

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

<b>Degree Program:</b>	Bachelor's Degree in Human Services
<b>Academic Department:</b>	Human Services
<b>Academic Year:</b>	2016-2017
<b>Author of Report:</b>	Monica Varner
<b>Other participants:</b>	Jan Kliewer, James South, and Marci Grant
<b>Program Option (if applicable)</b>	Clinical
<b>Is the program accredited?</b>	Yes
<b>Who is the accrediting body?</b>	National Human Services Association - Clinical Services
<b>When is the next accreditation review?</b>	March 2020

**MISSION / GOALS**

University Mission: The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

**Describe all or part of the mission statement that relates to the academic program:**

The Bachelor's degree in Human Services - Clinical option provides students the educational opportunity to participate in research, scholarly and creative activities, service and experiential learning activities including internships, and membership in the Human Services Student Club. The following learning activities advance skills and knowledge in Human Services field and prepare students for a career in Human Services as well as for graduate level education.

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

**Degree Program:** Bachelor's Degree in Human Services  
**Academic Year:** 2016-2017  
**Author of Report:** Monica Varner  
**Other participants:** Jan Kliewer, James South, and Marci Grant  
**Program Option (if applicable)** Clinical

INSTRUCTIONS: Evaluate 3-5 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

**LEARNING GOAL #1 (describe using action verbs; goal must be measureable):**

Apply and evaluate human service theoretical approaches to real world examples.

**Select Criteria for Success or write your own:**

80% or more students achieved 85% or higher on the student learning goal as demonstrated by the assessment measure(s).

**Was the Criterion for Success met?** Yes

**Is this student learning goal a General Education goal?** Yes

**If Yes, please select any General Education sub-goal criteria that applies:**

**Goal 5 Demonstrate achievement of intellectual and professional aptitudes.**

5a. Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.

**Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.**

Essays

Other:

Case Study Analysis

**Briefly describe the measure or measures selected.**

Students completed case study assignments related to Human Service problems ranging from poverty, abuse, depression, addiction, unemployment, healthcare, and crime. Students were provided guided questions related to the topic and Human Service theories. Students participated in scholarly research to support their answers and were required to apply theoretical concepts and paradigms as well as provide solutions to the case study problem.

**List all courses where the learning goal was assessed (course prefix, number, and title of each):**

HUMS 3523 Human Service Theory; HUMS 4233 Multicultural Human Services, HUMS 4403 Human Services Capstone

**Student Sample Size (total number of students assessed for course(s)):** 90

**Number of sections included in the analysis (include all courses and all sections of each course):** 3

**Were Three Pillars courses included in the assessment process?** Yes

**If so, please list all Three Pillars courses where the learning goal was assessed (course prefix, number, and title of each):**

HUMS 3523 Human Service Theory

**Course delivery (Mark all that apply.):**

Face to Face

Blended

**Course Information:**

**Did you use one or more rubrics to evaluate learning?** Yes

**Did faculty use the syllabus template for the course(s)?** Yes

**Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.**

**Describe student learning strengths:**

Ability to apply Human Services theories and theoretical concepts to real life examples.

**Describe student learning weaknesses:**

Difficulty comparing and evaluating theoretical paradigms and their relationship to change resulting in positive outcomes.

### **CONTINUOUS IMPROVEMENT PLAN**

**Select all planned changes that apply:**

3. Change method(s) of data collection

**Describe all selected items and note the dates of implementation:**

3. Faculty reviewed the assessment results and determined that the learning goal should be separated into two parts. Goal one will assess students ability to apply theoretical paradigms and Goal two will assess students ability to evaluate the relevance of theoretical paradigms and concepts to change. HUMS 3523 Human Service Theory will assess student's ability to apply human service theory. The Multicultural Human Services course will include assignments that specifically assess student's ability to evaluate which theories are more likely to explain human behavior and bring about positive change.

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

**Degree Program:** Bachelor's Degree in Human Services  
**Academic Year:** 2016-2017  
**Author of Report:** Monica Varner  
**Other participants:** Jan Kliewer, James South, and Marci Grant  
**Program Option (if applicable)** Clinical

INSTRUCTIONS: Continue with evaluating 3-5 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

**LEARNING GOAL #2 (describe using action verbs; goal must be measureable):**

Apply Human Services ethical, legal, and professional standards in the human service field.

**Select Criteria for Success or write your own:**

100% of students achieved a 90% or higher on student learning goals as demonstrated by the assessment measure.

**Was the Criterion for Success met?** Yes

**Is this student learning goal a General Education goal?** No

**Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.**

Essay exams / discussion questions

Quizzes

Service-learning hours / Internship

Other:

Internship supervisor evaluation form

**Briefly describe the measure or measures selected.**

Students were provided specific ethical dilemmas. Students identified appropriate Human Service ethical standards and guidelines as well as a step by step plan to address the dilemma. Students were provided essay questions in both exams and quizzes throughout the semester. Internship Supervisors also rated students ability to apply Human Service professional ethics standards and guidelines.

**List all courses where the learning goal was assessed (course prefix, number, and title of each):**

HUMS 3363 Ethics and Professionalism in Human Services, HUMS 3543 Human Services Practicum, HUMS 4563 Human Services Internship

**Student Sample Size (total number of students assessed for course(s)):** 104

**Number of sections included in the analysis (include all courses and all sections of each course):** 3

**Were Three Pillars courses included in the assessment process?** No

**Course delivery (Mark all that apply.):**

Face to Face

Webinar/Zoom

**Course Information:**

**Did you use one or more rubrics to evaluate learning?** Yes

**Did faculty use the syllabus template for the course(s)?** Yes

**Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.**

**Describe student learning strengths:**

Students demonstrated exemplary achievement of applying human services ethics, legal and professional standards in the human service field.

**Describe student learning weaknesses:**

Supervisors report that students must seek out guidance and consultation with direct line supervisors and experienced employees prior to making decisions that involve danger to self and others.

**CONTINUOUS IMPROVEMENT PLAN**

**Select all planned changes that apply:**

9. Revise instruction

**Describe all selected items and note the dates of implementation:**

Students will be provided more learning opportunities in HUMS 3363 Ethics and Professionalism in Human Services course that apply ethical and legal standards through real life case studies and discussion questions in their service learning reflection journals. We will also emphasize during practicum and internship class sessions the importance of communicating regularly with their site supervisor and not make decisions independently, especially, those that include high risk.

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

**Degree Program:** Bachelor's Degree in Human Services  
**Academic Year:** 2016-2017  
**Author of Report:** Monica Varner  
**Other participants:** Jan Kliewer, James South, and Marci Grant  
**Program Option (if applicable)** Clinical

INSTRUCTIONS: Continue with evaluating 3-5 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

**LEARNING GOAL #3 (describe using action verbs; goal must be measureable):**

Analyze qualitative and quantitative research findings in the human services field and explain how research

**Select Criteria for Success or write your own:**

100% of students achieved a 70% or higher on student learning goal as demonstrated by the assessment measure(s).

**Was the Criterion for Success met?** No

**Is this student learning goal a General Education goal?** Yes

**If Yes, please select any General Education sub-goal criteria that applies:**

**Goal 2 Demonstrate competency in scientific and quantitative reasoning.**

2a. Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.

**Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.**

Research / term papers

Other:

Evaluation of existing research addressing human service problems including qualitative and quantitative research studies.

**Briefly describe the measure or measures selected.**

Students were provided a set of research articles in Human Services research courses. The research included both qualitative and quantitative methods including: in-depth interviewing, focus groups, and observation research as well as surveys and experimental design. Students were required to analyze the research studies both collectively and individually and draw research conclusions that can be applied to real world settings.

**List all courses where the learning goal was assessed (course prefix, number, and title of each):**

HUMS 3793 Human Services Research Design and HUMS 4793 Human Services Research Application and Analysis

**Student Sample Size (total number of students assessed for course(s)):** 60

**Number of sections included in the analysis (include all courses and all sections of each course):** 2

**Were Three Pillars courses included in the assessment process?** No

**Course delivery (Mark all that apply.):**

Face to Face

**Course Information:**

**Did you use one or more rubrics to evaluate learning?** Yes

**Did faculty use the syllabus template for the course(s)?** Yes

**Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.**

**Describe student learning strengths:**

Students demonstrated greater analysis and application skills with qualitative research and how to apply research conclusions to real world situations.

**Describe student learning weaknesses:**

Students demonstrated difficulty with quantitative studies and the ability to understand how to analyze the results and apply research findings to real world examples.

**CONTINUOUS IMPROVEMENT PLAN**

**Select all planned changes that apply:**

9. Revise instruction

12. Other implemented or planned changes

**Describe all selected items and note the dates of implementation:**

9. Increase opportunities for analyzing and applying quantitative research in both courses and provide real time feedback during class learning activities. 12. Communicate findings to the General Education Committee and ask that they identify strategies to increase student knowledge and skills in quantitative analysis and critical thinking throughout the General Education program.

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

**Degree Program:** Bachelor's Degree in Human Services  
**Academic Year:** 2016-2017  
**Author of Report:** Monica Varner  
**Other participants:** Jan Kliewer, James South, and Marci Grant  
**Program Option (if applicable)** Clinical

INSTRUCTIONS: Continue with evaluating 3-5 student learning goals, identify planned changes, and complete a continuous improvement of learning review.

**LEARNING GOAL #4 (describe using action verbs; goal must be measureable):**

Complete a human services research study and demonstrate the ability to apply human services principles,

**Select Criteria for Success or write your own:**

100% of students achieved a 85% or higher on the student learning goals as demonstrated by the assessment measure.

**Was the Criterion for Success met?** Yes

**Is this student learning goal a General Education goal?** No

**Select Assessment Measure(s): a minimum of one, but two or more are recommended; mark all that apply.**

Research / term papers

Other:

Senior Capstone Research Project

**Briefly describe the measure or measures selected.**

Students were required to complete a Human Services research project using a qualitative or quantitative method. Students research projects included an abstract, introduction, method section, results section, conclusion section, references, and appendices, if required. Students completing human subject research were required to complete an IRB application with their faculty mentor.

**List all courses where the learning goal was assessed (course prefix, number, and title of each):**

HUMS 4403 Human Services Capstone

**Student Sample Size (total number of students assessed for course(s)):** 35

**Number of sections included in the analysis (include all courses and all sections of each course):** 1

**Were Three Pillars courses included in the assessment process?** No

**Course delivery (Mark all that apply.):**

Face to Face

**Course Information:**

**Did you use one or more rubrics to evaluate learning?** Yes

**Did faculty use the syllabus template for the course(s)?** Yes

**Based on the analysis of the assessment findings, describe student learning strengths and weaknesses as they relate to the learning goal.**

**Describe student learning strengths:**

Students are required to design and complete a research project with the support from a faculty mentor. Students who met regularly with their mentor and stayed on task demonstrated greater research design skills and produced a higher quality research study.

**Describe student learning weaknesses:**

Lack of engagement with faculty mentors and project time management.

### **CONTINUOUS IMPROVEMENT PLAN**

**Select all planned changes that apply:**

9. Revise instruction

**Describe all selected items and note the dates of implementation:**

Mentor sessions will be included as part of the students participation grade and students will be required to submit sections of the assignment throughout the semester. Each section will be part of the overall grade.

**SOUTHWESTERN OK STATE UNIVERSITY  
ANNUAL STUDENT LEARNING ASSESSMENT REPORT  
ACADEMIC DEGREE PROGRAMS AND OPTIONS**

<b>Degree Program:</b>	Bachelor's Degree in Human Services
<b>Academic Year:</b>	2016-2017
<b>Author of Report:</b>	Monica Varner
<b>Other participants:</b>	Jan Kliewer, James South, and Marci Grant
<b>Program Option (if applicable)</b>	Clinical

**Describe the program goal(s), assessment measure(s), sample size, criteria for success, assessment results, and if the criteria was met. Assessment measure(s) for program level evaluation may include: focus group interviews, course enrollment information, job placement, employer, alumni, student perception surveys, and graduate school placement rates.**

**Program Goal 1:**

Increase graduate rates each year for the next five years.

**Assessment Measure(s):**

Program graduation rates

**Sample Size & Criteria for Success:**

85 graduates, 3% increase from May 2016 to May 2017

**Assessment Results & if the Criteria was Met:**

Criteria Met, Graduation rate increased by 5%

**Program Goal 2:**

Program satisfaction rating will increase annually in academic support services and advising

**Assessment Measure(s):**

Student satisfaction survey

**Sample Size & Criteria for Success:**

85 graduates, Achieve a satisfaction rate of 3.50 or higher

**Assessment Results & if the Criteria was Met:**

Criteria Met, Satisfaction rate for academic support services is 4.25. Satisfaction rate for advising is 4.89.

**Program Goal 3:**

Employer rate for student preparedness will increase annually.

**Assessment Measure(s):**

Employer survey

**Sample Size & Criteria for Success:**

45 employers, Achieve a student preparedness rate of 4.00 or higher.

**Assessment Results & if the Criteria was Met:**

Criteria Met, Student preparedness rate is 4.89.

**Program Goal 4:**

Increase graduate school acceptance rate.

**Assessment Measure(s):**

Student exit survey

**Sample Size & Criteria for Success:**

25 graduates, 95% acceptance rate to a graduate program in Human Services, related field, or other graduate program.

**Assessment Results & if the Criteria was Met:**

Not met, 92% of students were accepted to graduate school, 23 students were admitted, two students failed to achieve the GRE benchmark score for graduate programs outside of the Human Service field. The Human Services department will make available GRE example tests and study material.

**If standardized testing is part of the degree program, describe the performance goal, type of test, sample size, criteria for success, assessment results, and if the criteria was met.**

**Performance Goal (describe what students will know or be able to do):**

Students will successfully complete the Oklahoma Human Services Professional Ethics Exam.

**Standardized Test (measure):**

Oklahoma Human Services Professional Ethics Exam

**Sample Size and Criteria for Success:**

85 graduates, 90% of students will achieve a score of 350 or higher. Passing score is 350.

**Assessment results including if the criteria was met or not met:**

Criterion met, 93% of students achieved a score of 350 or higher.

**CONTINUOUS IMPROVEMENT REVIEW: Year to Year Comparison**

**Based on the results from the previous program assessment report, please describe the student learning improvements from last year to this year. If no improvements occurred, please provide a brief explanation.**

This is the second time for the program to be assessed. Last year, students demonstrated difficulty in quantitative application and analysis. During the previous year, the criteria for success was at a lower level and students achieved the benchmark, but just barely. This year we increased the criteria for success and the students were unable to achieve the benchmark in the learning area. The criteria for success was met in three of the four goals during this academic year. Quantitative skills continues to be a challenge for many of our students. The challenge is also reflected in the ETS Proficiency Profile test that is given to freshmen and seniors. Mathematics/quantitative skills have consistently been lower. The General Education Committee is working with the faculty in math and science areas on how to increase student performance. The faculty in the Human Services Clinical program will include more quantitative learning activities throughout the degree so students have numerous opportunities to develop the skill. Students continue to achieve the learning goals in the other areas. However, we believe its important to make continuous improvement changes regularly and address student learning weaknesses.

**Were planned changes from the previous year implemented?** Yes

**If no changes occurred, please provide a brief explanation.**

All changes were completed.

**Is this your first-time to complete an assessment report for this degree program?** No

**Submit Date:** 2017/09/13 12:03:56