

Learning Assessment Report

Fall 2012 – Spring 2014

Program: Human Services

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Introduction and Background

Program Offerings:

Degree(s): AA and AAS in Human Services

- **General**
- **Substance Abuse**
- **Youth Services**
- **Victimology**
- **Gerontology**

Certificate(s): None

Program Mission Statement: The Human Services Program at SCC was established to foster excellence among St. Charles County Human Services workers. The program attempts to do so by providing a sound curriculum in Human Services taught by qualified student centered instructors oriented toward improving the education of Human Services worker endeavors to enhance the quality of life for those they serve by providing needed services; the Human Services Program endeavors to enhance the ability of Human Services workers to provide these services.

Assessment Instruments:

WorkKeys:

The tests: Locating Information and Listening are the WorkKey tests selected for Human Services professionals who are expected to communicate with the public, write reports, interact with citizens one on one, use discretion wisely, make good decisions, solve problems, and understand the workings of the HMS system within our society. Locating information and listening are essential skills for these tasks. A score of level of three (3) above is anticipated for each of the tests. As of spring, 2013, we ceased using WorkKeys.

Skills Assessment: Portfolio and Interview:

The St. Charles Community College Human Services Program Graduates will have proven Skill Competencies in the following areas. Each student will maintain a portfolio of illustrated coursework material he/she has completed in Human Services classes to be reviewed by Human Services Department Faculty and representatives of the Human Services Advisory Board or Agencies during the student's last semester in the program. In addition to the portfolio review, students will complete an oral examination/Exit Interview as part of the assessment process to determine his/her level of competency in each of these areas:

Competency Area I: Client Empowerment

Skill Standard Ia: The graduate will be able to assist and support the client to develop strategies, make informed choices, follow through on responsibilities, and take appropriate risks as demonstrated by successful completion of the second, third, and fourth practicum learning contract objectives in course(s) HMS 201 and 203.

Skill Standard Ib: The graduate will be able to provide opportunities for the client to be a self-advocate by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the client to speak on his or her own behalf, and providing information on peer support and self-advocacy groups as demonstrated by successful completion of the objectives of HMS 101.

Competency Area II: Communication

Skill Standard IIa: The graduate will be able to use effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of client communication styles as demonstrated by successful completion of the objectives of HMS 101.

Skill Standard IIb: the graduate will be able to use terminology appropriately, explaining as necessary to ensure client understanding as demonstrated by successful completion of the objectives of HMS 100, 101 and 102.

Competency Area III: Assessment

Skill Standard III: The graduate will be able to initiate or assist in the initiation of an assessment process by gathering information (e.g., client's self-assessment, history, prior records, and test results) and informing the client about what to expect throughout the assessment process as demonstrated by successful completion of the objectives of HMS 101, 201 and 203.

Competency Area IV: Community and Service Networking

Skill Standard IVa: The graduate will be able to help to identify the needs of the client for community supports, working with the client's informal support system, and assisting with, or initiating identified community connections as demonstrated by successful completion of the objectives of HMS 100, 201, and 203.

Skill standard IVb: The graduate will be able to research, develop, and maintain information on community and other resources relevant to the needs of clients as demonstrated by successful completion of the objectives of HMS 100, 102, 201, and 203.

Competency Area V: Facilitation of Services

Skill Standard Va: The graduate will be able to maintain collaborative professional relationships with the client and all support team member (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations as demonstrated by successful completion of the objectives of HMS 100, 101, 201, and 203.

Skill Standard Vb: The graduate will be able to assist and/or facilitate the development of an individual plan based on the client preferences, needs, and interests as demonstrated by successful completion of the third practicum learning contract objective in course(s) 201 and 203.

Skill Standard Vc: The graduate will be able to assist and/or facilitate the implementation of an individual plan to achieve specific outcomes derived from the client's preferences, needs, and interests as demonstrated by successful completion of the fourth practicum learning contract objective in course(s) 201 and 203.

Skill Standard Vd: The graduate will be able to assist and/or facilitate the review of the achievement of individual client outcomes as demonstrated by successful completion of the fourth practicum learning contract objective in course(s) 201 and 203.

Competency Area VII: Education, Training & Self-Development

Skill Standard VII: The graduate will be able to educate clients, co-workers, and community members about issues by providing information and support and facilitating training as demonstrated by successful completion of the objectives of HMS 100 and 102.

Competency Area VIII: Advocacy

Skill Standard VIII: The graduate will be able to obtain/use current knowledge of laws, services, and community resources to assist and educate clients to secure needed supports as demonstrated by successful completion of the objectives of HMS 100, 102, 201, and 203.

Competency Area X: Crisis Intervention

Skill Standard Xa: The graduate will be able to identify the crisis, defuses the situation, evaluates and determines an intervention strategy and contacts necessary supports as demonstrated by successful completion of the objectives of HMS 101, 201, and 203.

Skill Standard Xb: The graduate will be able to continue to monitor crisis situations, discussing the incident with authorized staff and client(s), adjusting supports and the

environment, and complying with regulations for reporting as demonstrated by successful completion of the objectives of HMS 201 and 203.

Competency Area XI: Organizational Participation

Skill Standard XIa: The graduate will be able to incorporate sensitivity to cultural, racial, religious, disability, and gender issues into daily practices and interactions as demonstrated by successful completion of the objectives of HMS prefix courses.

Skill Standard XIb: The graduate will be able to provide and accept co-worker support, participating in supportive supervision, and performance evaluation as demonstrated by successful completion of the objectives of HMS 201 and 203.

Competency Area XII: Documentation

Skill Standard XIIa: The graduate will be able to maintain accurate records: collecting, compiling, and evaluating data, and submitting records to appropriate sources in a timely manner as demonstrated by successful completion of the sixth practicum learning contract objective in course(s) 201 and 203.

Skill Standard XIIb: The graduate will be able to maintain standards of confidentiality and ethical practice as demonstrated by successful completion of the fifth practicum learning contract objective in course(s) 201 and 203.

Skill Standard XIIc: The graduate will be able to remain current with appropriate documentation systems, setting priorities and developing a system to manage documentation as demonstrated by successful completion of the sixth practicum learning contract objective in course(s) 201 and 203.

Administration of the Exit Interview: Interviews with the student are scheduled with a local Human Services agency professional who may sit on the HMS Advisory Board. Students pick at least the interviewer, generally someone with whom he or she did an internship or saw as a mentor. The interviews generally last an hour.

The competency areas are the standards set by the Council on Standards for Human Services Education. Each member of the interviewing team keeps notes as we go through the competencies and skill standards asking questions and soliciting responses. After the interview is complete, the interviewers compare notes and through consensus arrive at a mark for each of the sections on the interview for the student using the matrix below.

Student Name & Semester Evaluation:	Response warrants a grade of "A" (5 points)	Response warrants a grade of "B" (4 points)	Response warrants a grade of "C" (3 points)	Response warrants a grade of "D" (2 points)	Response warrants a grade of "F" (0 points)
Skill Standard I a:					
Skill Standard I b:					
Skill Standard II a:					
Skill Standard II b:					
Skill Standard III:					
Skill Standard IV a:					
Skill Standard IV b:					
Skill Standard V a:					
Skill Standard V b:					
Skill Standard V c:					
Skill Standard V d:					
Skill Standard VII:					
Skill Standard VIII:					
Skill Standard X :					
Skill Standard X b:					
Skill Standard XI a:					
Skill Standard XI b:					
Skill Standard XII a:					
Skill Standard XII b					
Skill Standard XII c					
Column Totals					
Students Total Score					

The Portfolio: Review of the Portfolio: The Portfolio, which is developed by the student in conjunction with faculty while taking HMS courses at SCC, is reviewed in conjunction with the interview examination by the faculty and community members present in the interview. A simple A, B, C, D or F grade is assigned after reviewing the portfolio for sufficient evidence the student has ample materials they can use to help them demonstrate their learned competencies and skills in the Human Service Field.

As DESE requirements for the use of the Portfolio as a measurement tool in assessment are prohibitive for the use thereof in our AAS program, we will meet with the HMS Advisory Board to determine what nationally normed test might be available we can use in the future. Currently we are preparing to meet the standards of the Council for Standard in Human Service Education for accreditation. We plan to use their nationally normed test beginning next year.

Data and Results

Assessment Results: Fall 2012 through Spring 2014

Student ID Number	Academic Assessment (WorkKeys Locating Information) Score	Academic Assessment (WorkKeys Listening) Score	Skill Assessment Describe: Interview/Portfolio Review Score	Maintains 80% Level and above for Skills Assessment?
12/fa				
XXXXXXXX	4	NA	B/A	Yes W
13/sp				
XXXXXXXX	NA	NA	A/A	Yes. X
XXXXXXXX	NA	NA	F /C	Yes Y
XXXXXXXX	NA	NA	B/A	Yes Z
XXXXXXXX	NA	NA	A/C	Yes A
XXXXXXXX	NA	NA	B/F	Yes B
13/fa				
XXXXXXXX	NA	NA		Yes C
XXXXXXXX	NA	NA		Yes D
XXXXXXXX	NA	NA		Yes E
XXXXXXXX	NA	NA		Yes F
14/sp				
XXXXXXXX	NA	NA		Yes G
XXXXXXXX	NA	NA		Yes H
XXXXXXXX	NA	NA		Yes I
XXXXXXXX	NA	NA		Yes J

Data Analysis and Interpretations

(Narrative of result: includes text and charts/graphs of data for two-year period of testing—item analysis relating to program objectives.)

The HMS Program assessment capstone process is embedded in the second and final practicum all AAS students take. Generally, this has proved useful. However, it does take coordination between the Program Coordinator and the instructor and the creation of an expectation with the students that they are required to complete the assessment requirements for credit for the course. The instructor has incorporated the assessment tests and interview into her HMS 204 syllabus and made them count as 1/5 of the course and uses them as her midterm.

Even keeping a register, we have found some students do not manage to complete all aspects of the assessment process. This continues to be a work in process. Many of our students drop in and drop of the HMS Program and SCC as “Life Issues” interfere with their educational goals.

As a part of the interviewing process, the students are asked what aspects of the HMS program they liked best and in what areas could we improve the program. Consistently the students tell us they feel the instruction level is of high quality. They are appreciative of the breadth of the skills they are learning. They appreciate the attention given them toward working with diverse populations. They have also let it be known that often students in the classes are not fully engaged. This, of course, is something of which the faculty is painfully aware.

Program Objectives as they relate to the data

1. The successful student will obtain an applied science degree that prepares him or her for a career in Human Services as well as promotes lifelong learning in the field through mastery of twelve identified skill competencies relevant to the field.

Student “W” graduated with a 2.761 GPA. She currently works at St. Joseph’s Hospital in an HMS related capacity. She did her internship at the same place.

Student “X” graduated with a 3.798 GPA. She was Outstanding Student of the Year for 2013.

Student “Y” graduated with a 3.392 GPA. We were unable to determine his current working status.

Student “Z” graduated with a 2.818 GPA. She completed her Practicum at YIN.

Student “A” graduated with a 2.737 GPA. He works in a non-related field.

Student “B” graduated with a 2.653 GPA. She works in her words in a quasi-related field.

Student “C” graduated with a 4.0 GPA. She works in a non-related field.

Student “D” graduated with a 3.0 GPA. We were unable to determine his current working status.

Student “E” graduated with a 4.0 GPA. He works at a local High School in an HMS related capacity. His internships, one a local church and another at a drug rehab center prepared for the work he does, he says.

Student “F” graduated with a 2.821 GPA. She is considering returning to school for a degree in nursing. Currently she works at a Daycare for the mentally and physically challenged. She finds the work challenging and rewarding.

Student “G” graduated with a 3.426 GPA.

Student “H” graduated with a 3.42 GPA. She is currently looking for HMS related work. She completed two practicum at Delta Center. She loved working there and the education and professors she had at SCC.

Student “I” graduated with a 3.224 GPA. She is not currently working but looking. She did two practicum: one at Home Preferred Family and the other at Children Center. She found both challenging and would do either again.

Student “J” graduated with a 2.958 GPA.

The GPA numbers for all the students do indicate the students mastered the twelve competencies. For those that participated in the interview, there is positive correlation of the GPA of the student and her interview score.

2. The successful student will learn to achieve personal and professional objectives having learned to access and utilize support services including: academic advisement, learning resources, assessment tools, career planning and placement, and co-curricular activities.

All of the students tested have graduated. Given all the ins and outs, formal and informal requirements and the assortment of personalities with which a college student must deal over the course of earning a minimum of 64 credit hours, graduation is a demonstration of some ability to access and utilize the services listed. The scores on the WorkKeys by each student who took them are an

indication they are well capable of locating information and listening which go hand in hand with objective number 2. Graduate placements records suggest only some of our students are working in their chosen field.

3. The successful student will develop a positive and meaningful relationship and an understanding thereof, with public and private agencies, civic groups, and institutions of educational, cultural, and economic development within the communities we serve.

Competency areas 4, 5, 7, 8, 10, and 11, perhaps focus more on demonstrations of this objective rather than the other competency areas. All the candidates who participated in the interviews scored satisfactorily in all these areas.

Discussion of Data with Program Faculty and Advisory Committee

Development of the entire assessment program included participation by various Advisory Committee members, the Program Chair and input from adjunct faculty. An adjunct faculty member in conjunction with the Advisory Committee did most of the work on developing the Skills Assessment Instrument. In administering the Skills Assessment Instrument various members of the Advisory Committee volunteer to participate. Comments have generally been positive about the level of knowledge and skills of our students which is evident in the scores they received.

Adjunct faculty members participate in the interviews also. Sometimes the student chooses a particular adjunct faculty member.

The Advisory Committee will again be invited to address potential changes to the interview questions and help dove tail them for ascertaining better information for measuring the success of achieving some of our program objectives.

Implications for Improvements or Changes

The data we have to date suggests the students are learning the curriculum material. In terms of the process, we need:

- 1) To move toward a physical presentation of the portfolio at Mid Term in HMS 204 and to encourage AA students to develop portfolios as well as AAS students. We have had some success in this endeavor but must now fully coordinate this effort with the implementation of the capstone, HMS 298.
- 2) To review and revise, if necessary, the program objectives and better match them with measures of attainment of those objectives. The measures for objectives two

and three were discussed during this last two years. However, this discussion needs to be held on an ongoing basis with program faculty and Advisory Committee members.

- 3) To engage students more fully in our classes.
- 4) To move on becoming accredited by CSHSE and adopting their nationally normed test to use as part of our assessment process.

Action Steps

- 1) Align the HMS 298 and 204 courses such that the presentation of the student's portfolio, which has been given during the Exit Interview, is also presented to the student body in 204.
- 2) Discuss the measures we are currently using for our success with objectives 2 and 3 with faculty and Advisory Committee members at the Advisory Board meetings held each semester.
- 3) A full time HMS instructor has been hired and will work to obtain CSHSE accreditation over the course of the next year. For some time our efforts with regard to building the HMS Program have been hampered with the lack of a full time faculty member dedicated solely to the development of the program and its students. We hope we have finally rectified this situation.