

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Human Services, B.S.

Submission Year
2021-2022

Assessment Coordinator Name
Michelle Scott

Enter Assessment Coordinator Email
ascott@lander.edu

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Knowledgeable students who understand career options.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students demonstrate understanding of Human Services-related career pathways.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

At least 70% of students with a rubric score of 2 "satisfactory" or higher

Performance Target for "Partially Met"

60-69% of students with a rubric score of 2 "satisfactory" or higher

Performance Target for "Not Met"

Less than 60% of students with a rubric score of 2 "satisfactory" or higher

Assessment Measure Used

Professional Interview Assignment in HUS 201

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 91 students enrolled in three sections of HUS 201 across the fall 2020 and spring 2021 semesters. Results were 98.9% got a rubric score of 2 or higher. The data indicate this goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Data indicate the goal is being met. The Professional Interview Assignment has been standardized to be given in all sections of HUS 201.

Resources Needed to Meet/Sustain Results

Standardizing the assignment will lend itself to the continuation of data collection. Additional resources are not deemed necessary at this time. With this program being only one year old, on-going monitoring of this outcome will continue and sustainability will be more clear as comparisons can be drawn with future collected data.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students develop a working knowledge of human services' content domains.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Mean score of 70% or more for all students combined on composite of all quiz/test scores

Performance Target for "Partially Met"

Mean score of between 60-69% for all students combined on composite of all quiz/test scores

Performance Target for "Not Met"

Mean score of less than 60% for all students combined on composite of all quiz/test scores

Assessment Measure Used

Average of unit quizzes/tests in selected 200/300 level classes. Assessed in courses selected from HUS 217, HUS 235, HUS 322, HUS 337, and HUS 389.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 27 students in HUS 235 in spring 2021 and from 9 students in HUS 322 in summer 2021. The average of quiz scores in HUS 235 was 96.67, and the average quiz scores in HUS 322 was 89.00%.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Results indicate the goal is being met. Will continue to monitor data results and sustainability of this goal as program continues. Will collect data from an additional course (of those listed above) to create a more robust data collection.

Resources Needed to Meet/Sustain Results

None identified at this time.

Explanation of How Resources Will Be Used

No additional resources needed at this time.

Goal Summary

Goal Summary/Comments

The current plan of data collection was agreed upon by the department faculty, so the plan will continue.

Changes Made/Proposed Related to Goal

No additional changes will be made to the existing outcomes at this time. Further development of an outcome to assess for information literacy, evaluating primary sources, and assessing strengths and weakness was discussed. The assignment in HUS 300 entitled Non-profit Program Evaluation Narrative will be used to collect this data for the 2021-2022 academic year. HUS 300 was not previously offered, given that the program just started Fall 2021.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Critical thinkers who are adaptable in the field of human services.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Engage in innovative and integrative thinking and problem-solving

Timeframe for this Outcome

Upcoming academic year 2021-2022

Performance Target for "Met"

A mean score of greater than 112

Performance Target for "Partially Met"

A mean score of 111 to 112

Performance Target for "Not Met"

A mean score of less than 111

Assessment Measure Used

Critical Thinking score from the ETS Proficiency Profile

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

HUS 499 was not offered in the 2020-2021 academic year and therefore there no data have yet been collected for this outcome. HUS 499 is

Score (Met=3, Partially Met=2, Not Met=1)

being taught in the fall 2021 and spring 2022 semesters and data will be collected in these semesters and included in future reports

Comments/Narrative

There is a plan in place to collect this data going forward. Will be assessed every semester in HUS 499 and monitor for additional opportunities to collect data.

Resources Needed to Meet/Sustain Results

Will monitor and assess needs once data have been collected. No current need for additional resources.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Think critically and analytically

Timeframe for this Outcome

Assessed every three years in HUS 499

Performance Target for "Met"

To be developed

Performance Target for "Partially Met"

To be developed

Performance Target for "Not Met"

To be developed

Assessment Measure Used

National Survey on Student Engagement will be given in the 2021-2022 Academic year. HUS 499 was not offered previously since this was the first year of existence of the major and there was no demand for the senior seminar course. Therefore

Frequency of Assessment

Every three years

no data collected.

Data Collected for this Timeframe (Results)

No data collected due to HUS 499 not offered.
Data will be collected in Fall 2021 HUS 499 and
Spring 2022 US 499 sections.

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

There is a plan to collect this data moving forward.

Resources Needed to Meet/Sustain Results

No additional resources needed at this time.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Due to the program having just started Fall 2021, options were limited in collecting some data. With the addition of HUS 499 being offered each semester, there is a plan in place for this part of the assessment.

Changes Made/Proposed Related to Goal

Clearly identified methods to collect data for this goal and corresponding outcome for future assessment reports.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students with the ability to apply knowledge to different career settings

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Demonstrate application of human services knowledge to basics of program design

Timeframe for this Outcome

Assessed every year in HUS 201

Performance Target for "Met"

A score of 18-20

Performance Target for "Partially Met"

A score of 16-17

Performance Target for "Not Met"

A score of less than 16

Assessment Measure Used

Psychoeducation Group Program Design Project

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 58 students enrolled in two sections of HUS 201 OL in Spring 2021 semester. The average assignment score 18.44. The data indicate the goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The students consistently demonstrated application of knowledge to create client-focused program for this assignment. The data indicate this goal is being met.

Resources Needed to Meet/Sustain Results

Continued use of a standardized assignment across all HUS 201 sections. No additional resources or costs.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Demonstrate application of human services knowledge to varying career settings and towards specific policy areas.

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

A score of 18-20

Performance Target for "Partially Met"

A score of 16-17

Performance Target for "Not Met"

A score of less than 16

Assessment Measure Used

Social History and Case Summary Assignment

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The data were collected from 9 students in SOCI 317 OL in the summer 2021 semester. The average assignment score was 18.64. The data collected indicate the goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Going forward, we will collect more data in this area through specific assignments in PSYC 311 and/or SOCI 315.

Options for data collection remain in POLS 315 or SOCI 315 and PSYC 311, SOCI 317, or SOCI 322.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Based on the data collected during this first year of the HUS program, the goal is being met.

Changes Made/Proposed Related to Goal

Collaborated with department faculty to discuss options for data collection and agreed upon above plan.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the

Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

Not applicable.

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The Human Services major just began in Fall 2020. Enrollment data was collected showing

Score (Met=3, Partially Met=2, Not Met=1)

3

enrollment of 23 and the rolling average was also 23.

Comments/Narrative

Since the program just began Fall 2020, there is no five-year rolling average. The data from the 2020-21 show enrollment of 23, which meets the criteria for Met.

The HUS program has already shown more growth in enrollment with online, on-campus and distance students, since this data was collected. Marketing and outreach efforts statewide are occurring with technical colleges and in other settings. Lander also hosted a Transfer Summit with representatives from SC technical colleges present to assist in creating a seamless transfer process to our programs. The HUS program has also launched it's first two classes at the University Center in Greenville instructional site and anticipates additional enrollment for this offering.

Resources Needed to Meet/Sustain Results

None noted at this time.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degree Awarded)

Timeframe for this Outcome

2020-2021

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected from a program productivity report showing 1 graduate from the Human Services program.

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

*Since this program just began in Fall 2020, there was not a demand for degree completion yet. Therefore one student graduated from the program. As the program has grown in enrollment, degree completion is expected to increase in 2021-2022.

*Unable to score due to above circumstances.

Please see comments above related to enrollment growth and related outreach efforts, as these relate to degree completion as well.

Resources Needed to Meet/Sustain Results

Continue to monitor growth and degree completions in the Human Services program.

Explanation of How Resources Will Be Used

None noted.

Goal Summary

Goal Summary/Comments

The Human Services program has shown continued growth in enrollment since it began one year ago. Efforts to monitor and further this growth, and guide students toward degree completion, are in place.

Changes Made/Proposed Related to Goal

Continue monitoring program enrollment and collect such data for 2021-2022.

Upload Rubrics/Other Files**Dean's Email Address**

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Lucas McMillan

Comments from Dean's Review

The B.S. Human Services began in Fall 2020, so this initial program assessment report shows that the program is off to a very good start. Data has been collected on several outcomes, and data is identified for collection during the 2021-22 year in those courses, such as HUS 499, that were not offered during the 2020-21 year.

A separate document was sent with feedback that Prof. Scott should review for ideas about how to best measure students' knowledge and skills as well as plan for the future in terms of working with core courses

or those within categories of the major. This major has lots of flexibility among 300- and 400-level courses, so the faculty will have to plan carefully so that they can extract all needed assessment data for all students. It is always best to sample all students in the major, not just a sample of them based on curricular choices.

I'm very pleased with the good start that Prof. Scott and her colleagues have made. Good job.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.