

Millikin University
Student Learning Outcomes

**Human Service Major
Academic Year 2015-2016**

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 2015-2016 academic year Professor White taught two JMS projects for the academic year. During the year Professor Garrison taught 3 independent study classes during the fall semester of 2015 and 3 independent study classes in the spring of 2016. 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. Professor Garrison advised 4 JMS projects over the 2015-2016 academic year.

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 2015, Professor Garrison hosted the 6th 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 and was the master of ceremonies for private art showing focusing on homelessness as well as a viewing of *Homestretch*, a documentary on homeless youth in Chicago, IL. At the conclusion of the

event, Professor Garrison was awarded the Macon County Continuum of Care Award for 2015 – the first recipient ever of this award. During Professor Garrison engaged numerous students in research related to mental health, homelessness, poverty, teen pregnancy and social service collaboration in the Decatur community culminating in professional presentations for all students involved. Professor Garrison presented a total of 12 times throughout the academic year on subjects including homelessness, poverty, and ethics to peer reviewed audiences in the community at the NASW Statewide Conference and local community groups. Professor Garrison was invited to present at the 11th Annual Practice Teaching and Learning Conference held in Belfast, Ireland in April 2016. Garrison presented on ethics along with her Irish colleague Paul Guckian. 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 Los Angeles, CA to work with homeless individuals on Skid Row. Professor Garrison became the advisor of a new student group called Big Blue Backpacks (which is starting a weekend backpack program in collaboration with Dennis Lab School and Good Samaritan Inn starting August 2016) and continued to sit on university committees and councils including Council on Curriculum and as Chair of the Advisory Committee on Promotion and Tenure as well as a member on the Internship Taskforce. Professor Garrison was awarded a 2 year Performance Learning Enhancement Grant (PLEG) along with her colleague Professor Podeschi in Information Systems. 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 has been active with her work regarding poverty in Decatur and was a panelist on the topic of Childhood Poverty with Professor Robert Putnam from Harvard University as well as 4 other colleagues from the Decatur community. Professor Garrison works actively with community stakeholders addressing poverty and specifically works with GROW Decatur on the Prosper and Succeed Initiative created this past fall 2015. 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 Board Member of the National Association of Social Workers Illinois Chapter board as a member at large as well as a Delegate Assembly member for the Association at the national level. Lastly, Professor Mary continued her work with the Decatur Housing Authority as a consultant with regard to the integrated Social Service program she developed and implemented August 2015. in the development of an integrated social service program for implementation in August of 2015.

Professor White expanded the Capstone and Advanced Internship Program by adding 4 new internship placement site additions which were all supervised by an MSW or LCSW. Professor White also participated in the implementation of a student's JMS project at Dennis Elementary School and a community service program. *Barks for Books*, began the fall of 2015, focusing on the use of dogs in the remedial reading program. The project continued both semesters with active student participation and presentation of the data at the JMS Day. An additional JMS student has begun a project this year in the training of a therapy dog. This project will be implemented in fall 2016. Professor White

continues to work with the equine/animal therapy community to expand this type of therapeutic intervention in this region in Illinois. Much progress has been made in the past year for a large and comprehensive animal therapy center in the rural Decatur area.

Both faculty works actively with admissions to meet the needs of prospective students and families via face to face meetings, email and by phone. Additionally Kay handled the department campus majors day during fall 2015, and three visit days, including both semesters for the Behavioral Science Department. Both faculty engaged students to participate in the campus Annual Celebration of Scholarship Day. Professor Garrison sponsored 2 oral presentations and 1 poster presentation 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. Both Professor Garrison and Professor White met the license renewal requirements of 30 continuing education hours to ensure license renewal in November 2015. Please refer to attached vitae 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 has been initiated and currently is the 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 20 students as December 2015 and May 2016, 5 students are 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 7 students who did not meet grade requirement. 4 of those students will be repeating courses and 3 students have left the university.

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