

Assessment Report

An annual assessment report should be completed by each academic program; copies should be submitted to the VPAA and the Unit/School Chair/Dean, who will forward the report from the unit to the Director of Academic Assessment, currently Dr. Teresa Reed, by ~~June 30~~ **(extended to July 31st 2015)**. A copy should be retained by each program for reference and guidance in successive years.

School Year: 2014-2015

Academic Program: Human Services

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Report Summary The Human Services department informally assessed student learning in the past, however a formal collection of data has not been collected, assessed, and reported. We in the Human Services Department know we have a long way to go in the area of assessment, however we encourage the Assessment Committee to view this report as a positive move in the formation of a more thorough and in depth assessment system.

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

Human Services Program Mission Statement

The mission of the Human Services program is to help students acquire—through courses, service learning, and practicum—the awareness, knowledge, and skills necessary to promote mental health well-being and to advocate for the populations they serve. Practicum activities prepare students to enter the workforce in mental health, counseling, addictions, community agencies, and child and adolescent services or to pursue graduate degrees in the helping professions.

Program Goals/Objectives

1. Content Area Knowledge: Students will know the major concepts and historical developments within the Human Services field.
2. Critical Thinking: Students will critical evaluate self and client strengths.
3. Ethics: Students will know the NOHS Code of Ethics, be able to apply them in multiple settings, and understand how NOHS Code of Ethics is similar to other professional ethics (e.g., APA, NASW)
4. Communication: Students will know how to effectively communicate, both written and orally, concepts about Human Services.

Program Learning Outcomes

1. Content Area Knowledge: Students will demonstrate knowledge of an array of theoretical and applied human service, counseling, and psychological theories. Includes the ability to research and critique professional literature in human services, counseling, and psychological professions.
2. Content Area Skills: Students will demonstrate through group discussions and individual role-plays a range of counseling skills sufficient to conduct entry level human service skills and interventions.
3. Critical Thinking: Students will critical evaluate self and client strengths.
4. Ethics: Students will deliver professional services within the guidelines of the ethical and professional practice, including understanding how to meet needs of diverse clients with an appreciation of multicultural perspectives.
5. Communication: Students will demonstrate ability to communicate orally and in writing as well as interact effectively with other helping professionals.

I. Program learning outcomes assessed for the current school year

Please see Table 1—attached at the end of this document—a course matrix showing the Human Services learning outcomes and how they are met in the various Human Service classes. Each learning outcome is assessed several ways, in the class (e.g., class assignments, research projects, tests, papers, etc.) and department assessments that are currently in development (e.g., exit survey). As shown in Table 1 when a student completes a bachelor degree in Human Services he or she achieves each learning outcome multiple times.

II. A detailed description of the methods of program assessment used this year

Please see Table 2—attached at the end of this document—a table explaining the various methods of assessment used.

III. Results of this year's assessment

Please see Table 3—attached at the end of this document—a table briefly explaining the assessment results.

IV. Analysis of assessment results

Please see Table 3—attached at the end of this document—a detailed account of what assessments were used, what learning outcomes they measured

V. Planned program changes based on assessment results

Please see Table 4—attached at the end of this document—a table briefly explaining changes to the program based on data. Changes to be implemented, already given approval, are listed as being implemented in the 2015-2016 school year. Changes already implemented are listed under the appropriate school year.

VI. **Program Aspirations**

- All Human Service majors must take at least one Social and Cultural Foundations course. At this time there are four courses that meet that requirement however they all are offered in the same semester. One program aspiration is the ability to offer different Social and Cultural courses across various semesters, rather than all in one semester. This would allow students more freedom in choosing whether they would want to take several Social and Cultural courses rather than only one. Thus, enhancing the students' ability to function in multi-cultural environments.

VII. **Possible changes (additions/modifications) in assessment methods for the future**

- a. Develop a Practicum Supervisor Survey, to allow supervisors the option to provide ways to better the Human Services major. In addition, the Supervisor survey would allow us to gain feedback from the supervisor on the student's performance in the practicum.
- b. Develop a Research Survey, since all Human Service students take a Research Methods class as part of the course requirements developing a survey may allow the Human Services faculty to assess critical thinking in the area of research.
- c. Add a critical thinking assessment component to the Senior Exit Survey.
- d. Use the Quincy University written communication assessment rubric to assess the Communication learning objective. Currently, the Human Services department does not have an assessment in place to measure the Communication learning objective.
- e. Revisit the Human Services course matrix and update if necessary, analyzing specifically on how each class is meeting the program outcomes.
- f. Revisit the Student Learning Outcomes, analyzing whether the outcomes are still relevant and whether the definitions need to be modified.

VIII. **Attachments**

Table 1. Human Services Department Curriculum Matrix showing how the Student Learning Outcomes are integrated throughout the program. The student learning outcomes are on the left and the courses are listed at the top of the matrix.

Human Services Student Learning Goals	HMS 110 Intro H.S.	HMS 205 Lifestyle & Car	HMS 300 Stats and Resea	HMS 305 Counseling Th	HMS 315 Counsel Tech	HMS 321 Legal & Ethic	HMS 322 Appraisal	HMS 325 Substanc Abuse	HMS 330 Family coun	HMS 335 Abuse & Negl	HMS 355 Case Managem	HMS 360 Group Dynamic	HMS 400 Leader & Org	HMS 431 Victimology	HMS 440 Crisis Interven	HMS 480/ 481 Practicum	PSY 236/246 Child Psych	PSY 312Psychopath
<u>Content Area Knowledge:</u> Students will know the major concepts and historical developments within the Human Services field.	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X
<u>Content Area Skills:</u> Students will demonstrate a range of counseling skills sufficient to conduct entry level human service skills and interventions.				X	X				X		X	X			X	X		
<u>Critical Thinking:</u> Students will critically evaluate self and client strengths.	X				X		X	X		X				X	X	X	X	X
<u>Ethics:</u> Students will know the NOHS Code of Ethics, be able to apply them in multiple settings, and understand how NOHS Code of Ethics is similar to other professional ethics (e.g., APA, NASW)						X		X		X				X		X		X
<u>Communication:</u> Students will know how to effectively communicate, both written and orally, concepts about Human Services.	X	X	X	X	X	X	X		X		X	X				X	X	

Table 2. The following table describes key assessments in the Human Services program.

Name of Assessment	Type of Assessment	When Administered	Rationale
Senior Exit Survey	Online survey, using Survey Monkey	Administered each semester for those senior students graduating.	Allow for input from students on what they like about the Human Services program and possible improvements.
Practicum Evaluation	In person survey for 2014-2015, will move to online survey for 2015-2016.	Students completing a practicum (HMS 480/481) are administered a practicum evaluation.	Allows for Human Services department to measure how much students learn in regards to ethical judgments, diversity issues— particularly for agency workers, critical thinking skills, and counseling related skills.
Supervisor's Practicum Evaluation	<i>In development</i>	Students completing a practicum (HMS 480/481) will have their supervisors complete a Supervisor's Practicum Evaluation . [<u>direct measure</u>]	Allows for Human Services department to measure how much practicum students are learning, in addition soliciting supervisor input on the strengths of the program as well as how to improve the program.
Student Research Survey	<i>In development</i>		

Table 3. The following table explains the learning objectives, how each objective is assessed, the expectations, and the results.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How are results shared?
<p>1. Content Area Knowledge: Students will know the major concepts and historical developments within the Human Services field.</p>	<p>a) Our Senior Exit Survey administered to graduating seniors (first time administering was Spring 2015), has students report their perceived mastery of 8 domains in the Human Services major covered in our curriculum (i.e., Intro to Human Services, Counseling theories and techniques, stats and research, Ethics. Family counseling, Group counseling, Lifestyle and Career Development)</p>	<p>a) For each domain at least 50% of respondents will indicate being above average in knowledge based on information learned from courses in the major domains (i.e., ratings will be either a 4 or 5 on a 5 point scale).</p>	<p>a) Expectations were met for 3 out of 8 domains assessed. Out of 8 graduating students in 2013-2014, 3 (38%) took the Exit Survey. The following percentage of those graduating students indicated feeling at least "above average in confidence" in the following domain areas: 1 in Intro to Human Services 3 in Counseling Theories & Techniques 1 in Research and Stats 2 Psychological Testing 3 in Ethics 1 in Family Counseling 1 in Group Counseling 1 in Lifestyle and Career</p> <p><u>One must use caution when interpreting these results since the survey return rate was 38%.</u></p>	<p>Results will be shared with human services faculty and outcomes discussed.</p>
<p>2. Content Area Skills: Students will demonstrate a range of counseling skills sufficient to conduct entry level human service skills and interventions.</p>	<p>a) Our Senior Exit Survey administered to graduating seniors (first time administering was Spring 2015), has students report their perceived mastery of 8 Human Services domains in the psychology major covered in our curriculum (i.e., Intro to Human Services, Counseling theories and techniques, stats and research, Ethics. Family counseling, Group counseling, Lifestyle and Career Development)</p>	<p>a) For each domain at least 50% of respondents will indicate being above average in knowledge based on information learned from courses in the major domains (i.e., ratings will be either a 4 or 5 on a 5 point scale).</p>	<p>a) Expectations were met for 3 out of 8 domains assessed. Out of 8 graduating students in 2013-2014, 3 (38%) took the Exit Survey. The following percentage of those graduating students indicated feeling at least "above average in confidence" in the following domain areas: 50% in Intro to Human Services 100% in Counseling Theories & Techniques 50% in Research and Stats 50% Psychological Testing 100% in Ethics 50% in Family Counseling 50% in Group Counseling 50% in Lifestyle and Career</p>	
	<p>b) Our Practicum Evaluation administered to all Human Service students completing a practicum, a requirement for Human Services major. Survey given to students after they complete their Practicum.</p>	<p>b) At least 70% of the respondents will indicate that participation in a practicum improved their counseling skills and they were able to apply the skills learned in their classes.</p>	<p>b) Expectations were met 100% of respondents reported they applied what they learned in their classes. All agreed that their counseling skills greatly improved after completing a practicum.</p>	

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How are results shared?
<p>3. Critical Thinking: Students will critically evaluate self and client strengths.</p>	<p>a) Our Practicum Evaluation administered to all Human Service students completing a practicum, a requirement for Human Services major. Survey given to students after they complete their Practicum.</p>	<p>a) At least 60% of the students participating in a Practicum will indicate that participation in a practicum improved their critical thinking skills.</p>	<p>a) Expectations were met. 75% of respondents agreed that their critical thinking skills improved as a result of completing a practicum..</p>	
	<p>b) Since all Human Service majors Students must take a Research and Stats class, one way to measure Critical Thinking learning objective is asking students to complete a Student Research Survey rating their critical thinking skills. This assessment is In Development.</p>			
<p>4. Ethics: Students will know the NOHS Code of Ethics, be able to apply them in multiple settings, and understand how NOHS Code of Ethics is similar to other professional ethics (e.g., APA, NASW)</p>	<p>a) All Human Service majors must take HMS 321. One way to assess Graduating seniors answer a question about their knowledge about Ethics in our Senior Exit Survey, administered to graduating seniors (first time administering was Spring 2015). [direct measure]</p>	<p>a) At least 70% of the respondents will indicate being above average in knowledge based on information learned from an Ethics course (e.g., Ethics and human services)</p>	<p>a) Expectations were met. Out of 8 graduating seniors, 3 completed the Senior Exit Survey. Of the 3 respondents 2 (67%) indicated their knowledge of Ethics as being Above Average. One respondent chose "Excellent Understanding".</p>	<p>Results will be disseminated with Human Services faculty</p>
<p>5. Communication: Students will demonstrate the ability to communicate information about psychology effectively.</p>	<p>a) A W course for Human Services students is HMS 330. Starting 2015-2016 school year, Students in this class submit two in depth written assignments (e.g. applying Adlerian counseling skills and lifestyle focused) that are graded using a rubric. [direct measure]</p>	<p>a) At least 70% of the students will receive an "Above Average" score on their written assignments.</p>	<p>a) Expectations were met. Out of 14 students, 14 (100%) received an "Above Average" score or better for the first assignment and 11 out of 14 (79%) received an "Above Average" score or better for the second assignment.</p>	
<p>6. Other pertinent information gleaned from assessment</p>				

Table 4. Changes to the Human Services Program, multi-year trend.

Program Change	Rationale	Data based on	School year
HMS 321: Modified class assignments, rather than students completing take home assignments that are graded out of class, they bring assignments to class for discussion and in class grading.	HMS 321, Ethics, is a foundation courses, it is imperative students grasp and successfully learn the material to be successful in their practicum experiences and after graduation employment.	<ul style="list-style-type: none"> • Instructor’s observations on students not mastering the material. • Student course evaluations • 	2015-2016
HMS 305: Administering reading quizzes over material covered in classes.	Reading quizzes enhances preparation by encouraging students to read chapter readings before class lectures.	<ul style="list-style-type: none"> • Low scores on student tests. • Students not prepared for class, because they had not read material. • 	2015-2016
HMS 321: Replace tests with in depth homework assignments.	Rather than having students take tests evaluating mastery of the material, instructor decided to have more in depth take home assignments. Application of material learned in class.	<ul style="list-style-type: none"> • Student course evaluations about having more written assignments rather than tests. • Low test scores implying students not understanding the material. 	2014-2015