

**Biennial Program Assessment Report
Human Services Leadership
November 15, 2017**

Section One: Program Student Learning Outcomes

What are the program's learning outcomes?

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.
- B. 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 & 320 are assessed in this gateway.

For students to be admitted into the program, they must complete 18-203, 18-310 and one additional core course (either: 18-320, 18-335 or 18-340). Typically students are completing 18-320. **Note courses 18-335 & 18-340 are listed in both gateways 2 & 3. For assessment purposes, courses 203, 310 & 320 will be assessed in Gateway 2 (demonstrate an understanding) while courses 335 & 340 will be assessed in Gateway 3 (application of knowledge).** 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.

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 demonstrate their understanding 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.

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."*

- C. 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 325, 335, 340, 360, 385, & 415 are assessed in this gateway.

For students to be admitted into their Capstone (advanced internship), they must complete 18-335, 18-340, 18-325, 18-360, 18-385, 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.

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 service 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.

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 apply their knowledge to obtain 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.

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.

- D. 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.

Integrated learning:

The culminating experience for Human Services Leadership students is Advanced Internship.

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.

Advising outcomes:

The following is the Human Services Leadership Program's Advising Model.

1. Does the advising received by our students allow them to achieve the university's three required advising outcomes?
 - a. Advising model (description to be provided)
 - b. Advising outcomes
 - i. Outcome 1: Students are able to locate and use academic information and campus resources
 - a. 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.
 - ii. Outcome 2: Students are able to understand and describe graduation requirements
 - a. 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
 - b. 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
Measure: Course embedded assessment in advanced internship (resume and mock-interview project)

Measure: Submission of final program plan to completion with advanced internship application.

- i. Outcome 3: Students are able to select and plan an academic program based on research, interest, skills, values, and career goals.
 - a. Objective 1: By graduation, students will define a post-graduation plan and have taken step to implement that plan.
Measure: advanced intern student survey
 - b. 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)
 - i. SSC data
 - ii. advanced internship survey
 - iii. advising related course assignments
 - iv. applications for admission to internship and advanced internship in gateway
 - v. program plan to completion (PPC)
- d. Data Analysis (following questions to inform program regarding potential advising changes)
 - vi. How do students perceive the quality of advising in the department?
 - vii. What is working/not working?
 - viii. What changes need to be made to improve students learning in advising?

Section Two: Assessment Methods/Tools Appropriate for Learning Outcomes

Please see Appendices 1 and 2

1. Table 1: STUDENT LEARNIN ASSESSMENT RESULTS (raw data by course and instructor)
2. Table 2: ASSESSMENT RESULTS (analysis and program responses)

Section Three: Analysis and Interpretation of Assessment Results

How will data from the assessments be collected, stored and reported to program faculty members?

For this period, the Department created an online data collection process from which data reports can be retrieved and analyzed. Faculty members report each semester on the embedded course element. A data retreat each Fall provides opportunity for the Faculty to discuss and make program recommendations.

What are the program's strengths as indicated by the assessment data?

The Program is accredited by the Council for Standards in Human Services Education (CSHSE) which delineates program metrics. The assessment goals are directly taken from these standards. Through the accreditation process we are held to reporting results and making changes where necessary.

Our strengths:

Assessment grounded in best practices as defined by a CSHSE.

Embedded elements are in alignment with best practices and departmental mission.

Coursework is a curriculum rather than a collection of courses as evidenced by progressive gateways.

Student learning outcome expects, and achieved, progress through the program as the student increases their career maturity demonstrated in the differences in the two field experiences.

What are the areas of concern that may require more monitoring in the future?

As we have become a Human Services Leadership program with a generalist preparation, we move further away from the direct service model that is dictated by CSHSE. We have difficulty meeting some of the direct service standards while other aspects, such as an international focus, are not addressed.

What has been learned from alumni and external stakeholders about how graduates of the program apply the knowledge and skills they have acquired?

Our students have a level of career maturity that allows them to “hit the ground running.” The movement of the program toward more leadership and organizational development helps develop the field.

Several courses are especially useful regarding grant writing and financial sustainability.

Basic technological skills are present but data collection and reporting could be improved, e.g. experience with Excel Spreadsheet.

Alumni report that the skills and competencies taught in the HSL Program are “extremely important.”

What components of the program are most useful to student to achieve program outcomes?

The program approach is to provide a knowledge base through coursework that is progressive and integrated with three field experiences throughout the program: 1) an introductory field experience when the student are enrolled in traditional human services direct services coursework. 2) an intermediate Internship when student are engaged in courses related to organizational development and 3) an culminating Advanced Internship when students are engaged in leadership development.

What are possible short-term responses the program could make?

Short term: Given the solid responses to our courses through assessment, it would be useful to go back to the assessment model we used in the previous assessment plan. In that plan we assessed every course every three years. This method prevents information overload for the faculty who must report and in the collection of data but most importantly in the faculty retreat. Too much information prevents us from looking more critically at the data we are presented.

After looking at the progress of students and gateways, it was determined that students needed more information about nonprofit and governmental agencies earlier in their coursework. We will now move 385 Financial Sustainability (which teaches about organizations) into the first semester and 320 Human Behavior into the second semester when they will be engaged in direct service.

Long term: Continue to monitor whether CSHSE best meets our program as we continue to develop as a leadership program.

What do the data collected for the integrated learning assessment in the program tell you about student learning?

The culminating experience is the Advanced Internship.

What do the data collected about advising outcomes tell the program about student achievement of advising outcomes?

We have developed the Advising Model but do not have data to report.

Section Four: Program's Response to Assessment Results

Describe the program's response to the analysis and interpretation of data in this section.

How was the assessment data used to make changes in your curriculum, instruction, student learning, or your program assessment plan?

We met at the faculty retreat in fall, 2017. We reviewed all of the information that was collected incorporating key stakeholder feedback. We made decisions based on consensus.

Who is involved in making decisions about changes to the program?

All Department members.

How are changes reported to faculty?

Curricular decisions are voted on at Department meetings. Other changes are agreed upon at the retreat and then implemented.

How will the effectiveness of any changes made (including advising and integrated learning for undergraduate programs) be tracked and reported in the next reporting cycle?

Advising outcomes were not in the original plan but have been added and will be reported on in the next cycle. Curricular changes are included in a revised assessment plan. Departmental decisions are included in Departmental minutes. We include Advisory Board feedback in minutes. The College requires an Annual Report that includes any changes.