

Millikin University
Student Learning Outcomes

**Human Service Major
Academic Year 2011-2012**

Submitted By:

Kay B. White, ACSW, LCSW, Associate Professor of Social Work
Mary E. Garrison, ACSW, LCSW, Associate Professor of Social Work

August 2012

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 41 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 2009-10 graduates are superior. Millikin graduated twenty two students in the major. Employment is reflected by 4 graduates. Social Work graduate school admission and study by 10 graduates.

Data analysis of Capstone Internship Field Supervisors rated our students see attachment:

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 teaching 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 with students each semester and maintained each semester a student teaching assistant for practice classes. In the 2011-2012 academic year Professor White taught four independent study class had three teaching assistants. Professor Garrison taught 3 independent study classes and had 1 teaching assistant. This allows students opportunity to add to their transcript in creative ways their commitment and motivation to the field. These additional activities have had very positive impact upon graduate school applications. Additional Human Service courses are offered during every Immersion class session and during Summer School by this core faculty. In this academic year, Professor White in January Immersion for Introduction to Child Welfare had ten students. Professor White also maintains a license with the State of Illinois Department of Professional Regulation as being a Continuing Education Provider for social work and licensed professional counselors. Professor Garrison spoke to 2 education classes (1 fall, 1 spring) on mandated reporting related to child abuse and neglect. Professor White taught two classes for the Millikin education faculty regarding the reporting laws for teachers in the spring. Professor White continues

to teach an overload each spring in SO 371 required to maintain student 4 year graduation plans due to the increasing numbers of Human Service Majors This year Professor Garrison coordinated Human Service students to attend Social Work Day at Illinois State University with 12 students attending. Further Professor Garrison hosted the 2nd Annual Box City Event over a week's period of time engaging over 50 students in the issue of homelessness in our community and nation. Professor Garrison engaged 5 students in research related to mental health, homelessness and spirituality as well as truancy in the Decatur community culminating in professional presentations for all students involved. Professor Garrison also develops travel experiences each year for students through the Human Service Connection Program. In this reporting year 6 students traveled with Professor Garrison to volunteer and practice their skills over spring break to Baltimore, Maryland. Professor Garrison continues to be the faculty advisor for several student groups on campus including Students Against Sexual Assault, the Human Service Connection and NAMI on Campus. Professor Garrison also served on the University committee of CSAS for the academic year. Lastly Professor Garrison taught an additional one (1) credit course through her role as a Coleman Fellow through Millikin's Center for Entrepreneurship entitled "*Impacting Lives Through Social Entrepreneurship*". This class was very well received with 10 students enrolled and future plans include this course to be taught for two (2) credit hours in spring 2013.

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. Refer to attached vitae for fields of expertise and areas of publication/research interests. Additional faculty which support the curriculum for the major include Sociology and Psychology colleagues.

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 Content. 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.

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. This report will be presented to all Behavioral Science Faculty at a department meeting. The reporting timeline will be in August of each year.

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 documents: student self survey, capstone site supervisor evaluation, and graduate school/job outcome reports. Respondents to the student self survey of their skills and content mastery totaled twenty six students. Included are student narratives from the survey. In a graduating class of twenty two students, responded to current status as 4 employed, 1 unemployed, 10 in graduate school and 7 with no information available. The cumulative evaluation completed by the capstone site supervisors are attached for review.

Improvement Plans

We continue to revise and improve our process of outcome evaluation. This year we added a new grade policy for all Human Service Majors which requires them to earn a grade of C- (2.0) in all Human Service Major Courses. The formal policy is below:

Human Service Major Grade Requirements

Beginning in the fall semester of 2011 for all incoming Human Service majors, either by transfer into Millikin University, freshman status, or existing students of Millikin beginning the Human Service major during this academic semester the following applies:

- All course work required for the Human Service major, listed below, as well as all Human Service courses required for the completion of the major, must be

completed with a grade of C- or better to advance in the major of study curriculum.

- If at any time after declaring a Human Service major the student earns below a C- in a required Human Service class, the student must repeat that course and obtain a grade of C- or better before progressing to the next sequential Human Service course.
- A student who repeats a class and on the second attempt, earns below a C-, must request in writing an individual meeting with all Human Service faculty who will then discuss and determine the student's eligibility to continue within the major course of study.

Course Work Required for a Human Service Major

PS130: Intro to Psychology

SO 100: Intro to Sociology

SO 201/PS 201: Statistical Methods

SO 221: Methods of Sociological Research **OR** PS 202: Experimental Psychology

SO 224: Poverty & Welfare

SO 314: Social Work Theory & Practice

SO 315: Human Behavior & the Social Environment

SO 317: Practice with Diverse Populations

SO 325: Social Work Ethics

SO 351: The Family

SO 370: Intervention with Individuals

SO 371: Intervention with Groups & Families

SO 460: Capstone Internship

SO 480: Advanced Internship

PS 310: Principles of Psychopathology

1 elective from designated category

IV. Appendices:

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

Human Services Assessment Rubric 2011-2012

Each effectiveness measure will receive a performance indicator using the following rubric:

Green: an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided.

Yellow: not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement.

Red: our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area.

Foundation Courses:

Artifact Final Course Grades	Green	Yellow	Red
SO 314	70% of majors achieve a rating of average (C) or above average (B or A) Fall % Spring 89%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall % Spring %	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall % Spring 11 %
SO 315	70% of majors achieve a rating of average (C) or above average (B or A) Fall 61% Spring 60%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall 23% Spring 1%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall 15% Spring 38%
SO 325	70% of majors achieve a rating of average (C) or above average (B or A) Spring 75%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Spring 25%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Spring 0%

Methods Courses:

Artifact Final Course Grades	Green	Yellow	Red
SO 317	70% of majors achieve a rating of average (C) or above average (B or A) Fall 64% Spring 80%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall 18% Spring 20%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall 18% Spring 0%
SO 370	70% of majors achieve a rating of average (C) or above average (B or A) Fall 61% Spring 78%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall 28% Spring 22%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall 11% Spring 0%
SO 371	70% of majors achieve a rating of average (C) or above average (B or A) Fall 55% Spring 69%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall 45% Spring 25%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall 0% Spring 6%

Applied Practice Courses:

Artifact Final Course Grades	Green	Yellow	Red
SO 460	70% of majors achieve a rating of average (C) or above average (B or A) Fall 77%% Spring 91%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Fall 15% Spring 9%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Fall 8% Spring 0%
SO 480	70% of majors achieve a rating of average (C) or above average (B or A) Spring 100%	60% of majors achieve a rating of average (C), above average or excellent (B or A) Spring 0%	Less than 50% of majors achieve a rating of average (C) or above average or excellent (B or A) Spring 0%