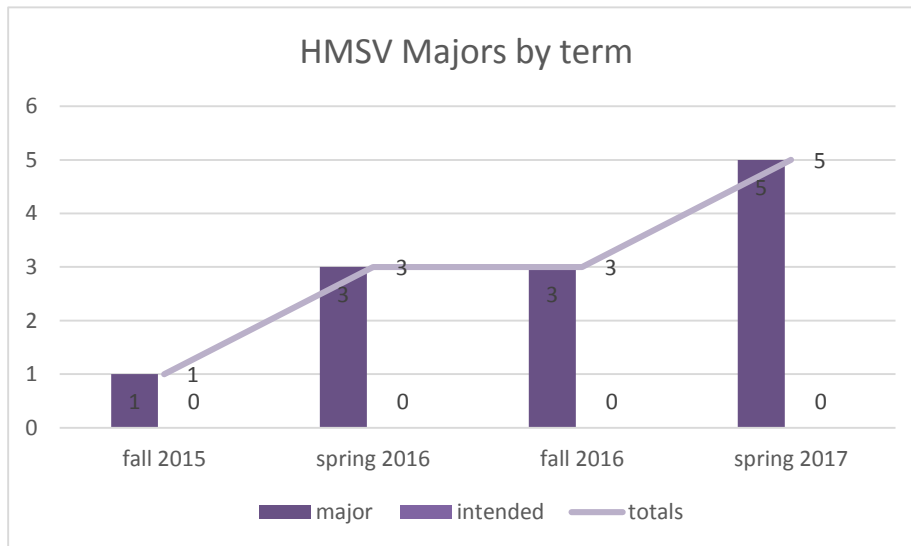


### **Associates of Arts in Human Services Program Review & Program Efficiency and Enhancement Review (PEER)**

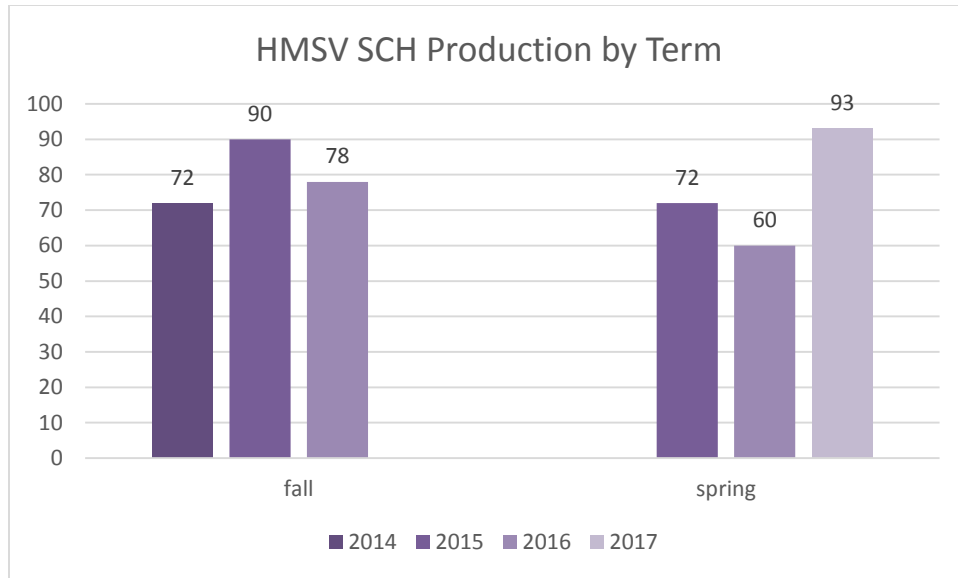
*The Associate of Arts in Human Services was approved by the HED in the fall of 2015, so this must be kept in mind when reviewing the information provided within this report.*

#### **Program Data**

**HMSV majors.** The Associate of Arts in Human Services was approved by the HED in the fall of 2015, in that semester we had only one declared HMSV major. By the spring, we had recruited an additional two majors, and this figure remained steady until the spring of 2017. It should be noted that there were changes in program leadership between the spring of 2016 and the spring of 2017, and that because of the increasing demand for Social Work Programs, resources have been limited. While recruiting has been a slow process, it is helpful to keep in mind that the program is new, though it is evident that the demand for this degree is less than expected when the program was created. The program was initially created to address a call for community support workers (with attached federal funding) – since that time, this funding is no longer available. Still, we believe with time and energy, this could be a viable program. Because it is an entry level job that is typically offered through community colleges, with the right leadership, we believe it could be a source for revenue from tuition, course completion SCH funding, and degree completion incentive funding.

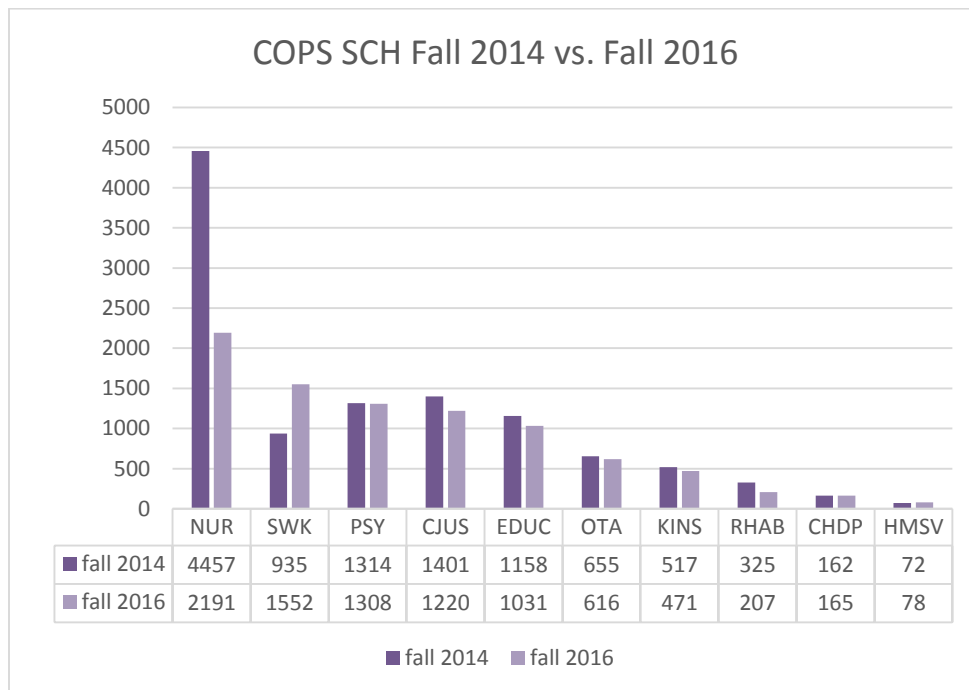


**HMSV student credit hour production.** The number of student credit hours generated only loosely correlates to the number of human service majors. Additionally, some of the HMSV courses were offered prior to the major’s formal approval by HED. Because the courses within the degree are open to all students, because some courses count as both service learning and elective credit for non-majors, and because the courses are offered only online, the SCH generated is higher than the expected number given the number of majors. It should be noted that for a number of semesters, HMSV was taught as a dual enrollment course, these courses and credit hours have been removed for the purposes of this report since, due to reimbursement rates, and the revenue generated from these sections has a different formula. The table below indicates the number of credit hours generated since the program’s implementation:



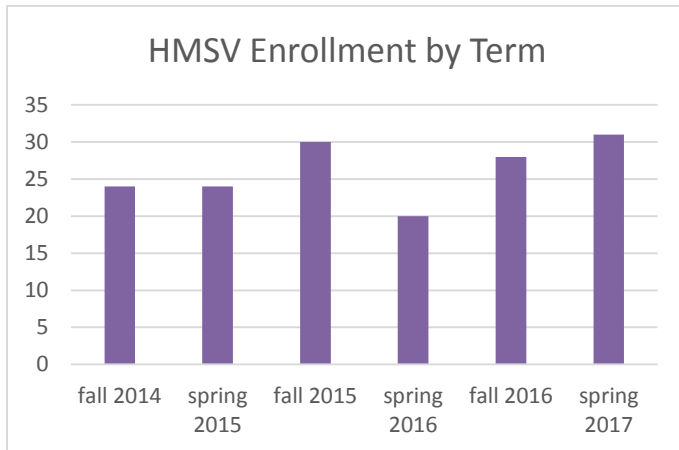
Relative to other programs in the College of Professional Studies, the HMSV program has far fewer majors, and less Student Credit Hour production, though again, it is helpful to remember that the degree is new, and it may be possible, with the right leadership, to continue to develop the program into a source of revenue generation. This is evident in the obvious increase in SCH production between the spring of 2016 and the spring of 2017 (see chart above).

The following graphic represents an SCH comparison of HMSV relative to other majors within the College of Professional Studies – from fall of 2014 to fall of 2016.



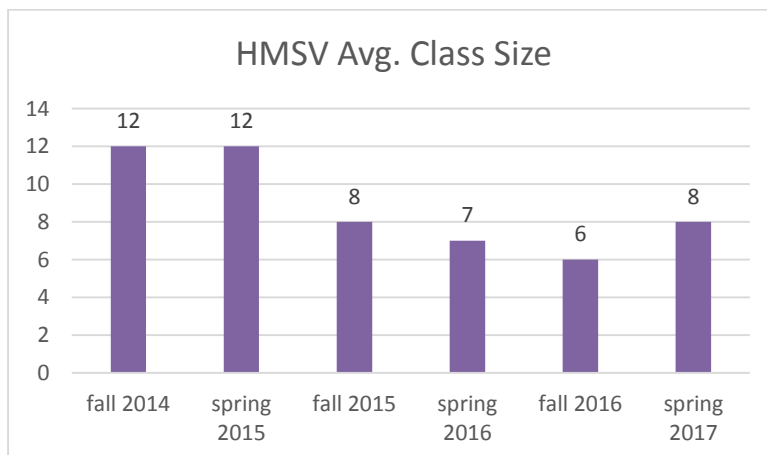
The financial implications related to student credit hour production are important to mention. There has been modest growth in the credit hour production for HMSV courses. For the 2016-2017 academic year, the HMSV SCH was 171; when calculated at state funding rate of \$4.75 per credit hour, revenue generated in the 2016-2017 academic year totals \$812.25 compared with the total for 2015-2016 at 150 SCH which would have been only \$712.50. It is helpful to remember that revenue generated from tuition charged for each SCH is not accounted for here.

**Average course enrollment.** The number of students enrolled in courses has been variable depending on the semester of the course and, as noted earlier in the report, has depended on the leadership of the program and may be correlated with efforts at recruiting as well as advertising courses to university advisors. Another factor to be considered is the number of HMSV course sections offered; this is because the greater number the number of choices, the higher the chance is for dispersion (see tables below). Again, dual enrollment sections are excluded from this report.



HMSV Course Sections	
201510	2
201520	2
201610	4
201620	3
201710	5

With this information in mind, the following table represents the average HMSV course size, by semester, with dual enrollment sections removed. It is clear that the HMSV program currently has a smaller average class size than the institutional average, which in spring of 2017 was 11 students. This average class size has been rebounding, and we believe it could continue to rise under the right conditions.



***HMSV program graduates.*** We began admitting in the fall of 2015. Keeping in mind that it takes several years to see results at the undergraduate level given the time it takes for a student to complete 60 credit hours toward an associate's degree, the number of expected graduates will be small. An additional factor relating to the number of program graduates relates to retention, which is a challenge faced by most associate-level programs. There has only been one program graduate, in the fall of 2016. There is one student who is scheduled to graduate in the spring of 2017.

In terms of budget, given the graduation incentives, projected revenue for degrees awarded at \$250 per completed degree will be \$500.00 for FY 2016-2017. There is a potential to increase this figure with capacity building efforts.

***Strategies for achieving efficiency.*** The HMSV program is currently administered under the direction of the BSW Program Coordinator through the School of Social Work. The BSW Program Coordinator is also the primary online course designer for the program. Because of small course sizes, and because the program is non-accredited, once the online courses were developed, the courses were handed over to adjunct instructors. The advantage to using adjunct instructors is that they consume fewer institutional resources. Furthermore, the online only model of this program reduces the draw upon institutional resources.

There is currently one adjunct instructor who teaches all sections of the HMSV courses each semester. That adjunct is willing to teach under-enrolled courses at the SOL pay rate corresponding to the number of students enrolled. This also saves the institution money, making this program quite efficient.

***Challenges and opportunities for the future.*** This program is a fledgling. Being a young program, there has not been sufficient time to both develop courses and to participate in meaningful recruitment efforts, especially given competition inherent in associate's level programs. One challenge has been that the BSW program is experiencing steady growth, and as such, departmental resources have been dedicated to the fastest growing areas. Additionally, the MSW reaffirmation drew attention away from the HMSV program. We believe that, if the university continues to support this program, it can become a source of revenue.

Under the right leadership and given efforts toward recruitment, there is potential for growth. This is because of external social forces that continue to support the need for entry level human services workers throughout the country. The skills taught in the program are relevant to many contexts where human interaction is key. As such, this degree may also serve as a stepping-stone on students' way to one of our many human service oriented degree programs, including psychology, education, social work, and criminal justice, to name a few.

### **Guiding questions**

1. ***What was the HMSV Program at WNMU created to do in the first place?*** The HMSV program was created in response to state legislation and grant funding to improve rural community health. Though WNMU applied for funding, this support was never achieved. The program was intended to develop community health workers in the region and state.

**2. *What is the program doing now?*** As of now, the program is offered online only through the School of Social Work using one adjunct instructor to teach the online courses, and in collaboration with the Early Childhood Education program which teaches one child development course that is regularly substituted for one of the core courses to avoid duplication of effort. There has been one graduate of the program (in December, 2016) who has matriculated to the BSW program. There is one other student expected to graduate in May, 2017 who is already a BSW student. There are currently 6 human services majors, one of which is already taking courses toward the BSW.

**3. *Should it be doing what it's doing now?*** While it is difficult to admit, this program has not gotten the time and attention it has deserved in order to develop it into a strong program. That being said, in order to maintain maximum efficiency, we believe the current resources being utilized versus those being expended are appropriate given the current status of the School of Social Work resources and liabilities.

**4. *If not, what should it be doing?*** There is the potential that the HMSV program is better suited as a part of the community college, or some other closely related field. It is possible that another department would be better suited to develop a strong program that can grow and serve as an additional stream of revenue for the institution. If the program begins looking toward other departments for increased collaboration, this may be possible.

**5. *How should it do what it should be doing?*** The current leader of the HMSV program should be seeking collaboration and should be discussing options with administration for how to proceed. In its current state, this program seems to be more of a break-even initiative (though it does offer choice to students) than one that provides meaningful contribution to the University.