**Department of Human Services and Leadership**

**University of Wisconsin-Oshkosh**

**Undergraduate Assessment Plan**

**Mission:** The mission of the Human Services Leadership Department is to prepare graduates to improve the human condition by assuming informal and/or formal leadership roles in various human service, educational, governmental and community venues.

Assessment of the Human Services Leadership Program is through programmatic assessment, student learning outcomes, and field experience as described in this assessment plan.

**I.** **Program Assessment**

The primary program goal is to prepare graduates via an interdisciplinary base for both advanced studies and careers in the human services professions by meeting the diverse needs of individuals, families, groups, and communities. Program goals indicated in the below accreditation standards are reviewed and assessed through the reaccreditation process. Furthermore, the program is assessed annually reviewing more specific program goals as identified in this assessment plan. The program goals being assessed during this current period along with student learning objectives are indicated below.

1. Program Goal One

**Council for Standards in Human Service Education (CSHSE) Standard 3:** The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community. This will be assessed by answering the following questions.

1. What are the most important skills current human service professionals need?
2. Does our program adequately prepare students based on the identified needed skills? If it is determined that it is not, how will curriculum or the program be modified to meet these needs?

Curriculum will be reviewed for relevance to current human services practices and the current needs of Human Services agencies. This is be utilized to inform curriculum changes and revisions. Data will be collected via the following.

* 1. Advisory board discussion feedback.
	2. Faculty input via data retreat and ongoing course level review discussions at faculty meeting
	3. Student learning outcomes data collected at the course level
	4. Surveys of:
		1. Current students
		2. Program graduates
		3. Human services agencies
1. Program Goal Two:

**Council for Standards in Human Service Education (CSHSE) Standard 5:**  The program shall have written standards and procedures for advising, admitting, retaining, and dismissing students. This will be assessed by answering the following questions.

1. Do our admission requirements meet the needs of students and the program?
2. Does the program have access to adequate information to make program admission and enrollment management decisions? If not, what admission standards and procedures need to be developed or adjusted to collect all needed information?
3. Does the program have the adequate resources to meet the student demand for admission into the program?
	1. How many students admitted into the program fit within the following ranges at the time of admission? Is this information easily retrievable from registration and Undergraduate Advising Resource Center (UARC)?
		1. 56-67 credits upon admission
		2. 60-79 credits upon admission
		3. 80 or more credits upon admission
	2. How many credits do students have when they declare their major? Is this information easily retrievable from registration and UARC?
		1. 0 – 24
		2. 25 – 55
		3. 56 – 80
		4. 81 or more
	3. How many students declare Human Services Leadership as their major after declaring a previous major? What were the prior majors? Is this information available through our current admission process, if not what methods of collection need be developed and incorporated into the admission process?
4. Does the advising received by our students allow them to achieve the university’s three required advising outcomes?
	1. Advising model (description to be provided)
	2. Advising outcomes
5. Outcome 1: Students are able to locate and use academic information and campus resources
	1. Objective 1: By admission to internship students will have received information about departmental resources for student success

Measure: Group field and program advising provided during the intro course by department and field office.

Objective 2: By major completion student will have utilized at least one advising opportunity per year

Measure: Student usage of drop in advising and faculty advising data collected by HSL ADA via SSG and advanced internship application.

1. Outcome 2: Students are able to understand and describe graduation requirements
2. Objective 1: By internship students will have identified a human services area of interest which aligns with their professional career goals.

Measure: SSC student usage data collected by HSL ADA; internship application or site approval request

1. Objective 2: By admission to advanced internship students will have met or have a plan to meet program and university requirements for graduation

Measure: Advanced internship student and alumni survey

* + 1. Outcome 3: Students are able to select and plan an academic program based on research, interest, skills, values, and career goals.
			- 1. Objective 1: By graduation, students will define a post-graduation plan and have taken step to implement that plan.

 Measure: advanced intern student survey

* + - * 1. Objective 2: By major completion, students will understand the value of relationships with faculty for academic and career planning

Measure: advanced intern student survey

c. Data collection (following sources)

1. SSC data
2. advanced internship survey
3. advising related course assignments
4. applications for admission to internship and advanced internship in gateway
5. program plan to completion (PPC)

d. Data Analysis (following questions to inform program regarding potential advising changes)

1. How do students perceive the quality of advising in the department?
2. What is working/not working?
3. What changes need to be made to improve students learning in advising?

**II. Student Learning**

At each gateway, student learning will be assessed through analysis of student learning objectives. Gateways 2 through 4 will be aligned with CSHSE standards 11-21.

A. Gateway 1: (Program Entry): Students will demonstrate their potential for success within the human services leadership program based on having met the below admission requirements:

1. Are students prepared for entry into the Human Services Leadership program?

Students are passed through this gateway if they meet the minimum 2.5 combined GPA (2.75 for transfer students within the articulation agreements) have a minimum of 56 credits, have declared Human Services Leadership as their major, have paid and registered for Tk20, have complete their HSL application within Tk20 which includes a program completion signed by UARC, and a paid authorization allowing the program complete a criminal background check.

1. Gateway 2: Program Admission: (Program Admission): Students will demonstrate an understanding of the learning objectives established for each course within the curriculum through completion of the selected course element/assignment, which reflects the CSHSE standard (in general) and the student learning objective (specifically). Courses 203, 310 & 385 are assessed in this gateway.

For students to be admitted into the program, they must complete 18-203, 18-310, and 385. Students must have a GPA of 2.75 with the Human Services Leadership program and a combined GPA of 2.5 and have completed 65 course credits total and be in good standing.

The following courses are required for program admission and are assessed as described below.

**Intro to Human Services 18-203:** Students will be evaluated after completion of this course through assessment of two essays. These will demonstrate an understanding of the following student learning objective. This course is aligned with CSHSE standard 11.

CSHSE Standard 11: “*The curriculum shall include the historical development of human services.* *Context: The history of human services provides the context in which the profession evolved a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.”*

Student Learning Objective: Students will demonstrate their understanding of the historical context in which the profession evolved and understand how this foundational basis created the human services profession, ongoing development and future direction and impact of the profession.

**Interpersonal Relationships 18-310:** Students will be evaluated after completion of this course through assessment of an interview critique. This will demonstrate an understanding of the following student learning objectives. This course is aligned with CSHSE standards 16 & 17.

CSHSE Standard 16: *“The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions. Context: Human Services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.”*

Student Learning Objective: Students will demonstrate their understanding of core human services tenets and theory to develop and practice skills such as case management, intake, group facilitation, individual counseling, consultation and resource referral to facilitate direct services and interventions.

CSHSE Standard 17: “*Learning experiences shall be provided for the student to develop his or her interpersonal skills. Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all level of education, and a greater proficiency is expected at each progressively higher level.*

Student Learning Objective: Students will demonstrate an understanding of how to create genuine and empathic relationships with others through the development of their interpersonal skills including the ability to establish rapport, clarify expectations, deal with conflict, and develop sustaining behaviors that are congruent with the values and ethics of the profession.

**Financial Sustainability in Non Profit Organizations 18-385:** Students will be evaluated after completion of this course by conducting a financial analysis (project) of an existing agency. This will demonstrate the student’s ability to apply their knowledge of the following learning objective. This course is aligned with CSHSE standard 14.

CSHSE Standard 14: *“The curriculum shall provide knowledge and skills in information management. Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information*.”

Student Learning Objective: Students will demonstrate their understanding of obtaining information through a variety of means including observation, interview, research etc.; organizing and analyzing this information; assessing its relevance, accuracy and validity to identify community needs; and disseminating this information to clients, colleagues and others to plan, implement and evaluate programming.

Though students may enroll in these courses concurrently with 302, 310, and 385 these courses are assets in gateway 3 in alignment with their learning objective.

**Globalization in Human Services 18-335: *Note: Student learning of CSHSE standard 13 is assessed in Gateway 3 where the student learning objective is listed.*** Students will be evaluated after completion of this course through assessment of a research paper and reflection journal.

CSHSE Standard 13: “The *curriculum shall address the scope of conditions that promote or inhibit human functioning. Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.”*

**Social Issues, Solutions and Human Services 18-340: *Note: Student learning of CSHSE standard 18 is assessed in Gateway 3 where the student learning objective is listed.*** Students will be evaluated after completion of this course through assessment of a reflection paper. This will demonstrate the following student outcomes.

CSHSE Standard 18: “*The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system. Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.”*

1. Gateway 3 (Admission into Capstone): Students will apply their knowledge of the learning objectives established for each course within the curriculum through completion of the selected course element/assignment, which reflects the CSHSE standard (in general) and the student learning objective (specifically). Courses 320, 325, 335, 340, 360, & 415 are assessed in this gateway.

For students to be admitted into their Capstone (advanced internship), they must complete 18-320, 18-325 18-335, 18-340, 18-360, 18-415. They must have a GPA of 3.0 with the Human Services Leadership program and a combined GPA of 2.75 and be in good standing.

The following courses are required for Capstone admission and are assessed as described below.

**Human Behavior & Strategies for Intervention 18-320:** Students will be evaluated after completion of this course through assessment of a research project and paper. They will demonstrate an understanding of the following student learning objective. This course is aligned with CSHSE standard 12.

CSHSE Standard 12: “*The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.”*

Student Learning Objective: Students will apply their knowledge of the importance of support and advocacy to analyze and appraise the structure and dynamics of diverse organizations, communities, and society as well as the nature of individuals and groups in order to determine an appropriate response to a given need.

**Internship 18-325** Students will be evaluated after completion of this course through mid-term and final evaluations by their agency supervisor and a final reflection paper. These will demonstrate the student’s ability to apply their knowledge of the following learning objective. This course is aligned with CSHSE standard 21.

CSHSE Standard 21: *The program shall provide field experience that is integrated with the curriculum. Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.*

Student Learning Objective: To ensure that our students are prepared for their future roles in a variety of agencies, students will apply their knowledge through participating fully in a progression of field experiences that integrate the knowledge, theory, skills, and professional behaviors, from previous or concurrent coursework. Course 325 provides a 120-hour internship experience following a 30-hour exploratory field experience in the introductory course.

**Globalization in Human Services 18-335:** Students will be evaluated after completion of this course through assessment of a research paper and reflection journal. This will demonstrate the student’s ability to apply their knowledge of the following student objective. This course is aligned with CSHSE standard 13.

CSHSE Standard 13: “*The curriculum shall address the scope of conditions that promote or inhibit human functioning. Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the Human Services profession.”*

Student Learning Objective: Students will have a broad-based awareness of systemic causes of poverty and social welfare within a diverse global, political-economic context to affect and influence social policy. Students will apply their knowledge to recognize and articulate the scope of conditions that promote or inhibit human functioning.

**Social Issues, Solutions and Human Services 18-340:** Students will be evaluated after completion of this course through assessment of a reflection paper. This will demonstrate the students’ ability to apply their knowledge of the following student objective. This course is aligned with CSHSE standard 18.

CSHSE Standard 18: “*The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system. Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.”*

Student Learning Objective: Students will apply their knowledge of organizational management including strategic planning, operations, program planning and evaluation, budgeting, regulatory issues, volunteer management and constituency building and advocacy in the administration of direct and indirect services within a given framework.

**Program Evaluation and Grant Writing 18-360**

Students will be evaluated after completion of this course through the creation of a final grant proposal. This will demonstrate the student’s ability to apply their knowledge of the following learning objective. This course is aligned with CSHSE standard 15.

CSHSE Standard 15: “*The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.”*

Student Learning Objective: Students will apply their knowledge to employ systematic analysis of clients or client groups’ needs; design and implement intervention program of appropriate strategies and services; and evaluate anticipated outcomes, and impact on the client or client group.

**Legal & Ethical Aspect of Human Services 18-415**

Students will be evaluated after completion of this course through an ethical vignette. This will demonstrate the student’s ability to apply their knowledge of the following learning objective. This course is aligned with CSHSE standard 19.

CSHSE Standard 19: *“The curriculum shall incorporate human services values and attitudes and promote understanding of human service ethics and their application in practice. Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.”*

Student Learning Objective: Students will apply their knowledge of professional boundaries and interdisciplinary approaches to problem resolution while adhering to standards for confidentiality of information, least restrictive means in practice, broad-based diversity, and the belief that change is possible for individuals and societies.

1. Gateway 4: Capstone: Students will synthesize their understanding of the learning objectives established for each course within the curriculum through completion of the selected course element/assignment, which reflects the CSHSE standard (in general) and the student learning objective (specifically). Courses 440, 420/421/422 are assessed in this gateway.

**Leadership and Decision Making in No Profit Organizations 18-440:** Students will be evaluated after completion of this course through a community engagement project. This will demonstrate the student’s ability to synthesize their understanding of the following student objective. This course is aligned with CSHSE standard 20.

CSHSE Standard 20: *“The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations*. *Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.*

Student Learning Objective: Students will synthesize their understanding of their role in interacting with others to build relationships with clients by developing self-awareness through clarifying their personal and professional values, understanding diversity, and prioritizing self-care.

**420, 421, and 422 Advanced Internship**: Students will be evaluated after completion of this course through mid-term and final evaluations by their agency supervisor, mock professional job interview and agency presentation. The capstone is the final experience that will demonstrate the student’s ability to synthesize knowledge, theory, skills, and professional behaviors, from previous or concurrent coursework along with the below student learning objective. This course is aligned with CSHSE standard 21.

 CSHSE Standard 21: “*The program shall provide field experience that is integrated with the curriculum. Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.”*

Student Learning Objective: To ensure that our students are prepared for their future roles in a variety of agencies, students will synthesize their knowledge through participating fully in a progression of field experiences that integrate the knowledge, theory, skills, and professional behaviors, from previous or concurrent coursework. Courses 420, 421 & 422 provides a 280-hour advanced internship experience following a 30-hour exploratory field experience in the introductory course and a 120-hour internship at program admission.

**III. Field Experience Program Component Assessment**

The HSL Field Office assessment plan will assess the following:

A. Field Experience Goal One:

Agency placement sites will be reviewed for relevance to current human services practices and the current needs of human services field to determine whether the current field experience offerings prepare students for work in the human services field/community.

B**.** Field Experience Goal 2:

Agency experiences will be reviewed for relevance to current human services practices and the current needs of human services field.

1. Field Experience Goal 3

The field experience program will be evaluated to determine whether it adequately prepares students based on the identified needed skills. If it is determined that is not, how will the field experience component of the program be modified to meet these needs?

Assessing the above will be utilized to inform changes and revisions. Data will be collected via the following.

* 1. Advisory board discussion feedback
	2. Faculty input via data retreat and at faculty meetings
	3. \*Surveys of:
		1. Current students
		2. Program graduates
		3. Human services agencies

The HSL Field Office will track and report on numbers of students placed, site development and updates and miscellaneous functions: request for modifications, problem remediation and instructor support. On an ongoing basis, the office may collect information on this and/or other elements.

\* Survey frequency:

Advanced intern students - every semester

Placement agency - annually in fall

Alumni – Graduates 3 years out of the program annually. Ex: Fall 2019 surveys fall 2015, spring 2016 and summer 2016 program graduates (includes employer surveys)

Employers – annually in fall (sent with alumni surveys)

HSL Advisory Board - annually in fall