Human Services Assessment Report
Fall 2018

Author: Joseph F. van Gaalen, Ph.D., Asst. VP, IR, Assessment & Effectiveness

1   INTRODUCTION

Florida SouthWestern State College's Social and Human Services Program faculty believe that to be effective Social and Human Services Professionals, FSW Social and Human Services graduates must have knowledge of how different human services emerged and the various forces that influenced their development. The history of human services provides the context in which the profession evolved; a foundation for assessment of present conditions in the field; and a framework for projecting and shaping trends and outcomes. In response to an advisory committee meeting in May, 2018, the program has undertaken a new approach to assessment to include subsets of exams program-wide to provide effective assessment measures. For fall 2018, this plan will include two courses. Beginning spring 2019, this plan will include all courses. For fall 2018, this plan includes HUS 1001 *Introduction to Human Services* and HUS 1400 *Alcoholism and Other Drug Abuse*.

The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam. The assessment plan also provides comparisons between dual enrollment (concurrent) and non-dual enrollment students, online versus traditional students, and by site, where possible. Where data is sufficient, additional analyses are provided including distribution studies and longitudinal studies.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Asst. VP, IR, Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2   LEARNING OUTCOMES AND/OR OBJECTIVES

The FSW Social and Human Services Program defined ten Student Learning Outcomes (SLOs) to be assessed in the new plan. The first two SLOs are included in this pilot study. The outcomes are:

- ➢ Student Learning Outcome (SLO) #1 – Articulate the history of human services as a context for assessing present conditions in the field of Social and Human Services and as a framework for projecting and shaping trends and outcomes in the future. (assessed through HUS 1001 & HUS 2411)*
- ➢ Student Learning Outcome (SLO) #2 – Human Systems (HUS 1320, HUS 1400, HUS 1640, HUS 2540 & HUS 2428)*
  - ❖ Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.
  - ❖ Exhibit knowledge and theory of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, and societal.

*For the pilot study in fall 2018, Student Learning Outcome #1 is only utilizing HUS 1001 data and #2 is only utilizing data from HUS 1400.

2.1   SLO #1 – HISTORY (ASSESSED THROUGH HUS 1001 & HUS 2411)

During the fall 2018 semester, 37 artifacts were tallied from 2 of 2 sections of HUS 1001 in order to assess SLO 1. For the fall 2018 pilot, SLO 1 is assessed utilizing a 6-question subset from an exam within the HUS 1001 course. Those six questions and how they are mapped to the SLO are described below.

1.   Q1: Chapter 1-1 – The human services professional degree was first offered in what decade?
2.   Q2: Chapter 1-3 – Which of the following associations is mainly for human service professionals?
3.   Q3: Chapter 2-1 – What was (were) the major influence(s) of the 1960s that increased the need for trained human services professionals?
4.   Q4: Chapter 2-2 – Who is considered the founder of the human service field?
5.   Q5: Chapter 2-3 – Which credential was designed to ensure minimum competence in the human service field as well as standing as a mark of the professional's maturity?
6.   Q6: Chapter 3-3 – Shiriki is currently earning a master's degree from a human service degree from a university program that has been accredited by the CHSHE. Which of the following is NOT a benefit she can expect as a result of the program being accredited?

SLO achievement by way of percent of correct responses for each question in the 6-question subset is shown in Figure 1 below. A score distribution for the 6-question subset is shown in Figure 2 while a cumulative distribution is shown in Figure 3. The highest score question by way of percentage of artifacts with the correct answer (as shown in Figure 1) is Q3, regarding major influences of the 1960s, where 95% of artifacts selected the correct answer. The lowest scoring is Q4, regarding the founder of the human service field. Here, only 30% of artifacts selected the correct answer.

If we review score distribution for the 6-question subset (Figure 2), most artifacts score 3/6 or 4/6 correct. In total, 54% of artifacts score 3/6 or 4/6 correct. In reviewing the data cumulatively (Figure 3), we find that 59% of artifacts score a 4/6 or higher. At a higher level of achievement, 32% score 5/6 or higher, and 11% score a perfect 6/6.
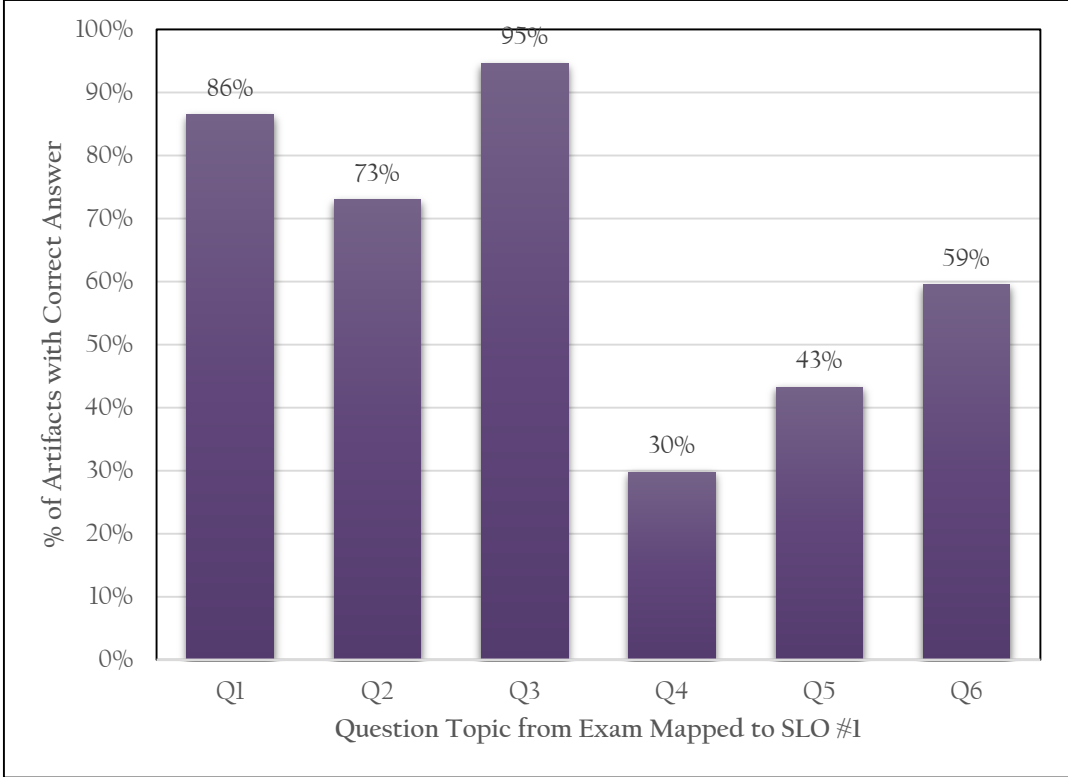
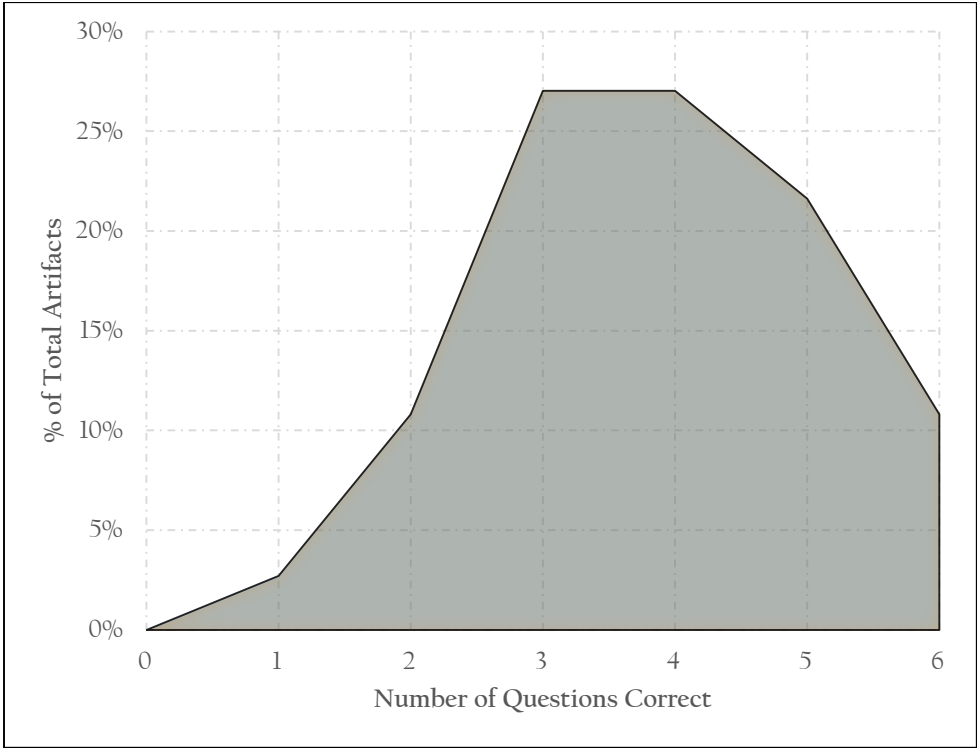*Figure 1. Achievement of SLO 1 6-question subset from HUS 1001.*

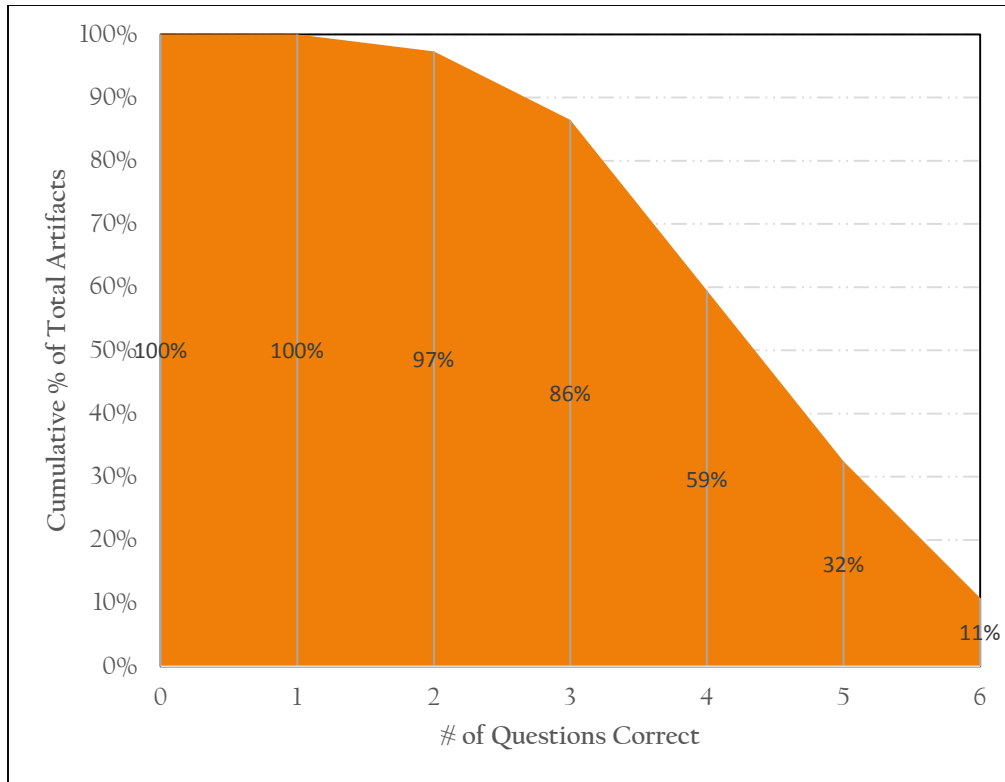*Figure 2. Score distribution for 6-question subset from HUS 1001.*

Figure 3. Cumulative distribution of scores for 6-question subset from HUS 1001. Example: 97% of artifacts score 2 or more questions correct, while 59% score 5 or more correct and just 11% score all 6 correct.

2.2 EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

2.2.1 Dual Enrollment (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

No traditional course sections of the course were run during fall 2018 so no comparison study between online and traditional could be completed.

2.2.3 Comparison by Campus/Site

Course sections were only offered at one site during fall 2018, so no cross-campus comparison could be completed.

2.3 LONGITUDINAL STUDY

A longitudinal study will begin once the first repeat data set is collected following data collection from fall 2019.

2.4 SLO #2 – HUMAN SYSTEMS (HUS 1320, HUS 1400, HUS 1640, HUS 2540 & HUS 2428)

During the fall 2018 semester, 45 artifacts were tallied from 2 of 2 sections of HUS 1400 in order to assess SLO 2. For the fall 2018 pilot, SLO 2 is assessed utilizing a 10-question subset from an exam within the HUS 1400 course. Those 10 questions and how they are mapped to the SLO are described below.

1. Q1 – ___ is a term used to describe the natural tendency of families to behave in a manner that creates a sense of balance, structure, and stability in the face of change
2. Q2 – The family systems theory that views the family as an emotional unit and uses systems thinking to describe the complex interactions in the family is known as:
3. Q3 – Families are dynamic systems that are NOT influenced by changes inside and outside of the family context.
4. Q4 – Alcoholism is a Family disease.
5. Q5 – An unhealthy "preoccupation and dependence upon another person or object" (also sometimes known as an addiction to the addict) is called:
6. Q6 – Why is it important for a therapist or helper to understand the differences between cultures? Choose all that apply
7. Q7 – Motivational Interviewing is partially based upon the Client Centered theory of Carl Rogers (person-centered theory)
8. Q8 – Which of the following theories indicates that drug use is initiated by environmental stressors or by modeling others, then is reinforced by the immediate effects of the drug or the reinforcement of use role models or both?
9. Q9 – There is an emerging body of evidence suggesting that individuals with strong spiritual beliefs are less likely to become addicted to a chemical, will live longer, and are more likely to recover should they develop an SUD.
10. Q10 – Which prevention strategy is focused on education for the general population, without regard for risk factors?

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 4 below. A score distribution for the 10-question subset is shown in Figure 5 while a cumulative distribution is shown in Figure 6. The highest score question by way of percentage of artifacts with the correct answer (as shown in Figure 4) is Q6 and Q7, regarding motivational interviewing and environmental stressors, each at 96% of artifacts selecting the correct answer. The lowest scoring is Q9, regarding spiritual beliefs, at 73%.

If we review score distribution for the 10-question subset (Figure 5), most artifacts score 9/10 or 10/10 correct. In total, 74% of artifacts score 9/10 or 10/10 correct. In reviewing the data cumulatively (Figure 6), we find that 88% of artifacts score a 7/10 or higher. At a higher level of achievement, 79% score 8/10 or higher, and 38% score a perfect 10/10.
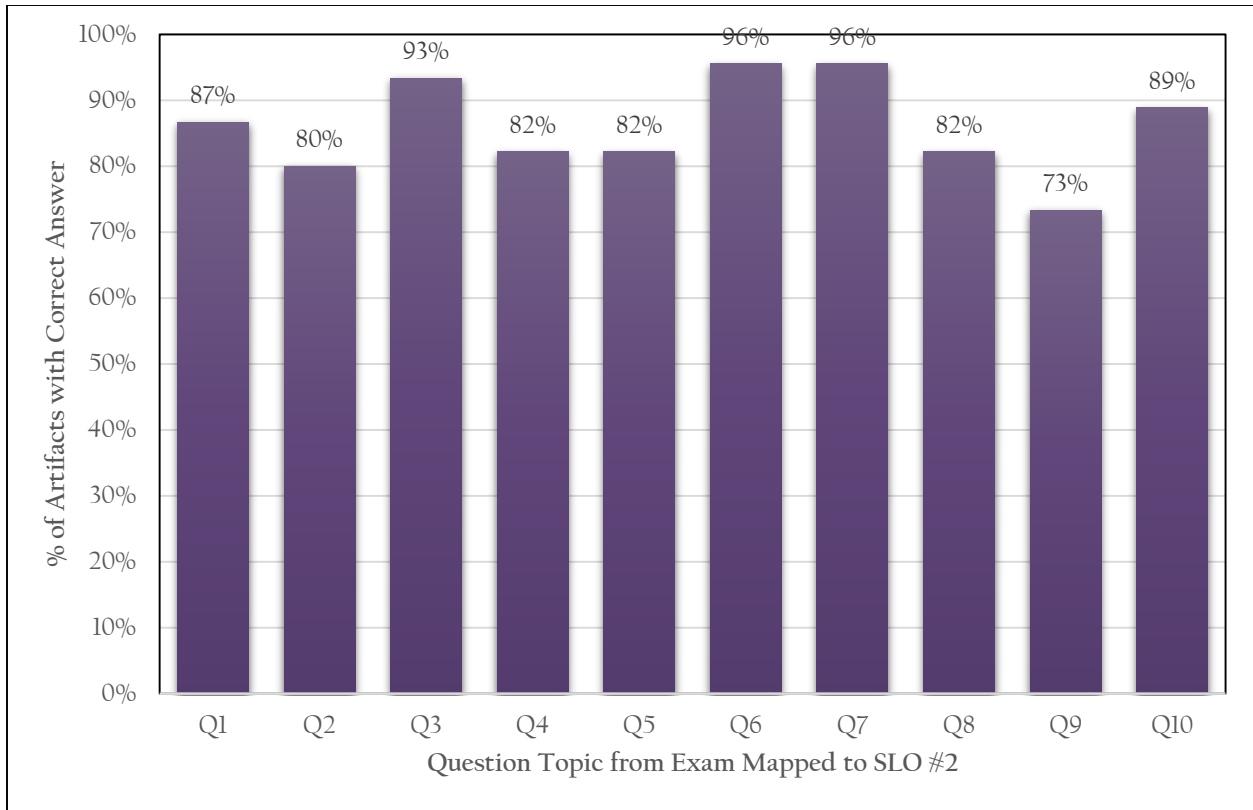
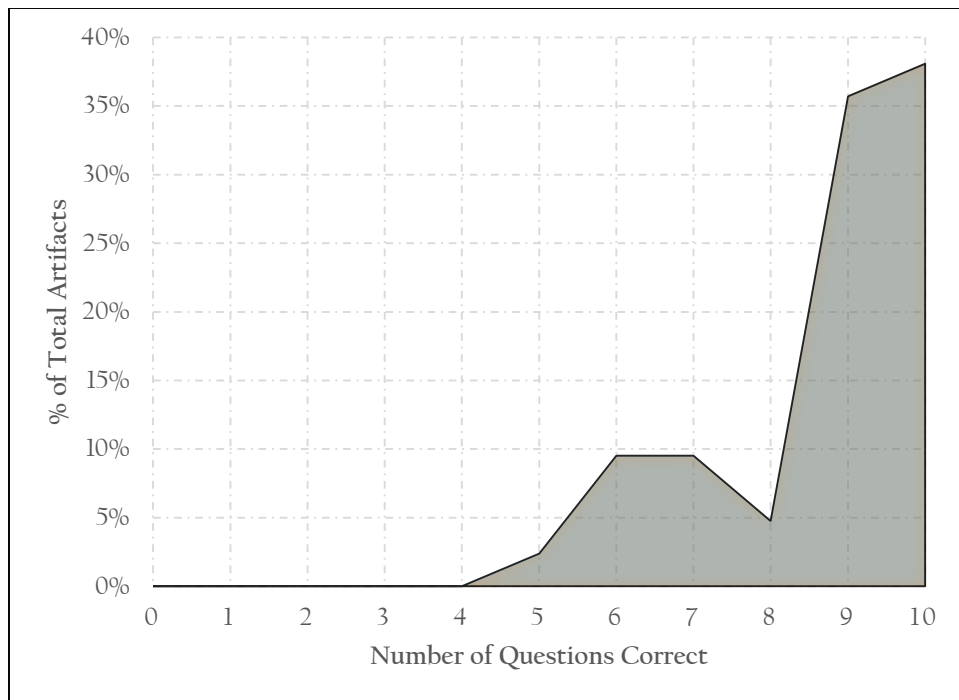*Figure 4. Achievement of SLO 2 10-question subset from HUS 1400.*

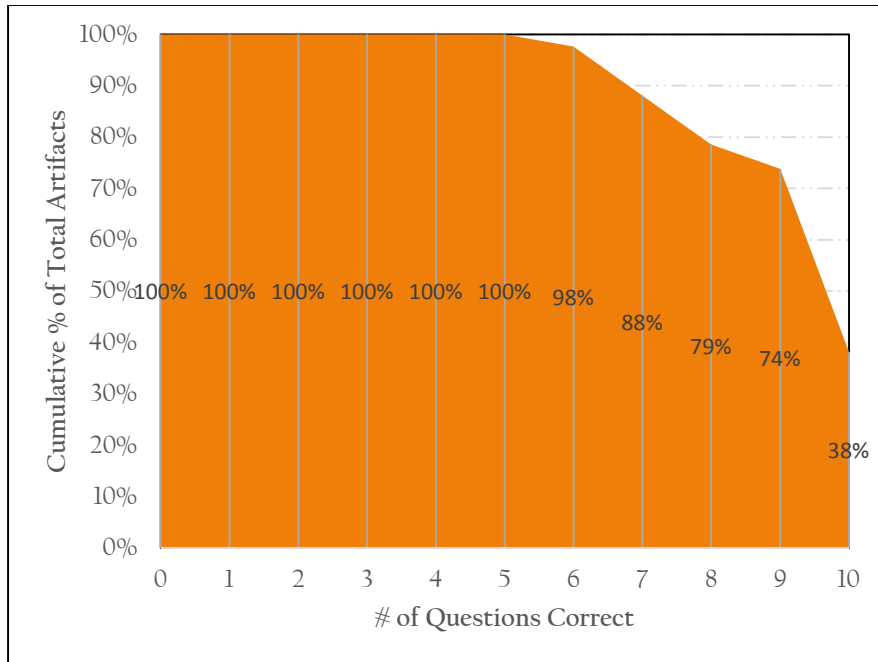*Figure 5. Score distribution for 10-question subset from HUS 1400.*

Figure 6. Cumulative distribution of scores for 10-question subset from HUS 1400. Example: 98% of artifacts score 6 or more questions correct, while 79% score 8 or more correct and 38% score all 10 correct.

2.5   EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

2.5.1   Dual Enrollment (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.5.2   Online to Traditional Comparison

No traditional course sections of the course were run during fall 2018 so no comparison study between online and traditional could be completed.

2.5.3   Comparison by Campus/Site

Course sections were only offered at one site during fall 2018, so no cross-campus comparison could be completed.

2.6   LONGITUDINAL STUDY

A longitudinal study will begin once the first repeat data set is collected following data collection from fall 2019.

3 CONCLUSIONS

FSW's Social and Human Services Program, in response to an advisory committee meeting, has undertaken a new approach to assessment to include subsets of exams program-wide to provide effective assessment measures. For fall 2018, this plan will include two courses. Beginning spring 2019, this plan will include all courses. For fall 2018, this plan includes HUS 1001 *Introduction to Human Services* and HUS 1400 *Alcoholism and Other Drug Abuse*.

3.1 SLO 1

A drill-down of SLO 1 results are as follows:

1. SLO achievement for fall 2018 is measured utilizing a 6-question subset from an exam within the HUS 1001 course. The highest score question by way of percentage of artifacts with the correct answer is Q3, regarding major influences of the 1960s, where 95% of artifacts selected the correct answer. The lowest scoring is Q4, regarding the founder of the human service field. Here, only 30% of artifacts selected the correct answer.
2. In a study of score distribution, most artifacts score 3/6 or 4/6 correct. In total, 54% of artifacts score 3/6 or 4/6 correct.
3. In study of cumulative score distribution, 59% of artifacts score a 4/6 or higher. At a higher level of achievement, 32% score 5/6 or higher, and 11% score a perfect 6/6.
4. No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.
5. No traditional course sections of the course were run during fall 2018 so no comparison study between online and traditional could be completed.
6. Course sections were only offered at one site during fall 2018, so no cross-campus comparison could be completed.
7. A longitudinal study will begin once the first repeat data set is collected.

3.2 SLO 2

A drill-down of SLO 2 results are as follows:

1. SLO achievement for fall 2018 is measured utilizing a 10-question subset from an exam within the HUS 1400 course. The highest scoring questions by way of percentage of artifacts with the correct answer is Q6 and Q7, regarding motivational interviewing and environmental stressors, each at 96% of artifacts selecting the correct answer. The lowest is Q9, at 73%.
2. In a study of score distribution, most artifacts score 9/10 or 10/10 correct. In total, 74% of artifacts score 9/10 or 10/10 correct.
3. In study of cumulative score distribution, 88% of artifacts score a 7/10 or higher. At a higher level of achievement, 79% score 8/10 or higher, and 38% score a perfect 10/10.
4. No dual enrollment (concurrent) sections of the course were run during fall 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.
5. No traditional course sections of the course were run during fall 2018 so no comparison study between online and traditional could be completed.
6. Course sections were only offered at one site during fall 2018, so no cross-campus comparison could be completed.
7. A longitudinal study will begin once the first repeat data set is collected.