

Millikin University
Student Learning Outcomes

**Human Service Major
Academic Year 2007-08**

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 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 2008-09 graduates are superior. Millikin graduated 13 students in the major. Employment is reflected by 3 graduates. Social Work graduate school admission and study by 10 graduates.

Data analysis of Capstone Internship Field Supervisors rated our students as follows:

Data analysis of Graduates self survey rated themselves as follows

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 or tenure track. 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 2007-08 academic year Professor White taught 2 independent study students and had 2 teaching assistants, Professor Garrison taught 8 independent study students and had 3 teaching assistants. 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, Ms Garrison took 8 students to study in Spring Immersion to Ireland, Prof White had 11 students in Spring Immersion teaching Social Issues in Healthcare and 5 in January Immersion for Child

Welfare. Faculty also has applied for and 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. This year several events were hosted including a CEU event where Ms. Garrison presented on Social Work Ethics to professionals within the Decatur community as well as surrounding communities. Human Services students attended and were able to gain practical experience about ethics that will be valuable in their professional careers. Additionally, Ms. Garrison coordinated a Poverty Simulation with the University of Illinois Extension Office. This event offered opportunity for 60 students to partake in a simulation that was truly life altering. Professor Garrison also develops travel experiences each year for students through the Human Service Connection Program. In this reporting year 8 students traveled with Professor Garrison to volunteer and practice their skills over spring break to The Pawnee Nation in Pawnee, Oklahoma.

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 the July 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 totaled 14 students/66.6% of the graduating class. Included are student narratives from the survey. In a graduating class of twelve students, responded to current status as 13 employed and 7 in graduate school (some are working and in graduate school simultaneously). 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 reflects the starting phase of the addition of a rubric and green, yellow, red reporting categories within the content areas of Foundation, Methods, and Applied courses. We are quite pleased with the results of the data driven outcomes report for the major. Time and further data collection will allow us more accuracy and insight into this measurement process. We will continue to look to our graduates to guide us in filling the gaps for successful employment or graduate study. Faculty will continue to refine curriculum the requirements of the major course of study and provide opportunities that are individualized for our student's growth and development as young professionals.

IV. Appendices:

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