UCC Program Review Committee summary of review

Program – Human Services Technology (RHE Chillicothe, Lancaster, Southern)

This program includes the following degrees, minors, and certificates:

- A.A.S. Human Services Technology

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Date of last review – AY 2005

Date of this review – AY 2015

This review has been sent to program director and the relevant RHE deans. Their responses are attached.
University Curriculum Committee  
Academic Program Internal Review  

Human Services Technology (HST)  
Ohio University – Regional Higher Education

Executive Summary: Ohio University’s HST program is a viable program and impressed program reviewers as a valuable and longstanding program in Regional Higher Education (RHE). Its mission is to provide skills and training to case managers and interventionists in mental health facilities, prisons, social service agencies, and nursing homes. The home of HST is the Chillicothe campus, maintains a commitment to increase enrollments across Ohio University and RHE and has presented distinct challenges at participating campuses. HST draws a dedicated following of students and alumni at all campuses offering the program, who unanimously praised the impact their HST training had in the community and in their lives. HST is considered by the reviewers to be exemplary in meeting Ohio University Regional Higher Education’s mission to provide a ‘transformative learning experience’.

Introduction & Process Overview

The Human Services Technology (HST) program at Ohio University Regional Higher Education underwent an academic program review in March 2016. The Academic Program Review Committee was comprised of one external member, Brian Moore, MSW LISW-S (Associate Professor at Human Services and Justice Studies from Stark State College), and two internal reviewers, Dr. Fuh-Cherng Jeng (Ohio University Communication Sciences and Disorders) and Dr. Orianna Carter (Ohio University Southern Biological Sciences).

On March 31 and April 1, the team met with campus Deans and Associate Deans at all three campuses which offer the HST program; Dean Martin Tuck and Associate Dean Brenda Phillips of OU-Chillicothe; Dean James Smith and Associate Dean Janet Becker of OU-Lancaster; Dean Nicole Pennington and Associate Dean Miki Crawford of OU-Southern. The review team also met with the HST Program Coordinator Dr. Barbara Mahaffey, all three of HST’s Group II faculty (one at each campus), seven adjuncts across the campuses, several alumni at Chillicothe and one alumnus at Southern. Further, undergraduate students at each facility contributed feedback in discussions with the reviewer team (three from Lancaster; over thirty from Chillicothe and eleven from Southern). The team had the opportunity to tour facilities at the respective campuses. Resources available for evaluation included a UCC Ten Year Review 2005-2015 Report, recruiting brochures and program curricular checklists.

This review report is divided into sections, beginning with an overview of the program’s mission and organizational structure and identifies the major programmatic challenges. Specifically we address expansion of the online program to students located across participating campuses, proportion of part time practitioner adjuncts to faculty, administrative workload and integrating Group II faculty into the departmental governance structure. The review concludes with commendations and programmatic recommendations.
PROGRAM REVIEW

The HST program in Chillicothe was formally created in 1975 and offered to participating RHE campuses between Southern (1980) and Lancaster (2011). Students can complete the HST program with a stand alone Associate in Applied Science degree, or take HST courses towards completion of the Bachelors of Social Work (BSW) degree. The program is designed to prepare individuals for the work force and to enhance the skills and abilities of those already employed in the field of intervention counseling, social work and case management. Today, the department is well established within the community and Regional Higher Education. OU-Chillicothe’s Dean reported that ‘while the program took a downturn after implementation of OU’s BSW program, enrollments are anticipated to stabilize upon final approval of an articulation agreement between HST and BSW [two-plus-two option]’. Articulation offers social workers an added value of two external (State of Ohio) certificates: Chemical Dependency Counselor Assistant (CDCA) and Social Work Assistant (SWA) through their HST coursework. According to Ten Year Review data, in the period from 2005-2015, Ohio University has awarded 436 HST degrees (OU-C 282; OU-S 116; and, OU-L 38* last five years only). HST serves the program’s 188 undergraduate majors (as of Sept. 2015, which is more than double the previous year total number enrolled).

Faculty Profile

The HST program is delivered from the Chillicothe, Lancaster and Southern campuses with a small, but qualified full time staff of four (one Group I and three Group II faculty) and a body of practitioner adjuncts with field expertise. The HST Program Coordinator, Dr. Barbara Mahaffey, is an Associate Professor with more than twenty years of experience in counseling, teaching, and student advising. For example, Dr. Mahaffey is in the process of publishing a topic in the ‘Encyclopedia of Marriage Counseling: Conjoint Family Therapy” and was involved in developing all of the HST ten core courses during the quarter-to-semester transition. She currently teaches 3:4 courses per year and personally advises a large cohort of HST students. The remaining three Group II faculty teach 4:4 courses per year and carry advising loads.

In OU-Chillicothe, the Group II faculty member, Dr. Mary Jane Preece, holds a Bachelor of Arts in Criminology and Psychology, a Master of Education in Community Counseling and Rehabilitation Counseling, and a doctoral degree of philosophy (Ph.D.) in Counselor Education.

In OU-Lancaster, the Group II faculty member, Michael Ashton, holds a Masters degree in Social Work (MSW) and had more than twenty years of supervision and case management experience working in the fields of mental health. Mr. Michael Ashton assumed the Program Director position at OU-Lancaster since January 2015.
In OU-Southern, the Group II faculty member, David Nelson, holds MSW and BSW degrees and is a Licensed Independent Social Worker (LISW-S) who has received Licensed Professional Clinical Counselor with supervision credential (LPCC-S). Mr. David Nelson is currently the HST Program Director at OU-Southern and received an overload contract to serve as the campus mental health counselor (both Ironton and Proctorville facilities).

To deliver the required content, HST utilizes 16 part time practitioner adjunct faculty (Group III), which draws from a pool of qualified professionals who maintain private practices and/or are employed with local agencies. Currently, there are five practitioner adjunct faculty at OU-Chillicothe, four at OU-Lancaster, and seven at OU-Southern. These part-time faculty average 18 years of professional experience and all have a Ph.D. or M.A. The majority of these adjunct faculty have been teaching in the HST program for over 7 years.

**Programmatic Practices**

**Teaching and Advising.**

The full-time faculty on Chillicothe (2), Lancaster (1), and Southern (1) advise all of the students in the HST programs on their respective campuses. Faculty at each campus report advising is conducted throughout the academic year, and during one-on-one interaction with students. Full time faculty have all students in the classes they instruct, and feel confident they are able to relay important information to all students through this interaction.

**Diversity of Faculty/Students.** The current demographic profile of full time faculty in the HST program consists of two females and two males. With respect to racial diversity among full time faculty, attempts to recruit from a broad perspective have not as yet resulted in identifying any minority candidates qualified for the positions offered.

Although student diversity is observed across race, ethnicity, veterans status, and gender at Ohio University main campus, demographics at the regional campuses remains primarily the rural Ohioan Appalachians Caucasian commuters who live and work close to home. One exception is that the Southern campus resides on the Ohio River and has tuition reciprocity with Kentucky. Those ‘out-of-state’ enrollments represent the same demographic. In the HST program, a predominance of non-traditional students have enrolled over the years and the ratio of male to female currently averages 1:5 across RHE campuses, with an upward trend in male enrollments from a reported 1:15 (male to female) ten years ago. Information about student race/ethnicity or national origin was not collected.

HST consciously works to build a curriculum that will engage diverse students, and is working to create assessments that will help them to do better in this area.
Service. HST’s Program Coordinator is responsible for orientation and mentoring of faculty, meeting with all program instructors during the academic semester, developing curricula, facilitating course objectives, recruiting events, program outcome assessments and instructor evaluations. While there is a small body of practitioner adjuncts to assist in delivery of HST coursework, service load to mentor instructors is typically only heavy when adding new faculty members or courses, as most have been teaching in the program for a number of years. The Program Coordinator participates in advising all HST majors and works with academic advisors and Campus Directors in order to facilitate current scheduling, clearances, staffing, peer review and to resolve any campus specific student issues.

All faculty are actively involved in community service activities and relevant committee work. Program Directors participate extensively in recruiting and outreach, including popular annual events like Chillicothe’s Halloween Bash, which boasts attendance in the thousands, and Southern’s HST Student Association sponsored support for the homeless with their mentors, including an Overnight in a Cardboard Box event. Student mentoring is reported as a high priority among the Campus Directors who are responsible for the advising, recruitment and community activities related to human services and intervention counseling. Faculty assist students in ongoing service learning opportunities, for example special topics, practicums and research coursework. Service efforts are extraordinary in its value and service to the region.

Interdisciplinary Work. HST’s interdisciplinary activity is primarily in conjunction with Social Work and by its continued link to the professional environment and industry. HST collaborates with many campus departments in addition to Social Work, such as, Psychology and Sociology.

Research, Scholarship, & Creative Activity

Scholarship. The HST program-specific faculty (with the exception of Dr. Mahaffey) are classified as Group II and Group III, and therefore have no contractual obligation to engage in research, scholarship, or creative activity. Dr. Mahaffey’s record of research, scholarship and creative activity is appropriate; with a strong emphasis on family and couples counseling. Group II faculty are actively involved in their fields, including counseling, community work and social networking.
External Support. NA. The HST program is for the most part a text based program.

Resources

Staffing. Faculty resources for the HST program consist of twenty (20) faculty members. Of those, four are full-time (one Group I and three Group II) and sixteen are part-time adjunct faculty. It should be noted that 50% (10 out of 20 required courses) of coursework required for the HST degree is in non-major required courses, ranging across Sociology, Political Science, Psychology, Math, English and Communications. Regular full-time Ohio University faculty teach the majority of these courses, representing a wide variety of research, scholarship, and creative activity. The participating campus provides varying levels of opportunities for professional development funds to maintain CEUs of its full time staff. The HST program has no program-dedicated support staff, but uses available division and university staff resources.

Physical Facilities. There does not appear to be a physical address, or central headquarters, for the HST program. Space allocation consist of campus-wide shared classrooms, library and computer lab areas. The facilities at Chillicothe appear to be adequate for program needs, although reviewers felt a common area for the program would be beneficial to program identity, recruiting and networking.

Technology. The HST program appears to have limited technological resources that were not consistent across campuses. For example, at OU-Lancaster, students indicated a deficit in the computer and printing services available at their regional campus, whereas students at the other two regional campuses appeared to be satisfactory.

Undergraduate Program Review

Curriculum. The stated mission of the HST Program is to “provide a generalist two-year program for human services students leading to the Associate in Applied Science degree” and its goal is to “prepare graduates to enter the workforce in entry-level social service positions in a variety of agencies after fulfilling the degree requirements” for the 21st century. The learning outcomes of the program are designed to align with the mission and goal set by the HST Associate Degree Programs. The internal reviewers find the program well conceived and designed toward those objectives.
The HST program consists of 10 core courses and 10 additional required non-major courses, which can be selected from a pool of more than 20 non-major courses. Through the leadership and guidance of the Program Coordinator, all of the HST course offerings have been structured to ensure consistency across the curriculum in terms of learning objectives, outcomes and assessments. Observation of acquired skills and other qualitative measures employed by individual instructors, were cited by all interviewed faculty as the program’s standard assessment tool.

Despite the wide variety of course delivery formats and instructors students might encounter within the program, none of the students interviewed felt there was variance in the quality of instruction in their coursework. All were enthusiastic about the program and had high praise for the faculty, lines of communication and mentoring they received.

Students. The students in the HST program reflect a mix of traditional, non-traditional, onsite, and distance students. Many students in the program work either part-time or full-time, enhancing the need for curricular flexibility. Anecdotal evidence suggests more than half of HST majors continue their education beyond the associate degree, and the majority pursue a Bachelor of Social Worker.

Students with Human Services Technology degrees who pursue employment in a variety of social service agencies are more qualified by having practicum, volunteer or paid work experiences, Social Work Assistant certificates, and Chemical Dependency Counselor certificates when compared to persons in Ohio with high school diplomas or GEDs.

To date, there has been no systematic review by Ohio University of HST graduates in terms of job placement and/or career trajectory. Continued education includes Bachelor's of Technical Applied Studies or Bachelor’s of Social Work at Ohio University and off-campus to pursue the Bachelor's of Human Services at other institutes.

Students Taught in Service to Other Departments. The HST program does not offer Tier II courses to the general student population.

PROGRAMMATIC CHALLENGES
Challenge #1 - Curriculum Accessibility. Students across the three HST regional campuses have consistently indicated a need for curriculum accessibility including curricular guidelines, improved course offering modality, course sequence, and prerequisite guidelines. For example, a Curriculum Guideline which tracks all required courses and sequences of courses to take starting from the first semester to graduation is critical for student success, but is not currently available at OU-Lancaster. A flexible and diverse course offering modality that integrates online, distance, and/or hybrid class meeting activities is also currently unavailable and was overwhelmingly the most frustrating factor for students across campuses. There are also no prerequisite for the 10 courses, a design intended for flexibility to help schedule low enrollment courses.

Challenge #2 - Enrollments. Student enrollments have decreased substantially in the year of 2014. Although enrollment has been increased slightly at the OU-Chillicothe and OU-Southern campuses, low enrollments at OU-Lancaster are of concern. The reason cited for dropped enrollments has been the start up of a competing Bachelor's of Social Work.

Challenge #3 - Communication/Technology. Communication between the three HST programs across OU regional campuses have been conducted through the HST Program Coordinator. This occurs at least once a year, during the RHE Annual Conference, and by email throughout the year. Given the programmatic responsibilities inherent in administering a multi-campus program, the reviewers consider this a potential hindrance to HST’s potential growth.

Challenge #4 - Program Assessment. The reviewers could not identify a means of course assessment or indicators for gain of knowledge through common tests or certifications.

INSTITUTIONAL CHALLENGES

Institutional Challenge #1 - Program Coordinator Oversight and Scheduling Role. Reviewers felt it is overly burdensome to expect one individual to perform significant oversight at three campuses, maintain a large cohort of advisees, event planning, recruiting, and various other duties to sustain and grow a program while also maintaining a 3:4 course workload as well as to remain active in scholarly achievement.

Institutional Challenge #2 - Administrative Support Staff, Faculty Staffing, and Compensation for Services Provided. In order to maintain program viability and to sustain growth in HST
enrollments, staff support and adequate compensation are reasonable expectations but were not found to be equitably met across the three campuses. For example, professional development funding for CEUs is campus-specific and, as cited by Dean Tuck, is a line item that may not be available to faculty in the future. Further, recognition and compensation for program director responsibilities varied across campuses. For example, the Lancaster Campus Director was hired under a 0.8 FTE contract, is expected to teach a 4:4 course load with responsibilities to provide campus leadership, advising and event planning to grow the program. The workload seemed excessive at the Southern campus as well, with Campus Director serving as campus counselor on two campuses (Southern and Proctorville) and offering both a student orientation success course (UC, 1 credit course) and a stress management workshop without compensation.

Institutional Challenge #3 - Official HST Facilities, A.D.A. Compliant Space. The lack of a designated space for the HST program impedes promotion of the HST program, communication across campuses, and student enrollments. Limitations on academic resources, for example, access to working computers and printers (Lancaster campus only), were of concern to reviewers.

Institutional Challenge #4 - Tuition Reciprocity. Tuition reciprocity for Kentucky Students to date has not impacted HST enrollments, but is anticipated to do so once online course options are made available. Ohio University has a reciprocity agreement with Kentucky that allows Kentucky-based students to take courses at Ohio University’s Southern campus at in-state (Ohio) tuition rates. This reciprocity does not apply when Kentucky-based HST majors at the Southern campus take online HST courses with call number originating from other Ohio University campuses. This financial hardship may discourage potential HST majors at Southern by additional tuition costs (not borne by their HST classmates) for Kentucky-based HST majors at Southern.

RECOMMENDATIONS

Program Recommendation #1 and #2 - Curriculum Accessibility and Enrollments. A program track stating courses to be offered in sequential semesters to degree completion is recommended. Development of a flexible and diverse course offering which integrates online, blended, OULN, and/or hybrid classes across the participating campuses with shared faculty course load is recommended to meet the needs of students while providing OU-RHE an affordable means of
delivering the program. While the program is currently under-enrolled, it is further advised that HST develop pre-requisites on course sequence (introductory to more advanced). This will not only avert a headache when the program’s enrollment surge, but immediately eliminate the need for excessive information overlap per course for students ‘out-of-sequence’. Formal approval of the articulation agreement for HST as a two-plus-two into the Bachelors of Social Work concurrent with active advising into HST are significant factors for continued enrollment growth of this program. An expansion option that generated considerable interest among the student body is a Bachelor’s of Human Services (BHS). This new degree would ensure OU’s Human Services program meets career-training qualifications aligned with upcoming State of Ohio licensing regulations for substance abuse intervention. In an area notable for its high addictions and overdose rates, this may be worth investigating as another means of building enrollments.

Program Recommendation #3 Communication/Technology. Reviewers recommend in-person or Skype meetings to occur at least once per semester in addition to the annual summer conference. Providing technology and training for videotaping interviews and group dynamics would be a plus for the program.

Program Recommendation #4 Assessment. Formal assessments should be done periodically of instructors (peer review, interviews, examples of student work, practicum reports). For a quantitative measure, testing conducted per semester or annually to evaluate student gain of knowledge is recommended across all campuses to reflect consistency in program delivery.

Institutional Recommendation #1 and #2 - Program Coordinator Oversight and Scheduling Role and Staffing. In order to ensure the quality and consistency of the HST curriculum, the HST Program Coordinator must retain final authority on who is cleared to teach HST courses, but also should be informed, if not integral to decision making on budgeting and scheduling changes that may impact the program’s success inadvertently. A workload reduction more in line with responsibilities is recommended.

In order to ease the workload, reviewers recommend that HST consider the hire of one additional full time faculty member, for the purpose of contributing course instruction across the campuses to indirectly assist Program Coordinator in oversight responsibilities and ultimately, to enhance communications from home campus to all other campus locations.
Continuing education (CEUs) are required for license renewals in the State of Ohio for mental health counselors and social work practitioners. Full time faculty should be guaranteed professional development funds for these required credentials.

Institutional Recommendation #3 Official HST Facilities, A.D.A. Compliant Space. Each campus should consider providing a separate (or a shared space with compatible programs such as Social Work) in which students, alumni and faculty can gather, brainstorm and network while aiding access to basic academic services. Any dedicated space could also be equipped with technology to enhance interviews and group dynamic activities (see Program Challenge #3).

Institutional Recommendation #4 Tuition Reciprocity. The reciprocity agreement with Kentucky regarding in-state tuition rates for Kentucky-based students taking courses at Ohio University’s Southern campus should be renegotiated to reflect the reality of the online environment or a Southern course number could be used for Southern students enrolling in an online HST course that originates from another campus. If the second option is employed, all efforts should be made to maintain current practice in terms of headcount, FTE, and fiscal allocations.

COMMENDATIONS

The Human Services Technology program is deemed to be viable. In the opinion of the reviewers, not only is this a strong, academically sound program, but a valuable one in terms of the real world impact its graduates might have. Those students who take their HST degrees into the field benefit from general knowledge and skills training they have acquired and the confidence gained to enhance job performance.

The review team also commend (1) the service provided to the human service community; (2) articulation pathway into the Bachelors of Social Work; (4) alumni representation and pride in the program; (5) dedicated faculty whose mission is clearly committed toward preparing our next generation of Human Service workers and Chemical Dependency Counselor Assistants.
Memo: Human Services Technology (HST) Program Review Response from the Faculty

To: University Curriculum Committee (UCC), David Ingram, Chair

Date: August 25, 2016

From: Barbara A. Mahaffey, Ph. D., LPCC-S, Campus and RHE Program Coordinator, HST

INTRODUCTION

The Human Services Technology (HST) Regional Higher Education Program Coordinator and Faculty wish to thank the three reviewers for their review of this program. Traveling between three regional campuses and meeting with all the administrators, support staff (Chillicothe), alumni, adjunct faculty, and students was accomplished in spring term 2016. This letter will list the content of the Reviewers comments that address the programmatic challenges and recommendations made in their report. This letter will first note the programmatic challenges listed in the review followed immediately by input from the HST faculty, an action plan, and then, if appropriate, the tasks recommended by the faculty to address the recommendations.

PROGRAMMATIC CHALLENGES – DISCUSSION ABOUT THE REVIEW

Challenge #1 - Curriculum Accessibility. Students across the three HST regional campuses have consistently indicated a need for curriculum accessibility including curricular guidelines, improved course offering modality, course sequence, and prerequisite guidelines. For example, a Curriculum Guideline which tracks all required courses and sequences of courses to take starting from the first semester to graduation is critical for student success, but is not currently available at OU-Lancaster. A flexible and diverse course offering modality that integrates online, distance, and/or hybrid class meeting activities is also currently unavailable and was overwhelmingly the most frustrating factor for students across campuses. There are also no prerequisite for the 10 courses, a design intended for flexibility to help schedule low enrollment courses.

Action Plans for Challenge #1. 1. The Regional Higher Education Program Coordinator will again work with the OU-Lancaster Program Coordinator to re-institute the design of an HST specific brochure and other print materials to include course sequence suggestions, career focus information, and to request the dissemination of the HST and Social Work articulation checklist during the initial Introduction course as well as during the Practicum courses taught at Lancaster. 2. The RHE Program Coordinator will ask to be included in leadership meetings in order to discuss programmatic needs. 3. The RHE Program Coordinator will ask the Associate Deans to communicate with her and seek approval before changing the course offerings at the OU-Southern and OU-Lancaster campuses in order to ensure the optimum overall schedule. 4. The RHE Program Coordinator will continue to provide feedback to the Regional Program Directors about the scheduling of courses. Discussion: Recently, the RHE Program Coordinator worked with the two other campus directors and faculty to design a two-year offering excel spreadsheet that was given to Carissa Anderson at OU-Athens for administrative oversight and review.
Challenge #2 - Enrollments. Student enrollments have decreased substantially in the year of 2014. Although enrollment has been increased slightly at the OU-Chillicothe and OU-Southern campuses, low enrollments at OU-Lancaster are of concern. The reason cited for dropped enrollments has been the start-up of a competing Bachelor degree in Social Work.

Action Plan for Challenge #2. 1. The RHE Program Coordinator will initiate a meeting with the OU-Lancaster Associate Dean and Program Coordinator to discuss ways to improve the student enrollments. The RHE Program Coordinator should be consulted when changes in course offerings and course clearances are needed. The Associate Deans will be reminded of the importance of RHE Program Coordinator involvement in decisions regarding course scheduling. 2. The OU-Southern Program Coordinator will survey students to ascertain if this model will be successful in meeting the needs of the OU-Southern students. Discussion: The OU-Chillicothe enrollments have experienced continued growth since the writing of the self-study and have employed mentoring, recruitment, and retention activities. The OU-Southern campus is beginning to rebound and currently offers a cohort model of scheduling courses.

Challenge #3 - Communication/Technology. Communication between the three HST programs across OU regional campuses have been conducted through the HST Program Coordinator. This occurs at least once a year, during the RHE Annual Conference, and by email throughout the year. Given the programmatic responsibilities inherent in administering a multi-campus program, the reviewers consider this a potential hindrance to HST’s potential growth.

Action Plan for Challenge #3. 1. The HST Regional Program Coordinator will request another course release in order to have time to travel between campuses and conduct more frequent meetings and oversight activities (trainings, evaluations, consultations about retention and recruitment). 2. The RHE HST Program Coordinator will request that a separate line item travel fund become available to accommodate the need for travel and oversight activities. 3. The RHE HST Program Coordinator will ask for a computer with Skype capability and ask that the regional campuses consider purchase of a “GoToMeeting” package in order to facilitate increased communication. Discussion: The budget restraints have limited the RHE HST Program Coordinator resources (she has not had a new computer for 4 or five years).

Challenge #4 - Program Assessment. The reviewers could not identify a means of course assessment or indicators for gain of knowledge through common tests or certifications.

Action Plan for Challenge #4. 1. The RHE Program Coordinator will review with the Program Directors the location, filing cabinet, and office space for the practicum folders that contain all the sophomore level practicum outcome measures (the midterm evaluations and final evaluations of students who complete practicums. 2. The two Program Directors will be reminded of the importance of tracking and maintaining the outcome reports (practicum folders). Discussion: The OU-Chillicothe faculty have maintained filing cabinets with records of students who have completed practicum experiences, the outcome measures for the Human Services Technology program. The RHE Program Coordinator will continue to ask the Program Directors for this information from their prospective campuses each year. The outcome evaluations of 40 years of graduates have reflected three specific HST outcomes and the report for 2014 – 2015 is included...
at the end of this letter. This information about outcomes was written in the self-study report but not discussed in depth during the review due to time constraints.

INSTITUTIONAL CHALLENGES

Institutional Challenge #1 - Program Coordinator Oversight and Scheduling Role. Reviewers felt it is overly burdensome to expect one individual to perform significant oversight at three campuses, maintain a large cohort of advisees, event planning, recruiting, and various other duties to sustain and grow a program while also maintaining a 3:4 course workload as well as to remain active in scholarly achievement.

Action Plan for Institutional Challenge #1. 1. The RHE HST Program Coordinator will ask for a course release for each term in order to perform oversight at the three campuses. Discussion: The uniqueness of the Human Services Technology program is to be appreciated and understood by administrators. There are unique challenges inherent in educating these students, understanding the advising and scheduling needs, and engage in research, especially during the time of the conversion to semesters.

Institutional Challenge #2 - Administrative Support Staff, Faculty Staffing, and Compensation for Services Provided. In order to maintain program viability and to sustain growth in HST enrollments, staff support and adequate compensation are reasonable expectations but were not found to be equitably met across the three campuses. For example, professional development funding for CEUs is campus-specific and, as cited by Dean Tuck, is a line item that may not be available to faculty in the future. Further, recognition and compensation for program director responsibilities varied across campuses. For example, the Lancaster Campus Director was hired under a 0.8 FTE contract, is expected to teach a 4:4 course load with responsibilities to provide campus leadership, advising and event planning to grow the program. The workload seemed excessive at the Southern campus as well, with Campus Director serving as campus counselor on two campuses (Southern and Proctorville) and offering both a student orientation success course (UC, 1 credit course) and a stress management workshop without compensation.

Discussion: The HST Program Coordinators/Directors/fulltime faculty have special challenges due to its unique practicum oversight, unique student supervision needs, and intensive work required with practicum site supervisors at isolated yet unexpected times of the academic year. Further, the faculty with various licenses and certifications need Continued Education Units (CEUs) in addition to other pedagogical aspects (ie. memberships and attendance at social service council meetings that enhance their pedagogy) of support. The faculty will continue to advocate for CEU monies in the regional campus budget. The faculty will advocate for the line item to support professional memberships to enhance the pedagogy. For example, the Ohio Coalition of Human Service Educators offers information on updates on the legal aspects of the Ohio Chemical Dependency Counselor Assistant certificates that we help students apply for every term.

Institutional Challenge #3 - Official HST Facilities, A.D.A. Compliant Space. The lack of a designated space for the HST program impedes promotion of the HST program, communication across campuses, and student enrollments. Limitations on academic resources, for example,
access to working computers and printers (Lancaster campus only), were of concern to reviewers.

Discussion: There are needs for accessible advising space (ie. faculty have offices that are not accessible for those in wheel chairs). The RHE Program Coordinator recommends that the HST fulltime faculty have offices, desks, and filing cabinets. It would be better if the HST faculty at OU-Chillicothe have two conjoining office space where meetings with multiple students could be held. Sometimes small groups of HST students need a meeting space and the joint advising of the two advisors at OU-Chillicothe.

Institutional Challenge #4 - Tuition Reciprocity. Tuition reciprocity for Kentucky Students to date has not impacted HST enrollments, but is anticipated to do so once online course options are made available. Ohio University has a reciprocity agreement with Kentucky that allows Kentucky-based students to take courses at Ohio University’s Southern campus at in-state (Ohio) tuition rates. This reciprocity does not apply when Kentucky-based HST majors at the Southern campus take online HST courses with call number originating from other Ohio University campuses. This financial hardship may discourage potential HST majors at Southern by additional tuition costs (not borne by their HST classmates) for Kentucky-based HST majors at Southern.

Discussion: The RHE Program Coordinator realizes that HST students have financial needs such as transportation and tuition support. The faculty will encourage the administrators to discuss the reciprocity issues.

RECOMMENDATIONS

Program Recommendation #1 and #2 - Curriculum Accessibility and Enrollments. A program track stating courses to be offered in sequential semesters to degree completion is recommended. Development of a flexible and diverse course offering which integrates online, blended, OULN, and/or hybrid classes across the participating campuses with shared faculty course load is recommended to meet the needs of students while providing OU-RHE an affordable means of delivering the program. While the program is currently under-enrolled, it is further advised that HST develop pre-requisites on course sequence (introductory to more advanced). This will not only avert a headache when the program’s enrollment surge, but immediately eliminate the need for excessive information overlap per course for students ‘out-of-sequence’. Formal approval of the articulation agreement for HST as a two-plus-two into the Bachelors of Social Work concurrent with active advising into HST are significant factors for continued enrollment growth of this program. An expansion option that generated considerable interest among the student body is a Bachelor’s of Human Services (BHS). This new degree would ensure OU’s Human Services program meets career-training qualifications aligned with upcoming State of Ohio licensing regulations for substance abuse intervention. In an area notable for its high addictions and overdose rates, this may be worth investigating as another means of building enrollments.

Action Plans for Program Recommendations #1 and #2. 1. The RHE Program Coordinator will work with the Program Director of the OU-Lancaster HST program to maintain two pieces of information that will be disseminated to current and future students: a) a brochure and link
detailing the course offerings in sequence b) an approved articulation plan check sheet that
delineates the HST to Social Work path. 2. The RHE Program Coordinator has outlined a
Bachelor of Human Services and is in the process of researching its feasibility in order to present
the program outline and course objectives to the college curriculum committees. 3. The RHE
Program Coordinator would be willing to join the Leadership team and advocate for the unique
needs for its program. 4. The RHE Program Coordinator has suggested the Associate Deans of
each regional campus seeks clearances for instructors and any adaptations of the prior
established course schedules with her prior to publication. Discussion: There are brochures and
links delineating the course suggested availability at OU-Chillicothe and OU-Southern. At the
initiation of the HST program at OU-Lancaster, the brochures were available there. The RHE
Program Coordinator’s proposal has been approved by the Program Director of the Ohio
Chemical Dependency Professional Counselor Board as it includes coursework and experiences
to enable students to obtain higher level licenses in that field. It is the understanding of the RHE
Program Coordinator that the addition of a Bachelor of Human Services would require the hiring
of additional faculty. This is uncertain due to budget constraints. It is hoped that the Deans
encourage any course scheduling decisions, course cancellations, and staffing should be
discussed with the RHE Program Coordinator. The RHE Program Coordinator should be
included in the hiring decisions of all fulltime and parttime faculty.

Program Recommendation #3 Communication/Technology. Reviewers recommend in-person or
Skype meetings to occur at least once per semester in addition to the annual summer conference.
Providing technology and training for videotaping interviews and group dynamics would be a
plus for the program.

Action Plans for Program Recommendation #3 Communication/Technology. 1. The RHE
Program Coordinator will request access to a computer with Skype and camera capability and
schedule meetings each semester to discuss program issues with the Program Directors and
fulltime faculty. Discussion: The RHE Program Coordinator will continue to encourage more
frequent communication among the faculty and is available via email and phone with all faculty.

Program Recommendation #4 Assessment. Formal assessments should be done periodically of
instructors (peer review, interviews, examples of student work, practicum reports). For a
quantitative measure, testing conducted per semester or annually to evaluate student gain of
knowledge is recommended across all campuses to reflect consistency in program delivery.

Action Plans for Program Recommendation #4 Assessment. 1. The RHE Program Coordinator
will research an assessment tool to address the pedagogical aspects of HST teaching and
schedule yearly assessments. Letters will be disseminated to the HST faculty. Discussion: The
RHE Program Coordinator has already created practicum outcome assessment tools (midterm
and final evaluations completed by the site supervisors for all of the practicum students) and
collects that information yearly from the Program Directors and practicum faculty.

COMMENDATIONS

The Human Services Technology program is deemed to be viable. In the opinion of the
reviewers, not only is this a strong, academically sound program, but a valuable one in terms of
the real world impact its graduates might have. Those students who take their HST degrees into the field benefit from general knowledge and skills training they have acquired and the confidence gained to enhance job performance.

The review team also commend (1) the service provided to the human service community; (2) articulation pathway into the Bachelors of Social Work; (4) alumni representation and pride in the program; (5) dedicated faculty whose mission is clearly committed toward preparing our next generation of Human Service workers and Chemical Dependency Counselor Assistants.

Discussion: The HST program faculty and students appreciate the opportunity to discuss their successes and experiences. Two corrections to the Program Review letter from the reviewers: Michael Ashton has an MSSW (rather than an MSW) degree and an LISW-S (Licensed Independent Social Worker license with a supervision credential) and 38 years of Human Service experience, 23 of which includes clinical supervision experience as the Clinical Director of New Horizons Counseling Center, Fairfield County's comprehensive community mental health center. David Nelson has MSW and MA degrees and dual licensure in the State of Ohio.

**Program Outcome Report for the Associate of Applied Science in Human Service Technology (HST) Program for 2014-2016.**

Upon completion of the human service technology major, students will have:

- Learned skills applicable to diverse settings, including mental health facilities, prisons, social service agencies, and nursing homes.
  - According to central administration report, twenty students graduated during the 2014-2015 academic year from the Human Services Technology program. All of them completed two practicum courses and were evaluated by faculty and site supervisors as having learned applicable skills in their practicum site(s).

- Completed a practicum that demonstrates the development of their professional and ethical helping attitudes, values, and beliefs.
  - Thirty six students successfully completed practicum classes during 2014 and 2015. In order to complete practicum class successfully, these students were rated as demonstrating the development of their professional and ethical helping attitudes, values, and beliefs by their practicum site supervisors during their field work.

- Gained a greater understanding of the culture and diversity of clients.
  - Thirty six students successfully completed practicum classes during 2014 and 2015.
In order to complete practicum class successfully, these students were rated as demonstrating the development of their professional and ethical helping attitudes, values, and beliefs by their practicum site supervisors during their field work.

- Learned how to help, educate, and interact with clients using intervention techniques and strategies.
  
  A. Thirty six students successfully completed practicum classes during 2014 and 2015. In order to complete practicum class successfully, these students were rated as demonstrating the development of their professional and ethical helping attitudes, values, and beliefs by their practicum site supervisors during their field work.

- Developed the necessary academic skills to pursue additional degrees and certifications.
  
  A. Of the 464 students who have graduated since 2005, 182 earned a bachelor level degree and 16 a master degree at Ohio University. From the OU-Chillicothe HST program, one graduate completed a Master in Communication Studies, two completed Master in Social Work degrees at other universities, and four graduates are currently completing their Master in Education in counseling degrees in the OU-Chillicothe cohort. Twenty three of the first graduating class of the Bachelor in Social Work program at Ohio University-Chillicothe in 2013 – 2014 academic year were graduates of the Social Work program. Seven of the nine Ohio University-Chillicothe graduates during the 2014-2015 have enrolled in bachelor degree majors and are currently enrolled.

  Of the nine students who graduated from the HST program at OU-Lancaster during the 2014-2015 academic year, seven are enrolled in bachelor level degree programs.

  One of the OU-Southern graduates in the past year has continued enrollment at OU-Southern in a bachelor degree program. Graduates from the past seven years from OU-Southern include four who graduated from the University of Kentucky Master in Social Work program in Ashland and seven from the Lindsey Wilson Master in Art in counseling program in Ashland, Kentucky. Two of the spring Bachelor in Social Work graduates were former HST graduates, and three graduates are now seniors in the Bachelor in Social Work program at OU-Southern.
All of the Human Services Technology students are eligible to apply for two certificates in the state of Ohio. Students may apply for the Chemical Dependency Counselor Assistant (CDCA) certificate offered by the Ohio Chemical Dependency Professionals Board. After obtaining the Human Services Technology Associate degree in Applied Sciences, students may apply for the Social Work Assistant (SWA) certificate from the Counselor, Social Worker, and Marriage and Family Therapist Board in Ohio.
July 7, 2016

Dr. David Ingram  
Chair, Program Review Committee  
University Curriculum Council (UCC)

Dear Dr. Ingram:

Thank you for sending the draft of the program review document for the Human Services Technology (HST) Program offered on the Ohio University Chillicothe (OU-C), Lancaster (OU-L) and Southern (OU-S) campuses, and the opportunity to respond to the review. As you know completion of this two year degree program leads to an Associate in Applied Science degree. We would also like to thank Drs. Fuh-Cherng Jeng and Orianna Carter who served as the internal reviewers for the program review; and Mr. Brian Moore, MSW, for his expertise and perspectives as the external reviewer for the program. We greatly appreciate such a complete and thorough review of the program provided by these individuals.

We would very much agree with the reviewers that the HST program is “viable”. Considering the quality of students, program faculty, strength of the curriculum, program facilities and alignment with the mission of our campuses and career opportunities in our service regions; we strongly feel the HST program is a valuable (degree) program offered on our campuses and the program graduates provide an important need in the communities our campuses serve. In addition, there is a great deal of synergy between the HST program, the Bachelors of Social Work (BSW) and the Bachelor of Technical and Applied Sciences (BTAS) programs which expand the curriculum offerings on our campuses.

We would also like to take this opportunity to thank Dr. Barbara Mahaffey, the Regional Higher Education System (RHE) Coordinator of the HST program for her leadership and the other program faculty who have contributed to preparing the review documents and have contributed to the success and viability of the program during this review period.

Responses to the Programmatic/Institutional Challenges and Recommendations

The reviewers expressed concern over the “accessibility” and communication of the curriculum guidelines which help students track required courses and course sequences throughout the program, semester by semester. This appeared to be an issue particularly on the OU-L campus.
The recruiting office on the OU-C campus has worked with Dr. Mahaffey to develop a brochure about the program, including the curriculum sequence to complete the degree. This brochure is distributed to admitted and potential students interested in the program and posted on the campus website: https://www.ohio.edu/chillicothe/download/loader.cfm?csModule=security/getfile&pageid=2463702. The OU-L campus also distributes a curriculum guide for the HST program to students interested in completing the degree, but this guide does not currently outline the course sequence for each semester enrolled in the program. This guide can be revised to outline the course sequence which should address the issue raised by the reviewers.

There were concerns expressed by the reviewers regarding declining enrollments in the HST program, particularly at the OU-L campus. We share these concerns which was why the RHE deans strongly encouraged the development of a 2+2 articulation agreement (curriculum pathway) between the HST and the BSW degree programs. Through the work of the HST and Social Work (SW) program faculty, an agreement has been recently developed and endorsed by the RHE deans. We feel this agreement may increase enrollment in the HST program as it allows a seamless pathway for students who earn an HST Associate Degree to earn a BSW with an additional 2 years of coursework. We also feel the synergy that exists between the HST degree program and the BTAS degree program may also help increase enrollment in the HST degree by again providing a pathway for students to complete a bachelor’s degree. Finally, with regards to the enrollment trends in HST on the OU-L campus, it should be noted that OU-L did not have a dedicated campus program coordinator in HST for a significant part of the review period. In addition, OUL was the most recent campus to start the social work program resulting in some students declaring pre-social work given a new opportunity. One of the responsibilities of the program coordinator is to recruit students into the program. Now that this individual is in place on the OU-L campus it is expected that the HST enrollments will rebound.

Concerns were expressed by the reviewers regarding the lack of communication between the HST Program Coordinators of the three campuses offering the degree. As it is the responsibility of the RHE System Coordinator to promote such communication, we will encourage the RHE system coordinators to arrange electronic meetings each semester term through SKYPE or using the campus’ OULN system as recommended by the review team.

The reviewers commented that they could not find evidence of program and course assessment methods or indicators as part of the review. There was a recommendation that formal assessments be implemented each semester or annually as a means to evaluate the student’s gain of knowledge. We very much agree with this recommendation, however as this is an issue related to program pedagogy, we feel the concern and how the concern will be addressed would be best expressed in the response from the HST Program Coordinators.

The reviewers expressed concerns that “it is overly burdensome” to expect the program system coordinator to maintain oversight of the program at the three locations in addition to recruiting, advising, scholarship and teaching responsibilities on her home campus. It was suggested that an additional faculty member in HST be hired to lessen the workload of the HST
System Coordinator. We would disagree with this assessment of the workload and the need for additional program faculty. First, these duties are expected of all RHE system coordinators and many of these programs are significantly larger in student numbers than the HST program. RHE Academic Program Coordinators are paid a significant annual stipend to compensate them for their duties related to the coordination of the program. These duties include recruitment for the program, advising, curriculum development and scheduling coordination. If the RHE system coordinator feels the workload, including teaching responsibilities, is too heavy/burdensome to remain active with their scholarship, they have the opportunity to reduce their stipend in exchange for a course reduction. Also, in the case of the OU-C campus (home campus to the current HST system coordinator), the group II faculty member who also teaches in the HST program was converted to a full time (1.0 FTE) position a few years ago and given a significant advising load in the program in order to partly relieve the program coordinator of advising duties.

The reviewers also made claim that the compensation for coordinator duties were not equitable between the campuses. RHE Academic Program Coordinators, including the HST coordinators, receive an annual stipend (including summer work) based on the number of declared (program) majors on the campus. The system coordinator receives an extra stipend for duties related to coordinating the program across multiple campuses. This method of compensation is standard across all of the campuses (while the amount of the stipend may vary depending on the number of campus majors) so it is unclear why the reviewers felt the compensation was not equitable, unless the details of compensation were not clearly communicated during the campus location site visits.

The reviewers recommended that the HST RHE System Program Coordinator have final authority on who is cleared to teach HST courses and have input with regards to budgeting and scheduling changes which effect the HST program. We agree that program faculty leadership such as campus and system coordinators should have a major role in reviewing faculty credentials to instruct courses within the program’s curriculum, as they are in the best position to evaluate an individual’s qualifications to teach a particular course. However, it is important to note that course scheduling and staffing of courses on the regional campuses is the ultimate responsibility of the campus associate dean. It is therefore important that all academic program coordinators within RHE be willing to work with the campus associate deans and maintain a reasonable degree of flexibility in staffing of the course offerings on the individual campuses.

In regards to addressing the issue of reciprocity with Kentucky (Institutional Challenge #4), the reviewers recommended that the agreement should be renegotiated to reflect the reality of the online environment. The regional campus deans have discussed this issue and have developed a process for situations in which the reciprocity students choose to take an online course at one of the other regional campuses at the reciprocity rate. With proper advising, this process is expected to correct the issue.

Finally, the reviewers felt that a lack of “designed space” for the HST program “impedes promotion” of the program. The dedicated space would be used for students, alumni and
faculty to gather for planning and networking activities. As physical facilities on all of our campuses is limited, we feel it is impractical and inefficient to have space dedicated to specific academic programs which are offered on our campuses. That said, academic programs are welcome to make arrangements to reserve facilities on the campuses, including the needed technology, to hold special events or to “brainstorm”, network or conduct planning sessions for the advancement of the program.

In conclusion, we very much appreciate the efforts of the program reviewers to assess the Human Services Technology degree program offered on the Chillicothe, Lancaster and Southern campuses and the opportunity to respond to their findings and recommendations. This process will be invaluable to the program as it plans for the future.

Sincerely,

Martin T. Tuck PhD
Dean
Ohio University Chillicothe

Nicole Pennington DNP
Dean
Ohio University Southern

James Smith PhD
Dean
Ohio University Lancaster