1314
Funding Source: Operational Funds
2nd Financial Resource Requested: No

College Strategic Plan Goal Alignment:
Meet the access, learning, and workforce needs of our students and community.

FY1415 Outcome Statement:
Program maintains credibility and legitimacy

- Activity/Action Steps:
  Staff and students maintain active participation in the National Organization for Human Services by attending national and regional conferences.

  Staff member continues to serve as the Midwest/North Central Director for the Council for Standards in Human Service Education (CSHSE). CSHSE is the national accrediting body for human service education programs around the country and the organization that granted program accreditation to our associate degree program.

  CSHSE Activity funded by outside sources.

  Activity Start: Jul 2014
  Activity End: Jun 2015

  Assigned to:
  Gates, Mettel, Trimmel, Spar-Malamud

Financial Resource Requested: Yes
Amount: $8,000
Budget Year: FY1415
Funding Source: Capital Equipment
2nd Financial Resource Requested: No

- Activity/Action Steps:
  The State of Wisconsin certification of our substance abuse sequence of course will expire in 2014. We will need resources to complete the self-study to renew it.

  Activity Start: Jul 2014
  Activity End: Jun 2015

  Assigned to:
  Trimmel, Mettel, Gates, Spar-Maladud

Financial Resource Requested: Yes
Amount: $5,000
Budget Year: FY1415
Funding Source: Capital Equipment
2nd Financial Resource Requested: No
• **Activity/Action Steps:**
  If our proposal is accepted by the State, we would like to implement a curriculum to meet the competencies for the Wisconsin Peer Specialist certification. We envision incorporating those competencies into courses in the first year of our associate degree program.

  If our proposal to provide training for the Wisconsin Peer Specialist certification is approved, we will need additional class room space for clinical practice.

  **Activity Start:** Jul 2014  
  **Activity End:** Jun 2015  
  **Assigned to:** Trimmel, Spar-Malamud, Gates, Mettel  
  **Financial Resource Requested:** No

  **College Strategic Plan Goal Alignment:**
  Meet the access, learning, and workforce needs of our students and community.

  **FY1516 Outcome Statement:**
  Program maintains credibility and legitimacy

• **Activity/Action Steps:**
  Staff and students maintain active participation in the National Organization for Human Services by attending national and regional conferences.

  Staff member continues to serve as the Midwest/North Central Director for the Council for Standards in Human Service Education (CSHSE). CSHSE is the national accrediting body for human service education programs around the country and the organization that granted program accreditation to our associate degree program.

  CSHSE Activity funded by outside sources.

  **Activity Start:** Jul 2015  
  **Activity End:** Jun 2016  
  **Assigned to:** Gates, Mettel, Trimmel, Spar-Malamud  
  **Financial Resource Requested:** Yes  
  **Amount:** $8,000  
  **Budget Year:** FY1516  
  **Funding Source:** Capital Equipment  
  **2nd Financial Resource Requested:** No

• **Activity/Action Steps:**
  If our proposal is accepted by the State, we would like to implement a curriculum to meet the competencies for the Wisconsin Peer Specialist certification. We envision incorporating those competencies into courses in the first year of our associate degree program.
If our proposal to provide training for the Wisconsin Peer Specialist certification is approved, we will need additional classroom space for clinical practice.

**Activity Start:** Jul 2015  
**Activity End:** Jun 2016

**Assigned to:** Mettel, Gates, Spar-Malamud, Trimmel  
**Financial Resource Requested:** No

**Program Outcomes**

14. How do you determine and measure that students completing your program or courses have met your learning outcomes?  
15. How do you relate your program outcomes to grades and graduation requirements?  

**Answer:**

Assessing student learning is based on a number of factors. The primary factors are as follows: successful completion of student field work placement, individual course grades, weekly feedback for field work supervisors on each student in their placement, students' evaluations at points in the semester and at the end of each semester course, meeting the requirements of the Department of Regulation and Licensing, meeting the standards of our accreditation by the Council for Standards in Human Service Education, and following all of the site-visit recommendations by our accreditors. Data is gathered from multiple sources: grades, evaluations, licensing requirements, accreditation feedback, program standards, MATC statistics, etc.

We are hopeful that more of our graduates will apply for and be granted the HS-BCP credential. The Center for Credentialing & Education (CCE) created the Human Services Board Certified Practitioner with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.

With increased competition in the field, Board certification in human services demonstrates attainment of high standards and a commitment to maintaining credibility in the field. The independent credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field. Applicants holding a Technical Certificate, an Associates, a Bachelors or advanced degrees obtain the HS-BCP credential through an independent review of their qualifications. Approval is based upon demonstrating the achievement of the required educational and professional experience and by passing a national examination developed by human services practitioners for human services practitioners.

Students have to maintain a 2.0 average in all program courses. Our courses are logically sequenced so that success in one is often predicated on successful completion of a prior course in
the curriculum. We have a very rigorous field experience requirement that students must complete before graduation so their ability is validated by community employers in addition to program faculty.

**Service to College/Professional Development**

16. How do you plan and prioritize the service work that your unit needs to accomplish?
17. How do members of your unit identify and access resources to pursue professional development?

**Answer:**
The faculty in the HSA work cooperatively and make all program decisions by consensus. We meet every week to discuss student concerns, professional issues, administrative directives, teaching ideas and strategies, resources for students and our curriculum. We also communicate informally multiple times each week. We have different backgrounds and areas of professional expertise and benefit (as do our students) from our close working relationship.

Students who enroll in the HSA too often do so without an adequate understanding of the content or rigor of the program. Our service work is primarily directed at keeping our students enrolled in the program or, when appropriate, helping them find another program in the College that may be a better match for their interests or abilities. We do this by weekly staff meetings and regular meetings with students. Many students that enroll in the HSA are interested in it because they have used the human service system in the past. That may mean that they face barriers to their education that include financial challenges, unstable housing, childcare problems, probation requirements, mental health or other disabilities, etc. Our classes are increasingly large and without regular communication and interaction with faculty outside the classroom, our retention rates would be lower than they are.

An important part of our program is the Substance Abuse Counseling sequence that we offer to students enrolled in the associate degree program and as a free standing certificate for students that meet certain requirements. This is both a revenue stream for the College and a way to draw in students who may have completed a baccalaureate or Masters degree but come to Madison College for the SA sequence of courses. Requirements of graduates are stipulated by the Wisconsin Department of Regulation and Licensing and change frequently so another area of service is maintaining regular contact with DRL and SA only students who may not be on campus as often as our other students.

As a faculty of four, each person is responsible for keeping up to date on the literature in the courses they teach and determining what training and/or professional development is needed. Staff maintain the HS-BCP professional credential and certifications or licenses that specify professional development requirements and hours. This is documented by certifications, transcripts, licenses, and Technical College Recertification.

Each year we prioritize sending multiple faculty to the National Organization for Human Services conference because it benefits the faculty and students in a multitude of ways.
We are aware of the College directive to offer more classes in electronic format. While we believe strongly that our curriculum does not lend itself to an entirely online delivery, we are interested in and working on developing some course in a hybrid format. Doing so requires professional development as we do not currently have the needed expertise to develop courses in a hybrid format.

**Stakeholder Relations/Advisory Boards**

18. Who are the stakeholders for your program or department?
19. How does your program or department foster relationships with your stakeholders?
20. How do you gather and analyze data and information from students and other stakeholders to support your unit? How does this information influence your unit’s programming or services?
21. How does your program or department work with advisory boards or employers?

**Answer:**

Our stakeholder groups are found in the agencies that make up the social service delivery system, the community at large that wishes to decrease the number of persons needing public social services, the Council for Standards in Human Service Education, and in our students. In addition to the accreditation process, we receive on-going feedback about community needs and our success in meeting these needs because all of our students are placed in field work sites the last year of their program. Our instructors make regular visits, supervisors complete weekly reports, and the student and program are assessed in a final evaluation at the end of the placement. Each student spends 612 hours in his/her placement so we get thorough information about emerging and current needs, and how well our Human Service program is meeting these needs and the quality of students that are graduating. Additionally, we have an advisory committee made up of human service supervisors, administrators, workers, professors, and graduates. This group serves as a sounding board, provides advice and offers thoughtful suggestion. We also ask students for on-going feedback on their courses, learning and suggestions. This is done in course evaluations, sessions with advisers, and an exit interview at graduation. The staff takes current and past student input very seriously and sometimes changes courses, sequences, etc. based on student input.

**Internal Relationships**

22. How do you build relationships with internal Madison College departments, as well as K-12 and higher education institutions?

**Answer:**

All of our collaborative relationships are maintained by regular communication through our participation in meetings, sharing of best practices, reading minutes and articles, regular contacts and following the standards and regulations set forth by accrediting bodies. We were very successful in seeking and obtaining needed assistance from a variety of other departments in the College when we prepared the reaccreditation self-study and hosted a site visit to substantiate it.
We have a presence at open houses and other college events that are designed to inform K-12 students about our program. We have individual relationships with high school counselors that serve some schools in the district.

We have established articulation agreements with Upper Iowa University, Edgewood College, UW-Milwaukee, UW-Oshkosh and UW-Stout among others. Representatives of these colleges (especially those in Madison) are brought in to talk with current students about their schools and requirements and the transfer relationship. This informs students of their future opportunities for continuing education, provides contacts, and encourages them to start BA degrees upon graduation from MATC. We welcome assistance in developing additional articulation agreements.

Supporting Staff

23. How do you mentor and support new part-time and full-time faculty in your program or department?

Answer:
All part-time instructors are provided with a complete packet of course materials for each class, including syllabus, course rules and expectations, assignments, and grading standards. All part-time instructors have a full-time instructor teaching the same course during the same semester. We have only one pt instructor who teaches a course that does not have a section taught by a full time instructor in the same semester. This structure allows for mentoring, consistency, frequent communication, sharing of resources, and discussion of student needs and concerns. Because we provide the necessary support, our part-time teachers remain teaching in our program for many years. Each semester we use 2-3 part-time instructors.

One of our faculty members served as a faculty mentor last year when we employed a new full time faculty member.

Other related information

If there are issues or topics which have not been addressed by the assessment questions above please provide a description of those items here. You are encouraged to provide information only about those items which have a major effect on the unit.

Answer:
We lack the time to systematically infuse the concept of cultural competence into our curriculum. It will be required when the National Organization for Human Services and the Council for Standards in Human Service Education establish practice standards for cultural competence. Development of practice standards has already occurred and are being taught in Social Work, Psychology, and Counseling among many other disciplines. We anticipate the Wisconsin Department of Safety and Professional Services will also change their practice standards so the substance abuse certificate curriculum will also need appropriate revision.

College Strategic Plan Goal Alignment:
Meet the access, learning, and workforce needs of our students and community.

**FY1314 Outcome Statement:**
Graduates of the Human Services program will have entry level awareness, knowledge and skills to be culturally competent in supportive relationships.

- **Activity/Action Steps:**
  Revise our curriculum to meet the emerging credentialing and ethical standards requirements of our accrediting organization and the Wisconsin Department of Safety and Professional Services in the area of cultural competence.

  This activity will continue to be funded by faculty service time.

  **Activity Start:** Jul 2013  
  **Activity End:** Jun 2014

  **Assigned to:**
  Gates, Mettel, Spar-Malamud, Trimmel

  **Financial Resource Requested:** No

- **Activity/Action Steps:**
  We would like to host a Madison Urban Ministry offender re-entry simulation. Our students and others in the College would have the opportunity to learn about the barriers that newly released prisoners face when trying to return to the community from incarceration. This activity would be in keeping with our effort to help students acquire knowledge and awareness of a "minority" population with whom they may work in the future.

  **Activity Start:** Jul 2013  
  **Activity End:** Jun 2014

  **Assigned to:**
  Trimmel, Gates, Spar-Malamud, Mettel

  **Financial Resource Requested:** Yes
  **Amount:** $1,500
  **Budget Year:** FY1314
  **Funding Source:** Operational Funds

  **2nd Financial Resource Requested:** No

**College Strategic Plan Goal Alignment:**
Meet the access, learning, and workforce needs of our students and community.

**FY1415 Outcome Statement:**
Graduates of the Human Services program will have entry level awareness, knowledge and skills to be culturally competent in supportive relationships.

- **Activity/Action Steps:**
  Revise our curriculum to meet the emerging credentialing and ethical standards requirements of our accrediting organization and the Wisconsin Department of Safety and Professional Services in the area of cultural competence.
This activity will continue to be funded by faculty service time.

**Activity Start:** Jul 2014  
**Activity End:** Jun 2015

**Assigned to:**  
Gates, Mettel, Spar-Malamud, Trimmel  
**Financial Resource Requested:** No

- **Activity/Action Steps:**  
  We would like to host a Madison Urban Ministry offender re-entry simulation. Our students and others in the College would have the opportunity to learn about the barriers that newly released prisoners face when trying to return to the community from incarceration. This activity would be in keeping with our effort to help students acquire knowledge and awareness of a "minority" population with whom they may work in the future.

**Activity Start:** Jul 2014  
**Activity End:** Jun 2015

**Assigned to:**  
Gates, Mettel, Trimmel, Spar-Malamud  
**Financial Resource Requested:** Yes  
**Amount:** $1,500  
**Budget Year:** FY1415  
**Funding Source:** Operational Funds  
**2nd Financial Resource Requested:** No