

Annual Departmental Report 2021-2022

Program Information

Program/Department: Human Services

Department Chair: Christine Shane

Department Assessment Committee Contact: Kori Ryan

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, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

During AY 21-22, we had several accomplishments in Human Services.

There are 68 students enrolled in the major as of SP22; 22% identify as Hispanic and 18% identify as Black or African American. We have 16 students enrolled in the new human services minor.

We spent a significant amount of the academic year engaging in a planned revision of our curriculum. We intend to restructure several courses to expand our focus on macro level helping, as well as adjust the practical hours to maintain accreditation standards but be more mindful of our students' increasing responsibilities outside of the university.

We maintained membership in our Honor society, but membership has fallen due to COVID and financial obstacles for students. The program worked to address some of these financial issues for students and will continue to address these in the academic year.

Human services increased the number of community speakers and cross-lecturing within the program by utilizing faculty content area expertise across courses. Students spoke highly of the cross-discipline representation and the panels/guest speakers integrated into the courses.

Lessons learned: Covid continued to be an issue in terms of finding placements for students in HMSV 3800, Case Management. Students struggled to find placements due to decreased staffing in HMSV agencies.

We found that we had to continue to be flexible in terms of providing in person, remote, and recorded options for students as COVID continued to be a concern. Students seemed responsive to the flexibility.

Students in the HMSV program report being overwhelmed by the number of placement hours. This has been an ongoing concern of students and faculty and we will be revising hours based on requirements for continuing accreditation.

We continue to maintain our advisory board of community members.

B. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment.

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.	Students will be able to analyze improvement in assessment and intervention skills (s)		Annual	SP22
2.	Students will be able to assess, analyze, and synthesis empirical research from a Human Services primary source. (S)		Each Semester	FA21
3.	Adhered to ethical standards in the Human Services Field (A)		Annual	SP22
4.	Students will be able to write a professional level Mental Status Exam (S)		Annual	SP22

II. 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.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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”?
1	Self-assessment.	Juniors-Seniors	All students in Assessment and Intervention (N=23)	Increase in score between baseline and post-test	<p>Students in both academic semesters reported an increase in skills in all assessed areas; please see appendix in drive here: https://drive.google.com/drive/folders/1_SGOX5JGU0YQS5bNOtpnfzP0Rj8yG50g?usp=sharing</p> <p>We will continue to assess student reflection and self-assessment of skills and address areas</p>

					where students feel less confident in skill growth such as “Communicate empathy and interest non-verbally” which only increased by .33, the lowest increase of all skills measured
2	Article Critique Paper (Appendix E)	Sophomores-Juniors	Research Methods Class	Minimum of Proficient Rating	This represents 2 students who did not complete the assignment. The # of assignment completers who earned a proficient or higher was 6/8 or 75%.
3	Site Supervisor’s Evaluation from Practicum	Senior Capstone	All students in Internship	Minimum of 4 on 5-point scale	in SP 22, All students received at minimum of 4 of 5 on all 21 evaluation questions. (n=9)* (We are still collecting data for SP22, can submit amendment)
4	Paper (See Attached F) (S)	Senior Year	Students in HMSV 3800: Case Management Class	Minimum 80/100 points	Of the 8 students who completed the MSE, 88% scored

			(N = 9)		higher than 85%, which is an increase of 5% from the last assessment.

You may use this comment box to provide any additional information, if applicable:

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”?

Reflection Prompt	Narrative Response
<p>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)</p>	<p>Our 450-hour internship serves as our capstone course; site supervisors complete an evaluation consisting of 21 items that are rated on a scale and several open-ended questions. Students in Spring 2022 continued to perform well. Out of the 21 items, the average was 4 or above (on a scale of 1-5) on 17/21. (n=9)</p>

<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>Internship Coordinator tallies the results of the 21 items at the end of each academic year. Supervising Professors of the Internship Seminars read the open-ended responses each semester.</p>
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>Our students are performing very well. We are anticipating changing our curriculum, including internship, in FA23 and will be implementing some minor changes in course assessment in FA22, but the evaluation will remain the same for the next academic year.</p>

C. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan
- II. 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.
- III. If you do not have a plan, would you like help in developing one?

Yes

D. 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)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. 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.

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
n/a						

- iii. 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

II. Programs with external Accreditation:

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department. Council for Standards in Human Services Education
- ii. Date of most recent accreditation action by each listed agency. June 2021
- iii. Date and nature of next review and type of review. June 2026

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	Update on fulfilling the action letter/report or on meeting the key performance indicators.
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	pass rates; employment rates, etc.)(If required.)	
N/A		Please see CSHSE letter in attached drive link https://drive.google.com/drive/folders/1_SGOX5JGU0YQS5bNOtpnfzP0Rj8yG50g?usp=sharing

E. Departmental Strategic Initiatives

Accomplished Initiatives AY 21-22 <small>Add more rows as needed</small>	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Planned Initiatives for AY 22-23 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Decrease students not graduating after completing HMSV 3800 from 16% to 12%	Goal #1, Strategy 1A Goal Increasing advising for internship by expanding beyond individual internship advising and increase	<input type="checkbox"/>
Increase HMSV 4890 completion graduation rates from 92% to 95%	Goal #1, Strategy 1A More strategic advising and referrals to university resources;	<input type="checkbox"/>
Increase graduation rates for Hispanic students from	Goal #2, Strategy 2A, 2B The graduation rate for Hispanic students in our major has risen from 50% to 51.5%. This is higher than the institutional one of 45.5% for Hispanic students, so we are encouraged by our progress. However, this is an ongoing goal and would like to increase nearer to the 57.5% for non-Hispanic HMSV students. We will investigate evidence-based ways to better serve our Hispanic students, as well as utilize our student representative to better communicate between students and faculty regarding needs of the students. We anticipate some of the impending changes to the curriculum will also increase graduation rates amongst Hispanic students.	Yes y e s
Refine and submit AUC proposals to revamp the HMSV	Goal 1, Strategy 1B	<input type="checkbox"/>

Curriculum for AY 23-24; create assessment plan		
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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.*

- 2) *Any other thoughts or information that you would like to share.*