

**Appendix 1 - Table of Student Learning Assessment Results (Raw Data by Instructor)  
Gateway 2 Courses (18-203, 310, 320)**

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| <b>18-203</b>   |                        |                          |  |  |  |
| <p><b>CSHSE accreditation 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.</b></p> |                        |                          |  |  |  |
| <p><b>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.</b></p>  |                        |                          |  |  |  |
| <p><b>Element: Essay and a presentation</b></p>   |                        |                          |  |  |  |
| <b>Instructor</b>   | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>   | <b>Interpretation of Results</b>   | <b>Summary-Comments-Observation</b>  |
| <b>Fall 2016</b>  |                        |                          |  |  |  |
| Annette Larie   | Traditional On-campus  | 30; 29 completed         | <p>Course element/assignment #1: Group Essay Exam Students take this exam and are scored as a group. The scores for the 6 agency groups ranged from 89-98%. Overall student performance is assessed for an early level of understanding.</p> <p>Course element/assignment #2: Agency Presentation Students are scored individually receiving a composite score average of the instructor group score and individual peer assessment score. Individual composite scores ranged from 90-98%. Individual peer scoring in general was on the high side although there was deviation of scoring for individual members.</p> <p>Course element/assignment #3 Group Essay Students take this exam and are scored as a group. The scores for the 6 agency groups ranged from 89-100%. Overall student performance is assessed for an early level of understanding.</p> | <p>Essentially the introduction class addresses 4 standards (11, 12, 13, 19). All 4 standards aim to provide foundational knowledge of human services development, theory and practice. These standards are identified in the course objectives and description. Standard 11 was selected for evaluation of this course per the HSL Department Assessment Plan.</p> <p>Pertaining to Standard 11, the associated assessment element/assignment meets the standard's directive to include the historical development of human services (and the context thereof) in the curriculum as described previously.</p> <p>Further the results indicate that students are successful (through completing the assignments) in demonstrating their early understanding (per Gateway 2) of the historical development of human services. Specifically within the context of standard 11, students are able to develop an understanding of "how the history of human services gives a 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."</p> | <p>Continue using Intro 203 course elements/assignmenta(essays and presentation) to assure successful satisfaction of CSHSE Standard 11 to demonstrate student understanding in this Gateway 2 course.</p> |

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| Ann Dake Gerrits   | Online                | 27      | All students achieved full credit or 100% on both Essays/Presentations within the course.   | The results demonstrate the the students were able to demonstrate their understanding of the history of human services, which 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.  | I would continue the course and evaluation methods as it is in place.  |
| Ann Dake Gerrits   | UWC Partnership       | 9       | All students achieved a 100% on the Essay<br>All students except for on achieved 100% on the presentation. One student achieved a 60% on her presentation as a result of her failure to participate fully in the presentation with her group members.   | Results indicate that students were able to 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.  | I would maintain the same evaluation tools and course material.  |
| <b>Spring 2017</b> |                       |         |   |   |  |
| Annette Larie      | Traditional On-campus | 29      | <p>Course element/assignment #1: Group Essay (Mid-term Exam)<br/>Students take this exam as an agency group and are provide a group score. Scores for the 6 agency groups ranged from 89-98%.</p> <p>Course element/assignment #2: Agency Presentation<br/>Students are scored individually receiving a composite score average of the instructors group score and individual peer assessment score. Individual composite scores ranged from 88-100% (composite scores 91-99.5%)</p> <p>Course element/assignment #3: Groups Essay (Final Exam)<br/>Students take this exam as an agency group and are provided a group score. Scores for the 6 agency groups ranged from 90-99%.</p> <p>Overall student performance on all measures is assessed for an early level of understanding.</p> | <p>Essentially the introduction class addresses 4 standards (11, 12, 13, 19). All 4 standards aim to provide foundational knowledge of human services development, theory and practice. These standards are identified in course objectives and description on the syllabus. Standard 11, however was selected for evaluation of this course per the HSL Department Assessment Plan as primary and best aligned compared with other program courses.</p> <p>Regarding standard 11, the associated element/assignments meet the standard's directive to include the historical development of human services (and the contest thereof) int he curriculum as described previously. There are also questions regarding historical development within the midterm objective exam.</p> <p>Further the results indicate that students are successful (through completing the assignments) in demonstrating their early understanding (per Gateway 2) of the historical development of human services. Specifically within the context of standard 11, students are able to develop an understanding of "how the history of human services gives a 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."</p> | <p>The Mehr Textbook was last revised in 2011 with no new edition expected at this time. As the field has since been impacted by legislation, best practice standards, changing trends etc., it is recommended that a more current text be sought and implemented for Introduction to Human Services (course 203).</p> <p>Further recommendation to continue using all three elements/assignments to assure successful satisfaction of CSHSE Standard 11 (and its context) to demonstrate student understanding in this Gateway 2 course. Assignments may require slight revision to align with the new text.</p> <p>Note: In the future, consideration may be given to selecting only the mid-term essay for assessment strictly of standard 11 (eliminate formal assessment pertaining to the context of standard 11 though continue assignments aligned to it).</p> |
| Ann Dake Gerrits   | Online                | No data |   |   |  |
| Summer 2017        | N/A                   |         |   |   |  |

# 18-310 (Standard 16)

**CSHSE accreditation 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.**

**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.**

**Element: Interview Critique**

| Instructor | Delivery Format | Enroll-ment Total | Results | Interpretation of Results | Summary-Comments-Observation |
|------------|-----------------|-------------------|---------|---------------------------|------------------------------|
|------------|-----------------|-------------------|---------|---------------------------|------------------------------|

**Fall 2016**

|               |                       |    |   |  |  |
|---------------|-----------------------|----|---|--|--|
| Toni M. House | Traditional On-campus | 31 | <p>There were 31 students in this class. 30 of them passed this assignment with 27 of them getting A's, above a 93%. One failed because they failed to drop the course and they never attended.</p> <p>Grade</p> <p>A 27</p> <p>A- 0</p> <p>C+ 1</p> <p>C 0</p> <p>F 0</p> <p>01 Students</p> | <p>This assignment provided knowledge and skills in direct service delivery and appropriate interventions. Students demonstrated their understanding and ability to develop and practice their skills with a process that is adaptable to group facilitation, individual counseling, and the ability to facilitate a process that could empower clients to identify direct services and interventions that would assist them with various issues.</p> <p>The assignment required several steps throughout the semester in order to get to the final personal critique. First, the students were given a text outlining the facilitation process with assigned readings and assignments for practice and processing. Second, the process was modeled in class to teach the course throughout the majority of the semester. Third, the students practiced the process in class with their classmates. Fourth they had two video recordings of them utilizing this process with a classmate. The first interview was a practice one where they were set in groups of five to evaluate each other. The second interview was viewed in front of the whole class where feedback was given, both written (with the peer evaluation forms) and face-to-face regarding their facilitation of the process. Finally, they had to write a critique demonstrating that they knew and understood the process, while also considering the lessons they learned through the different feedback techniques and their overall experience.</p> <p>The results demonstrated 100% success for those who attended class.</p> | <p>My only recommendation is to improve the explanation of the above process in the very beginning of the class. This can be accomplished by going over the syllabus very thoroughly in the beginning of the course so that students can begin to conceptualize the process.</p> |
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| Brian Lefebber     | Online                | 24 | Course element/assignment #1: Interview critique<br>Students are scored individually for this assignment. Scores ranged from 59%-100%. Overall, student performance is assessed at an early level of understanding.  | This assignment addresses the direct service delivery of human services and appropriate interventions. It also addresses the student learning objective of how to create genuine and empathic relationships with others from a broad perspective.   | Continue using Interpersonal Communications 310 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 16 to demonstrate student understanding of Gateway 2 course.   |
| Brian Lefebber     | UWC Partnership       | 9  | Course element/assignment #1: Interview critique<br>Students are scored individually for this assignment. Scores ranged from 84%-100%. Overall, student performance is assessed at an early level of understanding.  | This assignment addresses the direct service delivery of human services and appropriate interventions utilized. It also addresses the student objective of how to create genuine and empathic relationships with others from a broad perspective.   | Continue using Interpersonal Communications 3120 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 16 to demonstrate student understanding of Gateway 2 course.  |
| <b>Spring 2017</b> |                       |    |  |   |   |
| Toni M. House      | Traditional On-campus | 28 | <p>There were 28 students in this class. 27 of them passed this assignment with 19 of them getting A's, above a 93%. Everyone but one graded higher than 80 % for this assignment. The one student failed the assignment because she did it completely incorrect which reflected that she did not follow the grading rubric for the assignment.</p> <p>Grade #<br/> A 19<br/> A- 5<br/> B+ 2<br/> B- 1<br/> F 1<br/> 28 Students</p> | <p>This assignment provided knowledge and skills in direct service delivery and appropriate interventions. Students demonstrated their understanding and ability to develop and practice their skills with a process that is adaptable to group facilitation, individual counseling, and the ability to facilitate a process that could empower clients to identify direct services and interventions that would assist them with various issues.</p> <p>The assignment required several steps throughout the semester in order to get to the final personal critique. First, the students were given a text outlining the facilitation process with assigned readings and assignments for practice and processing. Second, the process was modeled in class to teach the course throughout the majority of the semester. Third, the students practiced the process in class with their classmates. Fourth they had two video recordings of them utilizing this process with a classmate. The first interview was a practice one where they were set in groups of five to evaluate each other. The second interview was viewed in front of the whole class where feedback was given, both written (with the peer evaluation forms) and face-to-face regarding their facilitation of the process. Finally, they had to write a critique demonstrating that they knew and understood the process, while also considering the lessons they learned through the different feedback techniques and their overall experience.</p> <p>96 % of the students demonstrated that they had an understanding and ability to fulfill the objective.</p> | My only recommendation is to improve the explanation of the above process in the very beginning of the class. This can be accomplished by going over the syllabus very thoroughly in the beginning of the course so that students can begin to conceptualize the process. |

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| Brian Lefeber  | Online                 | 20                       | Course element/assignment #1: Interview critique<br>Students are scored individually for this assignment. Scores ranged from 59%-100%. Overall, student performance is assessed at an early level of understanding. | The assignment addresses gateway 2 and standard 16 in that students are gaining knowledge of direct service delivery by observing and analyzing a current Human Services Professional. The student learning objective is incorporate by the application of core tenets and theories in Human Services being applied to what was observed. | Continue using Interpersonal Communications 310 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 16 to demonstrate student understanding of Gateway 2 course |
| UWC Partnership  | N/A                    |                          |   |   |  |
| <b>18-310 (Standard 17)</b>  |                        |                          |   |   |  |
| <b>CSHSE accreditation standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.</b>   |                        |                          |   |   |  |
| <b>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.</b>   |                        |                          |   |   |  |
| <b>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.</b> |                        |                          |   |   |  |
| <b>Element: Interview Critique</b>   |                        |                          |   |   |  |
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| <b>Instructor</b>  | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>  | <b>Interpretation of Results</b>  | <b>Summary-Comments-Observation</b>  |
| <b>Fall 2016</b>   |                        |                          |   |   |  |

|               |                       |    |   |  |  |
|---------------|-----------------------|----|---|--|--|
| Toni M. House | Traditional On-campus | 31 | <p>There were 31 students in this class. 30 of them passed this assignment with 27 of them getting A's, above a 93%. One failed because they failed to drop the course and they never attended.</p> <p>Grade #<br/>A 27<br/>A- 1<br/>C+ 1<br/>C 1<br/>F 1<br/>31 Students</p> | <p>This assignment provided knowledge and skills in direct service delivery and appropriate interventions. Students demonstrated their understanding and ability to develop and practice their skills with a process that is adaptable to group facilitation, individual counseling, and the ability to facilitate a process that could empower clients to identify direct services and interventions that would assist them with various issues.</p> <p>The assignment required several steps throughout the semester in order to get to the final personal critique. First, the students were given a text outlining the facilitation process with assigned readings and assignments for practice and processing. Second, the process was modeled in class to teach the course throughout the majority of the semester. Third, the students practiced the process in class with their classmates. Fourth they had two video recordings of them utilizing this process with a classmate. The first interview was a practice one where they were set in groups of five to evaluate each other. The second interview was viewed in front of the whole class where feedback was given, both written (with the peer evaluation forms) and face-to-face regarding their facilitation of the process. Finally, they had to write a critique demonstrating that they knew and understood the process, while also considering the lessons they learned through the different feedback techniques and their overall experience.</p> <p>100 % of the students who attempted to do the assignment demonstrated that they had an understanding and ability to fulfill the objective</p> | <p>My only recommendation is to improve the explanation of the above process in the very beginning of the class. This can be accomplished by going over the syllabus very thoroughly in the beginning of the course so that students can begin to conceptualize the process.</p> |
| Brian Lefeber | Online                | 24 | <p>Course element/assignment #1: Interview critique<br/>Students are scored individually for this assignment. Scores ranged from 59%-100%. Overall, student performance is assessed at an early level of understanding.</p>   | <p>This assignment presents an opportunity for students to develop their interpersonal skills by conducting an interview with a human service professional already established and working in the field, which addresses Standard 17 and the learning objective.</p>   | <p>Continue using Interpersonal Communications 3120 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 17 to demonstrate student understanding of Gateway 2 course</p>   |
| Brian Lefeber | UWC Partnership       | 9  | <p>Course element/assignment #1: Interview critique<br/>Students are scored individually for this assignment. Scores ranged from 84%-100%. Overall, student performance is assessed at an early level of understanding.</p>   | <p>This assignment presents an opportunity for students to develop their interpersonal skills by conducting an interview with a human service professional already established in the field. This addresses Standard 17 and the learning objective.</p>  | <p>Continue using Interpersonal Communications 3120 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 16 to demonstrate student understanding of Gateway 2 course.</p>  |
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| Spring 2017     |                       |    |  |   |  |
|-----------------|-----------------------|----|--|---|--|
| Toni M. House   | Traditional On-campus | 28 | <p>There were 28 students in this class. 27 of them passed this assignment with 19 of them getting A's, above a 93%. Everyone but one graded higher than 80 % for this assignment. The one student failed the assignment because she did it completely incorrect which reflected that she did not follow the grading rubric for the assignment.</p> <p>Grade #<br/> A 19<br/> A- 5<br/> B+ 2<br/> B- 1<br/> F 1<br/> 28 Students</p> | <p>This assignment provided knowledge and skills in direct service delivery and appropriate interventions. Students demonstrated their understanding and ability to develop and practice their skills with a process that is adaptable to group facilitation, individual counseling, and the ability to facilitate a process that could empower clients to identify direct services and interventions that would assist them with various issues.</p> <p>The assignment required several steps throughout the semester in order to get to the final personal critique. First, the students were given a text outlining the facilitation process with assigned readings and assignments for practice and processing. Second, the process was modeled in class to teach the course throughout the majority of the semester. Third, the students practiced the process in class with their classmates. Fourth they had two video recordings of them utilizing this process with a classmate. The first interview was a practice one where they were set in groups of five to evaluate each other. The second interview was viewed in front of the whole class where feedback was given, both written (with the peer evaluation forms) and face-to-face regarding their facilitation of the process. Finally, they had to write a critique demonstrating that they knew and understood the process, while also considering the lessons they learned through the different feedback techniques and their overall experience.</p> <p>96 % of the students demonstrated that they had an understanding and ability to fulfill the objective.</p> | <p>My only recommendation is to improve the explanation of the above process in the very beginning of the class. This can be accomplished by going over the syllabus very thoroughly in the beginning of the course so that students can begin to conceptualize the process.</p> |
| Brian Lefebber  | Online                | 20 | <p>Course element/assignment #1: Interview critique<br/> Students are scored assignment. Scores ranged from 59%-100%.<br/> Overall, student performance is assessed at an early level of understanding.individually for this</p>   | <p>This assignment presents an opportunity for students to develop their interpersonal skills by conducting an interview with a human service professional already established and working in the field, which addresses Standard 17 and the learning objective.</p>  | <p>Summary Comments/Observation:<br/> Continue using Interpersonal Communications 310 course elements/assignment (Interview Critique) to assure satisfaction of CSHSE Standard 17 to demonstrate student understanding of Gateway 2 course</p>                                   |
| UWC Partnership | N/A                   |    |  |   |  |
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# 18-320

**CSHSE accreditation 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**

**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.**

**Element: Research project and paper**

| Instructor       | Delivery Format       | Enroll-ment Total | Results  | Interpretation of Results   | Summary-Comments-Observation   |
|------------------|-----------------------|-------------------|--|---|--|
| <b>Fall 2016</b> |                       |                   |  |   |  |
| Michael Fonkem   | Traditional On-campus | 30                | On the research project and paper assigned, the students are a little slow at the beginning because they have not been used to research papers, but we address the problem as a class because beginning from choosing the topic to paper completion with the References, we follow every step together in class. | I would suggest that this course be moved to a later time in the students' program because the paper component of the class appears to be a little overwhelming when students just begin the Human Services program   | Students will continue to do the research paper requirement. They traditionally show some resistance but are happy at the end that they can begin to design a study of their own an an aspect of human behavior.       |
| Brian Lefeber    | Online                | 24                | Students were assigned to research and present via a paper the experience of someone age 65 or over.   | The assignment may be too narrow in scope and may require a greater emphasis on the research.   | The research and paper be broader in scope to include other diverse organizations, communities and aspects of society besides seniors. There also be an element that addresses required specifics concerning research. |
| Michael Fonkem   | UWC Partnership       | 20                | In general students began slowly and seemed overwhelmed as they had not been used to writing a research paper. We addressed the problem by approaching the final paper step by step all through the semester. From choosing the topic to the references, we worked on each step of the paper in class.           | Although painstaking and slow, students end up very happy that they can themselves begin to study behaviors of their interest scientifically. They performed well. This understanding is useful as they begin to understand why individuals -clients and colleagues - behave the way they do. | I would suggest that the class be moved to a later time in the students' degree journey as Human Behavior is about the first class they take in the program.   |

| Spring 2017     |                       |    |  |   |   |
|-----------------|-----------------------|----|--|---|---|
| Michael Fonkem  | Traditional On-campus | 30 | <p>Course Element: Research Project &amp; Paper</p> <p>Students are scored individually by the instructor. Individual grades range from 85-100% before adjustment for late submission.</p> | <p>Course Element: Research Project &amp; Paper</p> <p>Regarding Standard 12, the associated course element/assignment meets this standard's directive to provide an understanding of the nature of individuals and groups as a prerequisite to the determination of appropriate responses to human needs.</p> <p>Through completion of the course element, students have the ability to demonstrate an understanding of the knowledge, theory, and skills to develop competencies necessary for enhanced professional practice. This application of knowledge regarding the human services leadership curriculum and profession through the Human Behavior and Strategies for Intervention Course is an integral part of students' professional preparation for successful practice.</p> | <p>Continuation of course element/course assignment toward successful satisfaction of CSHSE Standard 12 (and its context) to facilitate students' ability to demonstrate an understanding of human services tenets and the enhancement of human services professional practice in this Gateway 2 course is recommended.</p> |
| Janet Hagen     | Online                | 25 | <p>Students were able to analyze and appraise the structure and dynamics of diverse organizations.</p>   | <p>The three are appropriate for this course.</p>   | <p>Continue with this process.</p>  |
| UWC Partnership | N/A                   |    |  |   |   |

| <b>18-325</b>  |                        |                          |  |  |   |
|--|------------------------|--------------------------|--|--|---|
| <p><b>CSHSE accreditation standard 21: The program shall provide field experience that is integrated with the curriculum.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> |                        |                          |  |  |   |
| <b>Element: Mid-term &amp; Final Evaluation &amp; Final Reflection Paper</b>   |                        |                          |  |  |   |
|  |                        |                          |  |  |   |
| <b>Instructor</b>  | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>   | <b>Interpretation of Results</b>   | <b>Summary-Comments-Observation</b>   |
| <b>Fall 2016</b>   |                        |                          |  |  |   |
| Michael Fonkem   | Traditional On-campus  | 15                       | <p>Course Element 1:Mid-term &amp; Final Evaluations</p> <p>All students submitted both evaluation forms signed by their agency supervisor. As one of the scheduled conferences, the course instructor met with each student and their agency supervisor to review the mid-term evaluation and placement status.</p> <p>Averages of individual student scores are provided to the HSL Department by the Field Office for inclusion in the HSL Assessment Report pursuant to the HSL Assessment Plan section III (Field Experience Program Component)</p> <p>Course Element #2: Final Reflection Paper<br/>Students are scored individually by the instructor. Individual grades range from 85-100% before adjustment for late submissions.</p> | <p>Course Element #1: Mid-term &amp; Final Evaluations and Course Element #2: Final Reflection Paper</p> <p>With regard to Standard 21, the associated course elements/assignments meet this standard's directive field experiences integrated with the curriculum.</p> <p>Through completion of the course elements, students have the ability to apply their knowledge, theory, and skills to develop competencies necessary for advanced human services course work. This application of knowledge regarding the human services leadership curriculum and profession through this intermediate field experience is an integral part of students' professional development and preparation for advanced coursework and field experience.</p> | Continuation of both course elements/course assignments toward successful satisfaction of CSHSE Standard 21 (and its context) to facilitate students' ability to apply their knowledge of human services tenets and the role of human services professionals in this Gateway 3 course is recommended. |
| Bryanna Miller   | Online                 | no data                  |  |  |   |

|                        |                       |                  |  |   |  |
|------------------------|-----------------------|------------------|--|---|--|
| UWC Partnership<br>N/A |                       |                  |  |   |  |
| <b>Spring 2017</b>     |                       |                  |  |   |  |
| Ann Dake<br>Gerrits    | Traditional On-campus | no data          |  |   |  |
| Heather<br>Reardon     | Traditional On-campus | 14, 14 completed | <p>Supervised Field Experience: All 14 students successfully completed their 120 hours during the semester. Grades ranged from 92%-100%</p> <p>Learning Agreement: All 14 students were able to meet expectations/goals originally set at the beginning of the semester with slight adjustments required and supported by agency representatives.</p> <p>Agency Presentation: Students are scored individually based on presenting information in a professional manner and incorporating required elements. Each key area was either "addressed" or "not addressed" and points were awarded based on thoroughness of information delivered in the time allotted. Scores ranged from 85%-100%.</p> <p>Topic and reflection papers: Students were scored individually based on overall presentation of writing. This included depth of reflection/information presented and written expectations with proper spelling and grammar. Scores ranged from 70%-100%.</p> | <p>When taking a look at the results as outlined in the Internship class, standard 16 and standard 21 are more than adequately addressed. Students are given 120 hours of direct service delivery experience to propel their learning forward. Students also have the supportive classroom environment as a place to process their experience.</p> <p>As noted in the results above, all students were able to meet their individualized learning objectives.</p> | <p>Students appear to have significant personal growth during this internship experience. I would recommend continued use of current learning objectives and assignments as they have met needed requirements and standards in a successful way.</p> |
| Bryanna Miller         | Online                | no data          |  |   |  |
| Ann Dake<br>Gerrits    | UWC Partnership       | no data          |  |   |  |
| <b>Summer 2017</b>     |                       |                  |  |   |  |

|                 |                       |   |  |   |   |
|-----------------|-----------------------|---|--|---|---|
| Annette Larie   | Traditional On-campus | 7 | <p>Course element #1: Mid-term and final evaluations<br/>All students submitted both evaluation forms signed by their agency supervisor. As one of the scheduled conferences, the course instructor met with each student and their agency to review the mid-term evaluation and placement status.</p> <p>Note: Averages of individual scores will be provided to the HSL Department by the HSL Field Office for inclusion in the HSL Assessment Report pursuant to HSL Assessment Plan section III (Field Experience Program Component).</p> <p>Course Element #2: Final Reflection Paper<br/>Students are scored individually by the instructor. Individual grades ranged from 85-100% before adjustment for late submissions.</p> | <p>Course element #1 Mid-term and final evaluations and<br/>Course Element #2: Final Reflection Paper</p> <p>Regarding standard 21, the associated course elements/assignments meet this standard's directive to provide field experiences integrated with the curriculum.</p> <p>Through completion of the course elements, students have the ability to apply their knowledge, theory, and skills to develop competencies necessary for advanced human service coursework. This application of knowledge regarding the human services leadership curriculum and profession through this intermediate field experience is an integral part of student's professional development and preparation for advanced coursework and field experience.</p> | Continuation of both course elements/course assignments toward successful satisfaction of CSHSE Standard 21 (and its context) to facilitate student's ability to apply their knowledge of human services tenets and the role of human services professionals in this Gateway 3 course is recommended. |
| Annette Larie   | Online                | 4 | <p>Course element #1: Mid-term and final evaluations<br/>All students submitted both evaluation forms signed by their agency supervisor. As one of the scheduled conferences, the course instructor conferenced with each student and their agency to review the mid-term evaluation and placement status.</p> <p>Note: Averages of individual scores will be provided to the HSL Department by the HSL Field Office for inclusion in the HSL Assessment Report pursuant to HSL Assessment Plan section III (Field Experience Program Component).</p> <p>Course Element #2: Final Reflection Paper<br/>Students are scored individually by the instructor. Individual grades ranged from 84-96%.</p>                                 | <p>Course element #1 Mid-term and final evaluations and<br/>Course Element #2: Final Reflection Paper</p> <p>Regarding standard 21, the associated course elements/assignments meet this standard's directive to provide field experiences integrated with the curriculum.</p> <p>Through completion of the course elements, students have the ability to apply their knowledge, theory, and skills to develop competencies necessary for advanced human service coursework. This application of knowledge regarding the human services leadership curriculum and profession through this intermediate field experience is an integral part of student's professional development and preparation for advanced coursework and field experience.</p> | Continuation of both course elements/course assignments toward successful satisfaction of CSHSE Standard 21 (and its context) to facilitate student's ability to apply their knowledge of human services tenets and the role of human services professionals in this Gateway 3 course is recommended. |
| UWC Partnership | N/A                   |   |  |   |   |
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# 18-335

**CSHSE accreditation 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.**

**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.**

**Element: Research Paper & Reflection Journal**

| Instructor          | Delivery Format       | Enroll-ment Total | Results   | Interpretation of Results  | Summary-Comments-Observation  |
|---------------------|-----------------------|-------------------|---|--|---|
| <b>Fall 2016</b>    |                       |                   |   |  |   |
| Alfred T. Kisubi    | Traditional On-campus | 31                | Students demonstrated through their research papers and reflection journals that the positives and negatives of globalization promote and inhibit human functioning, respectively. Over all their results ranged between 85% and 97%. | The student created programs to deal with the inhibitions of globalization and this demonstrated their ability to apply their knowledge to human services practice in alignment with CSHSE standard 13.                                    | The course does a good job analyzing the problems related to globalization that human service workers should pay attention to. It also widens the scope of the student's knowledge to a global scale. More emphasis should also be put on solutions to these problems.                            |
| Alfred T. Kisubi    | Online                | 17                | Students' research papers and reflection journals demonstrated that the positives and negatives of globalization promote and inhibit human functioning, respectively. Over all their results ranged between 85% and 97%.              | They created research papers included programs, which they created to deal with the inhibitions of globalization. This demonstrated their ability to apply their knowledge to human services practice in alignment with CSHSE standard 13. | The course does a good job analyzing the problems related to globalization that human service workers should pay attention to. It also widens the scope of the student's knowledge to a global scale. Although the emphasis put on solutions to these problems is apt, more of it should be done. |
| UWC Partnership N/A |                       |                   |   |  |   |
| <b>Spring 2017</b>  |                       |                   |   |  |   |
| Alfred T. Kisubi    | Traditional On-campus | No data           |   |  |   |

|   |                        |                          |   |   |   |
|---|------------------------|--------------------------|---|---|---|
| Samantha Zinth  | Online                 | 17                       | Overall, student performance on this course element was strong, with the majority of students earning a B grade or better. Students demonstrated a strong mastery of course content, applying critical analysis and developing linkages between concepts.   | Through their essay exams, students applied their knowledge within a political-economic context, conveying their understanding of globalization and its impact on human services.   | Essay exams provide a tangible record of students growth/understanding, as they build upon concepts and draw linkages within their own lived context/experiences.   |
| Alfred T. Kisubi  | UWC Partnership        | No data                  |   |   |   |
| <b>18-340</b>   |                        |                          |   |   |   |
| <b>CSHSE accreditation standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.</b>   |                        |                          |   |   |   |
| <b>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.</b>  |                        |                          |   |   |   |
| <b>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.</b> |                        |                          |   |   |   |
| <b>Element: Reflection Paper</b>  |                        |                          |   |   |   |
| <b>Instructor</b>   | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>  | <b>Interpretation of Results</b>  | <b>Summary-Comments-Observation</b>   |
| <b>Fall 2016</b>  |                        |                          |   |   |   |
| Alfred T. Kisubi  | Traditional On-campus  | 29                       | Students' reflection papers on readings and outside the classroom research assignments reflected that they learned how to use data to plan programs with the aim of changing their communities for the better and helping their clients to overcome the issues that inhibit the clients' ability to live a meaningful lives. The scores for their exams and reflection papers ranged from 85% to 98%. | Students combined the theory of community gleaned in reading the textbook, and classroom lectures and discussion with data collected from their communities to develop solutions at both community and individual levels demonstrated,"a holistic approach to human services", which "recognizes direct and indirect services as components of the same system. Some of the data they analysed were about the various people in their communities that collaborated to make community change or render services to an individual. This demonstrated that they had learned that "administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groupsâ€just as standard 18 stipulates. | Based on the above evaluation I recommend the triangulation of theory and practical research combined with the formulation of solutions for community change and for service to the victims of the social issues that plague every community as important dimensions of this course. For this reason the course will continue to be an important contribution to human services studies and practice. |

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| Donna Goodleaf   | Online                | 21      | <p>D2L Assignments - Overall students successfully completed all required D2L assignments with 100% completion.</p> <p>Research Paper - Overall students successfully completed the required elements for completing a research paper with 100% completion.</p> <p>Power Point Presentation - Overall students successfully completed the required elements for completing their power point presentation with 100% completion rate.</p> | Pertaining to Standard 18, the associated assessment element/assignment meets the standard's directive of human services (and the context thereof) in the curriculum as described previously.             | Continue using 340 Social Issues & Solutions course elements/assignment(s)(essays and presentation) to assure successful satisfaction of CSHSE Standard 18 to demonstrate student understanding in this Gateway 3 course.                            |
| <b>Spring 2017</b>   |                       |         |  |   |  |
| Alfred T. Kisubi   | Traditional On-campus | No data |  |   |  |
| Donna Goodleaf   | Online                | 20      | Students completed all D2L weekly assignments; final research paper and power point presentation as required to fulfill course requirements.   | Finally results indicate all students were able to understand the relationship between Social Issues and and a framework for identifying various solutions in response to the diverse issues under study. | Continue using 18-340 course elements/assignment(s)(weekly written assignments, research papers and power point presentations) to assure successful satisfaction of CSHSE Standard 18 to demonstrate student understanding in this Gateway 3 course. |
| Alfred T. Kisubi   | UWC Partnership       | No data |  |   |  |
|  |                       |         |  |   |  |
| <b>18-360</b>  |                       |         |  |   |  |
| <p><b>CSHSE accreditation 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.</b></p> <p><b>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.</b></p> |                       |         |  |   |  |
| <p><b>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.</b></p>  |                       |         |  |   |  |
| <p><b>Element: Final grant proposal</b></p>  |                       |         |  |   |  |

| Instructor         | Delivery Format       | Enroll-ment Total | Results   | Interpretation of Results   | Summary-Comments-Observation   |
|--------------------|-----------------------|-------------------|---|---|--|
| <b>Fall 2016</b>   |                       |                   |   |   |  |
| Heather A. Reardon | Traditional On-campus | 24                | <p>Final Grant Proposal:</p> <p>Students are scored according to a rubric that specifically outlines each essential element needed per granting section. Each required element correlates into total points earned resulting in an overall grade.</p> <p>Results for this class were as followed: 8 students received points resulting in an A, 8 earned B's, 5 received C's, 2 calculated into a D and 1 F. The one students that received a failing grade, turned in a partially completed grant proposal that only had four of the eight elements completed.</p> <p>Overall within this class, 88% of students scored average to above average when it came to meeting the expectations set fourth in the learning objectives.</p> | Pertaining to CSHSE Standard 15, it appears as if the final grant proposal assignment has been successful in developing students understanding related to program planning, evaluation, and analysis of client's service needs. | It would be my recommendation to continue using the Final Grant Proposal assignment to meet CSHSE standards. The assignment also gives an applicable experience that will likely be very valuable to students past graduation. |
| Susan House        | Online                | No data           |   |   |  |
| Ann Dake Gerrits   | UWC Partnership       | No data           |   |   |  |
| <b>Spring 2017</b> |                       |                   |   |   |  |

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|--|-----------------------|------------------|--|---|---|
| Heather A. Reardon   | Traditional On-campus | 29, 29 completed | <p>Final Grant Proposal:<br/>Students are scored according to a rubric that specifically outlines each essential element needed per granting section. Each required element correlates into total points earned resulting in an overall grade.</p> <p>Results for this class were as followed: 7 students received points resulting in an A, 15 earned B's, 6 received C's, and 1 calculated into a D when held to rubric expectations. Two students submitted their grant proposal late, resulting in a lower overall score.</p> <p>As stated above, all but one student (97%) was able to meet or exceed expectations set forth in the learning objectives with results in an average range.</p> | Pertaining to CSHSE Standard 15, it appears as if the final grant proposal assignment continues to be successful in developing students understanding in the areas of program planning, evaluation, and analysis of client's service needs. | It would be my recommendation to continue using the Grant Proposal assignment to meet CSHSE standards.  |
| Samantha Zinth   | Online                | 17               | Overall, student performance on this course element was strong, with the majority of students earning a B grade or better. Students demonstrate a strong mastery of course content, applying critical analysis and developing linkages between concepts.   | Students applied their knowledge of client needs, program design and implementation, and intervention services to develop a tangible, "real-world" product applicable to their professional goals in the field.                             | Many students write their grant proposal for an organization they are actively engaged with (either through their internship or volunteering), making this an applicable, meaningful assignment with real-world impacts. A handful of grants written in the class have been submitted for consideration and granted funding, developing a clear linkage between course concepts and professional application. |
| UWC Partnership  | N/A                   |                  |  |   |   |
| <b>18-385</b>  |                       |                  |  |   |   |
| <p><b>CSHSE accreditation standard 14: The curriculum shall provide knowledge and skills in information management.</b></p> <p><b>Context: 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.</b></p> |                       |                  |  |   |   |

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| <b>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.</b> |                        |                          |  |   |  |
| <b>Element: Financial analysis (project)</b>   |                        |                          |  |   |  |
| <b>Instructor</b>  | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>   | <b>Interpretation of Results</b>  | <b>Summary-Comments-Observation</b>  |
| <b>Fall 2016</b>   |                        |                          |  |   |  |
| Ann Dake   | Traditional On-campus  | 31                       | One student achieved a 87.5% on the final project.<br>All other students achieved a 96% or greater on the final project.   | <p>This final project reflects student application of knowledge, understanding and integration of the overall content presented class of the course material.</p> <p>It demonstrates that all students gained a full and complete understanding and ability to apply the skills taught within the course 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.</p> <p>The one student achieving an 87.5% struggled slightly, but overall still achieved the overall learning goals.</p>   | My recommendation is that the course material remain intact, although there is a plan for a new course text in fall of 2017.   |
| Ann Dake   | Online                 | 25                       | Two students did not complete the project by the end of the semester.<br>One student achieved an 80%, One student an 87.5%<br><br>All other students achieved a 95% or greater on the final project. | <p>This final project reflects student application of knowledge, understanding and integration of the overall content presented class of the course material.</p> <p>It demonstrates that all but 4 students gained a full and complete understanding and ability to apply the skills taught within the course 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.</p> <p>The two students who did not complete cannot be evaluated.</p> <p>The students who achieved 80% and 87.5% did meet the student learning goals, but with somewhat less success than the rest of the class.</p> | <p>My recommendation is that the course material remains intact, although there is a plan for a new course text in fall of 2017.</p> <p>The final project remains a solid relevant assessment tool to evaluate student learning.</p> |

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|---|-----------------------|---------|--|--|---|
| Ann Dake  | UWC Partnership       | 19      | <p>Two students achieved a 92.5% on the final project. All other students achieved a 95% or greater on the final project.</p> <p>This final project reflects student application of knowledge, understanding and integration of the overall content presented class of the course material.</p> <p>It demonstrates that all students gained a full and complete understanding and ability to apply the skills taught within the course 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.</p> | <p>It demonstrates that all students gained a full and complete understanding and ability to apply the skills taught within the course 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.</p> | <p>My recommendation is that the course material remain intact, although there is a plan for a new course text in fall of 2017.</p> <p>The final project remains a solid relevant assessment tool to evaluate student learning.</p> |
| <b>Spring 2017</b>  |                       |         |  |  |   |
| Ann Dake  | Traditional On-campus | No data |  |  |   |
| Ann Dake  | Online                | No data |  |  |   |
| UWC Partnership   | N/A                   |         |  |  |   |
| <b>Summer 2017</b>  |                       |         |  |  |   |
| Alfred Kisubi   | Online                | No data |  |  |   |
| <b>18-415</b>   |                       |         |  |  |   |
| <p><b>CSHSE accreditation standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human service ethics and their application in practice.</b></p> <p><b>Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.</b></p> |                       |         |  |  |   |
| <p><b>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.</b></p>                                  |                       |         |  |  |   |
| <p><b>Element: Ethical vignette</b></p>   |                       |         |  |  |   |

| Instructor          | Delivery Format       | Enroll-ment Total | Results   | Interpretation of Results   | Summary-Comments-Observation  |
|---------------------|-----------------------|-------------------|---|---|---|
| <b>Fall 2016</b>    |                       |                   |   |   |   |
| Rebecca C. Castonia | Traditional On-campus | 24                | Students are able to use ethical vignettes as a way to apply theory to practice. The use of the vignettes is a practical way to apply learned concepts such as confidentiality, privacy, cultural sensitivity, etc. to the practice of their profession. For example, when students are expected to role play the explanation and execution of an Informed Consent document with a client, they gain a better understanding of the application of the core principles and codes of professional conduct that govern their profession. Some students perform very well on the ethical vignettes by appropriately applying what they have learned in class and through reading the text. On other occasions, students may struggle with identifying in a vignette how to maintain confidentiality or how to determine when disclosure of a client's communication is necessary. However, the best learning opportunities often come from students seeing themselves or one another make mistakes. The vignettes give the students the opportunity to both identify bad behavior and implement the correct practices associated with the profession. | The results relate directly to the assigned standard as enumerated in the prior response. In most instances, people "learn by doing." The vignettes represent the "doing."                                | Whenever possible, students should be exposed to situations, activities, and lessons that allow them to put into practice what they are learning. The more the "real world" of human services can be brought into the classroom the better. |
| Janet Hagen         | Online                | 16                | Student used information taught in the previous semesters in HSL as well as general courses. As a group they applied an ethical model using the NOHS Ethical Code. They integrated well their interdisciplinary knowledge as well as boundaries.  | What is being taught and the manner in which it is taught is useful to students. The assigned standard, gateway and learning objective are all three appropriate to this method of assessment and course. | Continue to use the Ethical vignette as the evaluation tool.  |

|                     |                       |    |   |   |  |
|---------------------|-----------------------|----|---|---|--|
| Rebecca C. Castonia | UWC Partnership       | 17 | Students are able to use ethical vignettes as a way to apply theory to practice. The use of the vignettes is a practical way to apply learned concepts such as confidentiality, privacy, cultural sensitivity, etc. to the practice of their profession. For example, when students are expected to role play the explanation and execution of an Informed Consent document with a client, they gain a better understanding of the application of the core principles and codes of professional conduct that govern their profession. Some students perform very well on the ethical vignettes by appropriately applying what they have learned in class and through reading the text. On other occasions, students may struggle with identifying in a vignette how to maintain confidentiality or how to determine when disclosure of a client's communication is necessary. However, the best learning opportunities often come from students seeing themselves or one another make mistakes. The vignettes give the students the opportunity to both identify bad behavior and implement the correct practices associated with the profession. | The results relate directly to the assigned standard as enumerated in the prior response. In most instances, people "learn by doing." The vignettes represent the "doing."                            | Whenever possible, students should be exposed to situations, activities, and lessons that allow them to put into practice what they are learning. The more the "real world" of human services can be brought into the classroom, the better. |
| <b>Spring 2017</b>  |                       |    |   |   |  |
| Rebecca C. Castonia | Traditional On-campus | 24 | Some students do very using ethical vignettes to demonstrate the knowledge learned in this course. Role playing allows students the opportunity to put what they have learned in the law and in the Human Services Code of Ethics into practice. Even when students struggle with making the right decision or using the right language when engaged in a vignette, they are learning.  | The results relate directly to the assigned standard as described above. People learn when they can see someone in action. The vignettes bridge the gap between learning concepts and executing them. | None   |
| Janet Hagen         | Online                | 25 | Most of the students were able to identify the core issue of the ethical vignette. All students were able to cite the appropriate ethical standards.  | Students have learned to use the ethical code as well as learning in previous classes and this class to help them meet the learning objective.  | Continue with the methodology of assessment and teaching of the core concepts.   |
| UWC Partnership     | N/A                   |    |   |   |  |

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|--|------------------------|--------------------------|--|--|---|
| <b>18-440</b>  |                        |                          |  |  |   |
| <p><b>CSHSE accreditation 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.</b></p> <p><b>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.</b></p> |                        |                          |  |  |   |
| <p><b>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.</b></p>  |                        |                          |  |  |   |
| <b>Element: Leadership workshop</b>  |                        |                          |  |  |   |
| <b>Instructor</b>  | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>   | <b>Interpretation of Results</b>   | <b>Summary-Comments-Observation</b>   |
| <b>Fall 2016</b>   |                        |                          |  |  |   |
| Janet Hagen  | Traditional On-campus  | 30                       | Students began the semester with experiential workshops that were rudimentary. Through feedback and from self and class the quality of the workshops continued to improve until the last workshops were of a professional quality.               | Although the workshop had different topics they were all related to leadership and leadership included clarifying values, understanding diversity and prioritizing self-care and self-understanding.                   | Continue to use this method for evaluation.   |
| Janet Hagen  | Online                 | 20                       | All students in the course successfully completed this assignment. As the semester progresses, students learn from each other's workshops that provide for a constantly increasing professionalism and understanding of the underlying dynamics. | While each workshop has a focus on a different topic all increase teamwork, understanding of communication patterns and leadership style which consists of values, diversity and self-care through self-understanding. | Continue to use this method to assess this gateway.   |
| UWC Partnership  | N/A                    |                          |  |  |   |
| <b>Spring 2017</b>   |                        |                          |  |  |   |
| Janet Hagen  | Traditional On-campus  | 35                       | Student's performance through the Leadership Workshop showed progressive professionalism and ability to synthesize the information leading to understanding their role.  | Students do synthesize material taught in this course and others to develop self awareness.  | Continue using this method of synthesizing information that is shared with the rest of the class. |

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| Janet Hagen   | Online          | 28 | In this course I had to substitute "community engagement project" for the leadership workshop. About half of the student engaged in rather elementary projects - gathering food and other materials for redistribution. The other half engaged in resourceful, creative projects that demonstrated their ability to synthesize information. | The results indicate that "thinking outside the box" is not something our online students are able/willing to do.   | Have a standard artifact to measure the learning objective between online and campus.  |
| Brian Lefeber | UWC Partnership | 19 | Course element/assignment #1-Students were graded as a three person group on two different leadership activities. Scores ranged from 59-100%. Students are also asked to reflect on how they did with their workshops in regard to incorporating their values, personality, interpersonal style and personal biases.                        | Gateway 4, standard 20 and the student learning objective are all addressed in the actual presentation of the workshop and then the personal reflection on how the workshop was implemented in regard to students values/beliefs/biases, eat. | Summary Comments/Observation:<br>Continue using Leadership and Decision making course elements/assignment to assure satisfaction of CSHSE Standard 20 to demonstrate student understanding of Gateway 4. |
|               |                 |    |   |   |  |
|               |                 |    |   |   |  |

| <b>Culminating Experience (Advanced Internship)</b>  |                        |                          |  |  |  |
|--|------------------------|--------------------------|--|--|--|
| <p><b>CSHSE accreditation standard 21:</b> The program shall provide field experience that is integrated with the curriculum.</p> <p><b>Context:</b> 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.</p> <p><b>Objective:</b> 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 &amp; 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.</p> <p><b>Element:</b> Mid-term &amp; Final Evaluations, Mock Professional Job Interview &amp; Agency Presentation</p> |                        |                          |  |  |  |
| <b>Instructor</b>  | <b>Delivery Format</b> | <b>Enroll-ment Total</b> | <b>Results</b>   | <b>Interpretation of Results</b>   | <b>Summary-Comments-Observation</b>  |
| <b>Fall 2016</b>   |                        |                          |  |  |  |
| Janet Hagen  | Traditional On-campus  | 15                       | Students overall received high evaluations in each of the sections on the evaluation tool. All students completed their 280 hours on time with no issues. All followed ethical guidelines. | The results indicate that students are able to synthesize the material that has been presented, taught and discussed throughout their major.                           | Continue with the course as designed. Give consideration to the high numbers of students expected in each section.   |
| Amanda Coleman-Mason   | Online                 | 10                       | Students performed and completed their mid-term and final supervisor evaluations & reflective presentations at 100%.<br><br>Students completed the mock professional interviews at 90%.    | Students successfully applied and integrated their academic knowledge, theory and, skills at their respective internship site utilising optimum professional behavior. | Recommendation: That the course goals and CSHSE standards remain in place as the outcomes on student performance support the current practicum guidelines and structure. |
| Toni House   | Online                 | 15                       | 100% completed mid-term evaluations<br>100% completed final evaluations<br>100% completed mock interviews<br>100% completed presentations  | The results show that every assignment was completed.  | I am satisfied with the this evaluation the way it is.   |
| <b>Spring 2017</b>   |                        |                          |  |  |  |

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|---------------|-----------------------|----|---|--|--|
| Janet Hagen   | Traditional On-campus | 15 | Although students have different experiences because they are placed at different agencies, overall students demonstrated that they were able to synthesize their prior learning along with the current experience to meet the student learning objective.  | All are appropriate.   | Continue with this SLO as well as how it is measured.  |
| Annette Larie | Traditional On-campus | 14 | <p>Course Element #1: Mid-term and Final Evaluations<br/>All students submitted both evaluation forms signed by their agency supervisor. As one of the scheduled conferences, the course instructor met with each student regarding the midterm status. Averages of individual scores will be provided in the field component section (III.) of the HSL assessment plan.</p> <p>Course Element #2: Mock Professional Interview<br/>All students successfully submitted resumes, draft resumes, career services feedback, a final resume and participated in a mock interview with a community professional receiving feedback on their professional competencies. Successful completion of the mock interview accounts for 35% of the grade in the field courses (420/421).</p> <p>Course Element #3: Agency Presentation:<br/>Students are scored individually by the instructor and peers, with the final grade being a composite average. Instructor grades ranged from 86-100%. Factoring peer scoring, the composite score ranged from 90-99%.</p> | <p>Regarding standard 21, the associated element/assignments meet this standard's directive to provide field experience integrated with the curriculum.</p> <p>Through completion of the course elements, students have the ability to integrate knowledge, theory, skills, and professional behaviors necessary for human service professionals, all of which are included throughout the curriculum. This synthesis of understanding regarding their role in the human services field through this culminating field experience is an integral part of students professional development and preparation for entry level work within the profession.</p> | Continuation of all three elements/course assignments toward successful satisfaction of CSHSE Standard 21 (and its context) to facilitate student's ability to synthesize their understanding of their role as human services professionals in this Gateway 4 course is recommended. |

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| Toni House | Online | 23 | <p>All elements were fulfilled with 100% A grades except the presentations. All presentations scored above a B grade. There were 8 that scored within the A grade; 3 scored with the A-grade; and 12 scored within the B grade.</p> | <p>This group of students were very committed to fulfilling their assignments with quality personal and professional expectations. They were able to demonstrate this through by the completion of the following objectives:</p> <p>The evaluations allowed the student, site supervisor, and professor to evaluate the student's internship experience through an evaluation form and a group conference call. This allows great reflection to process the lessons learned from the internship</p> <p>The conference calls allowed the students to identify and articulate connections between concepts from coursework, theory, skills, and the field placement experience.</p> <p>The presentation gave the students the opportunity to describe the placement site's organizational structure, mission and clientele, while acting in accordance with the site's governing principles and regulations.</p> <p>The final evaluation required students to analyze their experience by reflecting upon the following to their original proposed learning agreement with the organization: practice-related issues, utilizing relevant data and a conceptual understanding of the situation, develop effective problem resolution, and intervention strategies.</p> <p>Students were evaluated through the mid and final evaluation form and conference call by both the site-supervisor and supervising professor on how well they display interpersonal communication skills at a professional level consistent with the Human Service profession's conduct and ethical standards (CSHSE, National Standards) when interacting with clients, staff, and community.</p> | <p>No recommendations. It appears that we have really designed a quality internship experience.</p> |
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| Brian Lefeber      | UWC Partnership       | 18 | <p>Course Element/Assignment #1-Students are graded individually based upon ratings by their agency supervisors. Student scores ranged from 90-100%. Student performance was based on a high level of understanding.</p> <p>Course Element/Assignment #2-Students were graded on a pass/fail basis of attending and completing a mock interview and a resume. All students completed the assignment.</p> <p>Course Element/Assignment #3-Students were again graded on a pass/fail basis for creating a presentation about their agency.</p> | Gateway 4 and Standard 21 and the student learning objective are addressed in the attendance of their internship by students and then the synthesizing of knowledge and utilization of what they have learned at the placement, which is assessed by their supervisors. | Continue using Advanced Internships course elements/assignment to assure satisfaction of CSHSE Standard 21 to demonstrate student understanding of Gateway 4 course. The agency presentation could be changed to a specified grade rather than pass/fail. |
| <b>Summer 2017</b> |                       |    |  |   |   |
| Janet Hagen        | Traditional On-campus | 15 | All students met expectations for performance in their agency as indicated by mid term and final evaluation scores.  | The evaluation criteria emphasis a range of expectations that students met that indicate that they are prepared for their future roles.   | Continue with all processes as indicated. However it probably is not necessary to include the professional job interview and agency presentation as the evaluations cover this type of performance.   |

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| Toni House             | Online | 9 | <p>Mid-term evaluation: One student did not complete the form, but did the conference call, the rest scored within an A grade.<br/> Final evaluation: Everyone completed this within the A grade<br/> Mock professional job interview: One student did not complete the Mock Interview, the rest scored within the A grade.<br/> Agency Presentation: Everyone completed this assignment within an A grade</p> | <p>This group of students were very committed to fulfilling their assignments with quality personal and professional expectations. They were able to demonstrate this through by the completion of the following objectives:</p> <p>The evaluations allowed the student, site supervisor, and professor to evaluate the student's internship experience through an evaluation form and a group conference call. This allows great reflection to process the lessons learned from the internship</p> <p>The conference calls allowed the students to identify and articulate connections between concepts from coursework, theory, skills, and the field placement experience.</p> <p>The presentation gave the students the opportunity to describe the placement site's organizational structure, mission and clientele, while acting in accordance with the site's governing principles and regulations.</p> <p>The final evaluation required students to analyze their experience by reflecting upon the following to their original proposed learning agreement with the organization: practice-related issues, utilizing relevant data and a conceptual understanding of the situation, develop effective problem resolution, and intervention strategies.</p> <p>Students were evaluated through the mid and final evaluation form and conference call by both the site-supervisor and supervising professor on how well they display interpersonal communication skills at a professional level consistent with the Human Service profession's conduct and ethical standards (CSHSE, National Standards) when interacting with clients, staff, and community.</p> | <p>In the future, I would require the evaluation forms to be uploaded to the D2L before they are able to complete their second conference or receive a final grade. This is always a lot of work.</p> |
| UWC Partnership<br>N/A |        |   |  |  |   |
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