

Millikin University  
Student Learning Outcomes

**Human Service Major  
Academic Year 2016-2017**

Submitted By:

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## **Executive Summary**

This major is designed to provide students with a cross-disciplinary perspective necessary for beginning a career or graduate study in the fields of Social Work or Human Services. The core curriculum of this major includes 46 course hours. These required courses cover a wide range of topics from fields of practice, skill development, and ethical issues to current social problems. The areas of student learning assessed are:

Goal I: Professionalism

Objective: Students will demonstrate an understanding of the role of a human service professional.

Goal II: Citizenship

Objective: Students will demonstrate competence in discipline-based citizenship.

Goal III: Life and Meaning and Value

Objective: Students will discover and develop a personal life of meaning and value.

Results of the assessment of the 2014-2015 graduates are superior. Millikin graduated 12 students in the major. Social Work graduate school admission and study by 5 graduates as of August 1, 2015.

Data analysis of Capstone Internship Field Supervisors ratings is attached.

## **Report**

### **Human Service Major Learning Goals**

**Goal I:** Professionalism

Objective: Students will demonstrate an understanding of the role of a human service professional. Specific focus will be on the individual and their and family and the relationship between organizations, institutions, and communities.

- a. Describe and evaluate the dynamics of people with diverse demographics, experiences, and beliefs. Identify how the issues of diversity impact the individual, family and community with regard to discrimination, social, political and other forms of inequality with regard to discrimination, social political and other forms of inequality, and
- b. Mastery of beginning human service skills of assessment, planning and intervention with individuals and/or groups.
- c. Demonstrate a beginning understanding of outcomes of intervention and the use of qualitative and quantitative methods, and
- d. Demonstrate beginning skills in written language, documentation and reporting

appropriate to the helping field.

**Goal II: Citizenship**

Objective: Students will demonstrate competence in discipline-based citizenship by accomplishing the following learning outcomes:

- a. Perform the duties of a human service provider with the guideline of the code of ethics of the profession and function competently in the established stands of the field, and
- b. Articulate the concepts of advocacy and development of programs/services for individuals, families and groups within the community.

**Goal III: Life and Meaning and Value**

Objective: Students will discover and develop a personal life of meaning and value as they:

- a. Continue to participate in the personal values and ethics self review, the impact of their personal choices on the client population, and
- b. Actively seek continuing education/experiences that will assist them in growth and enhancement of personal skills and knowledge related to the field of practice.

**CURRENT SITUATION IN HUMAN SERVICE MAJOR**

There are currently two full time faculty in the Human Service Major. Both faculty retain positions which are full time tenured. Each faculty member teaches a full academic load of Human Service courses exclusively each semester. Historically both faculty have also taught independent study courses with students each semester and routinely maintain student teaching assistants for practice classes as appropriate. In the 2016-2017 academic year Professor White advised one JMS project for the academic year. During the year Professor Garrison taught 2 independent study classes during the fall semester of 2016 and 3 independent study classes in the spring of 2017. Further, Professor Garrison worked with 3 JMS students as their primary advisor both fall and spring semesters and was second reader on 2 JMS projects in spring 2017. These opportunities allow students to enhance their academic transcripts and resumes in creative ways highlighting their commitment and motivation to the field. These additional activities have had very positive impact upon graduate school applications and job opportunities.

In this academic year, both Professor Garrison and White have been engaged on many levels outside of the classroom as well. During National Hunger and Homelessness Awareness Week 2016, Professor Garrison hosted the 7th Annual Box City Event over a week's period of time engaging over 100 students in the issue of homelessness in our community and nation. Further, Professor Garrison coordinated week long events in the community related to hunger and homelessness awareness. During Professor Garrison

engaged numerous students in research related to mental health, homelessness, poverty and in the Decatur community culminating in professional presentations for all students involved. Professor Garrison presented a total of 7 times throughout the academic year on subjects including homelessness, poverty, and ethics to peer reviewed audiences at the local and state level. In particular, Mary presented to a group of 60 social workers in Springfield as well as 125 VA social workers in Hillside (by Chicago on social work ethics providing required continuing education credits for these professionals. Mary also co-facilitated a Homeless Summit for southern Illinois homeless providers in Litchfield, IL. Professor Garrison also develops travel experiences each year for students through the Human Service Connection Program for which she serves as an advisor. In this reporting year 4 students traveled with Professor Garrison to Pawnee, OK to work with the Pawnee Native American Tribe. Garrison continued as advisor of Big Blue Backpacks in collaboration with Dennis Lab School and Good Samaritan Inn and worked actively with students to successfully feed 80 students at Dennis School every weekend during the academic year. Mary volunteered bi-monthly with students at the Oasis Day Center providing manicures to individuals frequently the program. Mary continued her role on Council on Curriculum for the academic year. Professor Garrison continued her Performance Learning Enhancement Grant (PLEG) work with her colleague Professor Podeschi in Information Systems. This grant ends June 30, 2017. Professor Garrison and Professor Podeschi worked with 4 student research assistants focusing on the Point-in-Time homeless count and Housing Inventory shelter count. Both professors and students worked to create a survey and subsequently a data base. This data base stored collected survey data and analyzed that data regarding the rate of homelessness in Macon County. Professor Garrison works actively with community stakeholders addressing poverty and specifically works with GROW Decatur on the Prosper and Succeed Initiative create. Professor Garrison continues her role as a clinical supervisor in the community at the local mental health center and privately for individuals seeking clinical licensure. Professor Garrison continued her role as a Delegate Assembly member for the Association at the national level. Mary was invited to become a member of the Kennedy Forum Illinois Leadership Council. Further, Professor Mary continued her work with the Decatur Housing Authority as a consultant with regard to the integrated Social Service program she developed. Mary was hired as a consultant with Heritage Behavioral Health Center to assist with staff satisfaction survey engagement and assessment. Professor Garrison has taken a role as a consultant with Dove, Inc. as the Coordinator of Continuing Education for the agency. Professor Garrison co-authored a book entitled *“Your playbook for beating depression: Essential strategies for managing and living with depression”*.

Professor White expanded the Capstone and Advanced Internship Program by adding 3 new internship placement site additions which were all supervised by an MSW or LCSW. Professor White prepared and taught a new course titled *Adulthood and Aging*. Professor White advised a JMS student has begun a project this year in the training of a therapy dog. Further, Professor White was a member of CSAS and reviewed over 130 applicants for admission with below criteria grades and national testing scores. Professor White continues to work with the equine/animal therapy community to expand this type of therapeutic intervention in this region in Illinois.

Both faculty works actively with admissions to meet the needs of prospective students and families via face to face meetings, email and by phone. Each engaged in campus visit days and freshman orientation sessions for the upcoming 2017 fall semester. Both faculty engaged students to participate in the campus Annual Celebration of Scholarship Day. Professor Garrison sponsored 2 oral presentations and Professor White sponsored one oral presentation.

Both faculty hold the highest practice credential in the Social Work field which is a License in Clinical Social Work or LCSW, and both have been awarded through employment experience and national testing the highest national membership status in the National Association of Social Workers which is the ACSW. Please refer to attached vita's for fields of expertise and areas of publication/research interests.

### **HUMAN SERVICE LEARNING SEQUENCE**

Each required course taught in the major sequence will have learning goal content mastery outcome indicators included in the course syllabus. Content to assist with learning goal mastery will be provided in each major course taught. Courses are grouped into the categories of Foundation Content, Methods Content, and Application Course assignments, examinations, papers, and other student work will support the learning and mastery of learning goal content.

Students are advised on an ongoing basis throughout the academic year. The content of these meetings vary and are individual student need specific. Both faculty provide career counseling, graduate school selection/application assistance in addition to traditional academic counseling and personal professional growth and development information. Group advisement happens frequently with visiting graduate schools on campus, site visits to local agencies during class time, and professional guest speakers.

During the past year work to create 2+2 agreements with several other colleges continues to be in process of creating a viable option for transfer students coming to Millikin University as Human Service majors.

### **ASSESSMENT METHOD**

An ongoing filing system of course major sequence syllabi which includes assignments and identified exams will be maintained in the Behavioral Science Office. These files will be organized by academic semester and classes taught. The documents will reflect the ongoing focus in course content and that faculty has on learning goals and the measurement process for the students.

In the Capstone Internship Class a series of evaluations developed and completed by the Millikin faculty, the internship site supervisor(s) and the students themselves will provide content to support and identify the level of goal mastery at the completion of this major course of study.

Additionally a yearly self evaluation survey will be given to the students upon completion of Capstone Internship prior to graduation. Human Service faculty will maintain

completed evaluation forms from all evaluators in the student's permanent file in the Departmental office. A report will be generated from the cumulative data collected.

Assessment of course work maintained will take place utilizing the human services assessment rubric including foundation courses, methods courses and applied practice courses. The rubric includes green, yellow and red guidelines for each course and will be assessed based on human service learning goals.

### **Assessment Data and Results**

Attached to this report are the cumulative documents: student self survey and capstone site supervisor evaluation. Respondents to the student self survey of their skills and content mastery totaled 27 students. In a graduating class of 10 students as December 2016 and May 2017, 6 students have been accepted to graduate school.

### **Improvement Plans**

We continue to monitor our major grade requirement of a C- in all Human Service Major Courses. During this reporting year, we had 10 students who did not meet grade requirement. 6 of those students repeated the courses in the spring semester and 4 will repeat the courses in fall 2017.

### **IV. Appendices:**

- + Curriculum Map for Human Service
- + Site Supervisor form for evaluation of Capstone Internship
- + Graduate Self Survey document
- + Vitas: Kay White and Mary Garrison