**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: Human Services Program

Department Chair: Dr. Christine Shane

Department Assessment Committee Contact: Dr. Christine Shane

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| **Changes made:**   * We shifted to a combination of synchronous and asynchronous on line and hybrid instruction. * In Interviewing Techniques, students completed their interviews via Google Meet and did peer assessments via Google Forms. Some classes continued when on site learning when possible. * We integrated various alternative assignments to compensate for hours that students could not complete at field placements.   **Lessons Learned:**   * A number of our courses (Diversity in HMSV, Case Management, Professional Issues, and Assessment and Intervention) require the early community building in the classroom that encourages a freedom to   share ideas and reflect on the use of self in the helping relationship.   * Many of our students are disadvantaged by the remote learning techniques, such as having to juggle time and space in overcrowded households, working extra hours as “essential workers” during the pandemic, and/or returning to households that are not conducive to their emotional health or learning. * Several students were concerned about the health of their family members and were reluctant to participate in in class or on campus meetings. * We need to be more flexible with students regarding deadlines and provide additional help since they cannot ask questions in class. * We decided to continue to require letter grades in the following core courses (HMSV 2005, 2500, 3600, 3700, 3800, and 4890) after much debate; it appears that this motivated students to continue to do their best. * We needed to work especially closely with our community partners hosting student placements to help them devise new ways of integrating students while protecting their safety; this included special projects, telehealth calls, assisting in updating agency manuals, etc. * We found that the pandemic exacerbated the need for faculty to recognize different learning styles. Many students stated that they preferred in classroom learning and felt on line learning was too impersonal and harder for them to learn effectively. * That classroom technology is not always reliable and the “learning curve” to technological competence is long and frustrating for students and faculty. * Although we should not be surprised, the resiliency of students’ and faculty, during this “once in a lifetime event” was astounding. |  |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **PLO #** | **PLO – Stated in assessable terms** | **Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** |  |  |  |  |
| **2.** |  |  |  |  |
| **3.** |  |  |  |  |
| **4.** |  |  |  |  |
| **5.** |  |  |  |  |

1. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
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If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** |  |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** |  |
| **What changes have been made as a result of using the data/evidence? (close the loop)** |  |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan
3. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
4. If you do not have a plan, would you like help in developing one?

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Yes

1. **Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

* 1. **Programs that fall under Program Review:**
     1. Date of most recent Review:
     2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
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* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
     2. Date of most recent accreditation action by each listed agency.
     3. Date and nature of next review and type of review.

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| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
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1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Establishment of Human Services Minor | Goal 1, #4  Goal 5, #2 | Equity and Inclusiveness  E |
| Increased the membership of the Human Services Advisory Board, increase alumni engagement | Goal 3, #4,6 | Diversity/Inclusiveness |
| Recipient of the Dean’s Equity and Inclusiveness grant | Goal 1, #2 | DEI  D |
| Formal establishment of the Human Services Honor Society | Goal 1, #2 |  |

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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Participate in two faculty searches: Criminal Justice and Sociology: seek candidates who better represent the diversity of our students | Goal 4, #1 | Diversity, Inclusiveness |
| Increase inter-program collaboration with Criminal Justice | Goal 1, #2,3 | DEI |
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**F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

The Behavioral Sciences Department continues to increase student numbers and engages in conscious planning regarding the diverse educational and personal needs of our students. These ongoing considerations cannot be confined to any one academic year but must remain a consistent value within our community. (goals 1 +4) Initiatives evolve.

1. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

The department faculty adapted well to the pandemic situation. Faculty who historically provided on line courses, moved seamlessly into the synchronous and not-synchronous course instruction. Other faculty were challenged by the technological skills needed to teach an on-line or hybrid class. And although IT provided training opportunities, not enough accessible training was provided during this very difficult time.

Despite long-distance learning and COVID restrictions, HMSV 460 hour internships went pretty well. Seminar faculty and site supervisors were extremely resourceful and identified alternative assignments and facilitated supervisory meetings on google or zoom. Although it was clear that everyone preferred on-site interactions, students reported they “learned a lot” and even “enjoyed” their internships.

Another anticipated outcome of the pandemic was the increased rate of student attrition, and for many, the lowering of GPA scores. This was apparent among Police Program and Human Services students, in that a minimum GPA is required for both programs. In the future, faculty should advise students on the potential “pit falls” of on line classes, the need for vigilance in on line learning. Additionally advisors should caution students if their learning style requires in class feedback or speedy access to their instructors.

We were very impressed with the university’s implementation of COVID precautions and the gargantuan efforts of all the management, HR, operations and staff and faculty who were-and continue to be- involved in safety. The availability of on-campus COVID test was great for faculty and students. There was some concern however (staff and faculty), about the accuracy of on campus and near vicinity COVID infection reporting data.

HMSV faculty supported the idea of outdoor teaching during pleasant weather, especially the erection of tents on campus. Many universities in the Boston area provided tenting-but for some unknown reason--- FSU did not. Tents would have improved the teaching/learning experience.

Perhaps the greatest lesson of the great pandemic *is how long everything took to do online and by email*--- EVERYTHING!! Also how exhausting change in work processes can be. This experience provided a reminder about the efficacy and the pleasure of interpersonal interactions in the workplace.

Behavioral Sciences faculty support the continued use of Zoom and Google meet for Department meetings, Development Day, and other professional events. We were surprised to learn how effective the meetings were and we hope the university continues this practice whenever practical.