

Human Services Assessment Report

Spring 2019

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 included two courses. Beginning spring 2019, this plan includes all courses. For spring 2019, this plan includes HUS 1001 *Introduction to Human Services*, HUS 1320 *Theories and Foundations of Crisis Intervention*, HUS 1400 *Alcoholism and Other Drug Abuse*, HUS 2302 *Basic Counseling Skills*, HUS 2315 *Studies in Behavioral Modification*, HUS 2411 *Introduction to Chemical Dependencies*, HUS 2428 *Treatment and Resources in Substance Abuse*, HUS 2540 *Building Stronger Families and Communities*, and HUS 2551 *Multicultural Perspectives in Human Services (I)*.

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 (jfvingaalen@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.
- Student Learning Outcome (SLO) #3 - Human Services Delivery Systems (HUS 2315 & HUS 2525)
 - ❖ Recognize the human conditions that promote or inhibit optimal human functioning and apply the major models used to conceptualize and integrate prevention, maintenance, interventions, rehabilitation, and healthy functioning.
- Student Learning Outcome (SLO) #4 - Information Management (HUS 1400, HUS 2302, & HUS 2404)
 - ❖ Display information management skills including obtaining client data and statistical information through interviewing, active listening, consultation, research, and observation; and accurately organizing, assessing, recording, and disseminating that information to others.
- Student Learning Outcome (SLO) #5 - Planning and Evaluation (HUS 2200 & HUS 2315)
 - ❖ Use a strength-based approach to analyze service needs; plan appropriate strategies, services and implementation; and evaluate client or programmatic outcomes at regular intervals.
- Student Learning Outcome (SLO) #6 - Interventions and Direct Services (HUS 2200 & HUS 2525)
 - ❖ Develop the core knowledge, theory, and skills necessary to provide clients with direct services and appropriate interventions.
- Student Learning Outcome (SLO) #7 - Interpersonal Communication (HUS 2200 & HUS 2302)
 - ❖ Demonstrate proficiency in interpersonal skills necessary for creating genuine and empathic relationships with others.
- Student Learning Outcome (SLO) #8 - Client-Related Values and Attitudes (HUS 2500 & HUS 2551)
 - ❖ Integrate human services ethics, values and attitudes as governing principles of professional practice.
- Student Learning Outcome (SLO) #9 - Self-Development (HUS 2500 & HUS 2551)
 - ❖ Develop self-awareness of personal characteristics (values, personalities, reaction patterns, interpersonal styles, and limitations) and how they affect client care.
- Student Learning Outcome (SLO) #10 - Integration of Knowledge, Skills and Values (HUS 2842L & HUS 2483L)
 - ❖ Integrate the knowledge, theory, skills, and professional behaviors taught from the classroom to residency/clinical experience.

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

2.1.1 HUS 1001

During the spring 2019 semester, 49 artifacts were tallied from 3 of 3 sections of HUS 1001 in order to assess SLO 1. For spring 2019, 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.

- 🚩 Q1: Chapter 1-1 – The human services professional degree was first offered in what decade?
- 🚩 Q2: Chapter 1-3 – Which of the following associations is mainly for human service professionals?

- ✚ Q3: Chapter 2-1 – What was (were) the major influence(s) of the 1960s that increased the need for trained human services professionals?
- ✚ Q4: Chapter 2-2 – Who is considered the founder of the human service field?
- ✚ 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?
- ✚ 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 92% of artifacts selected the correct answer. The lowest scoring is Q4, regarding the founder of the human service field. Here, only 49% of artifacts selected the correct answer.

If we review score distribution for the 6-question subset (Figure 2), more than 50% of artifacts score 5/6 or higher. In reviewing the data cumulatively (Figure 3), we find that 73% of artifacts score a 4/6 or higher. At a higher level of achievement, 55% score 5/6 or higher, and 29% score a perfect 6/6.

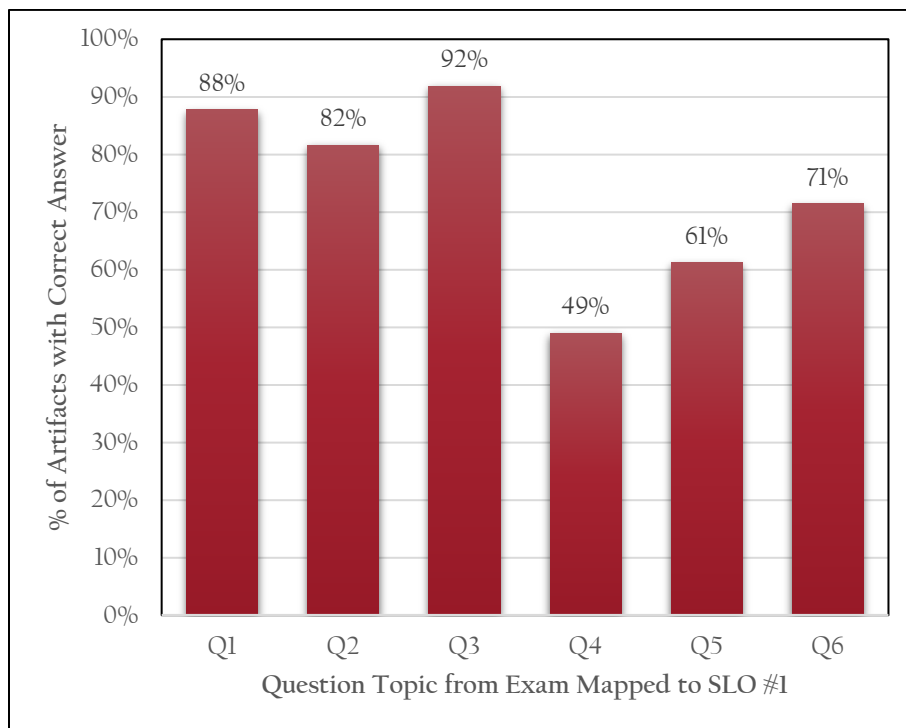


Figure 1. Achievement of SLO 1 6-question subset from HUS 1001.

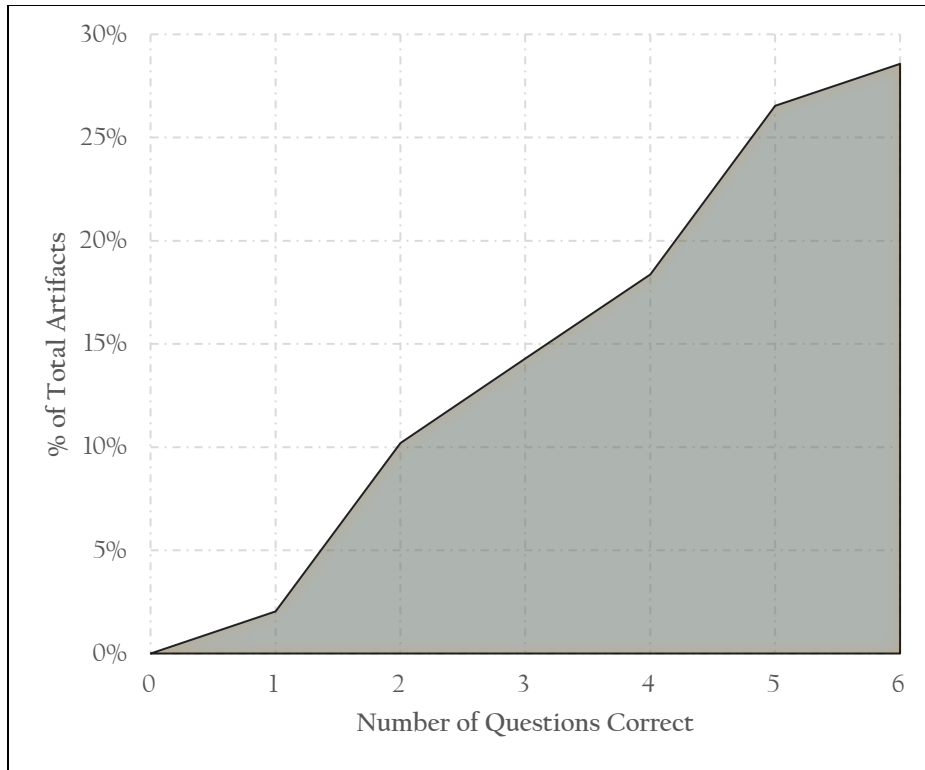


Figure 2. Score distribution for 6-question subset from HUS 1001.

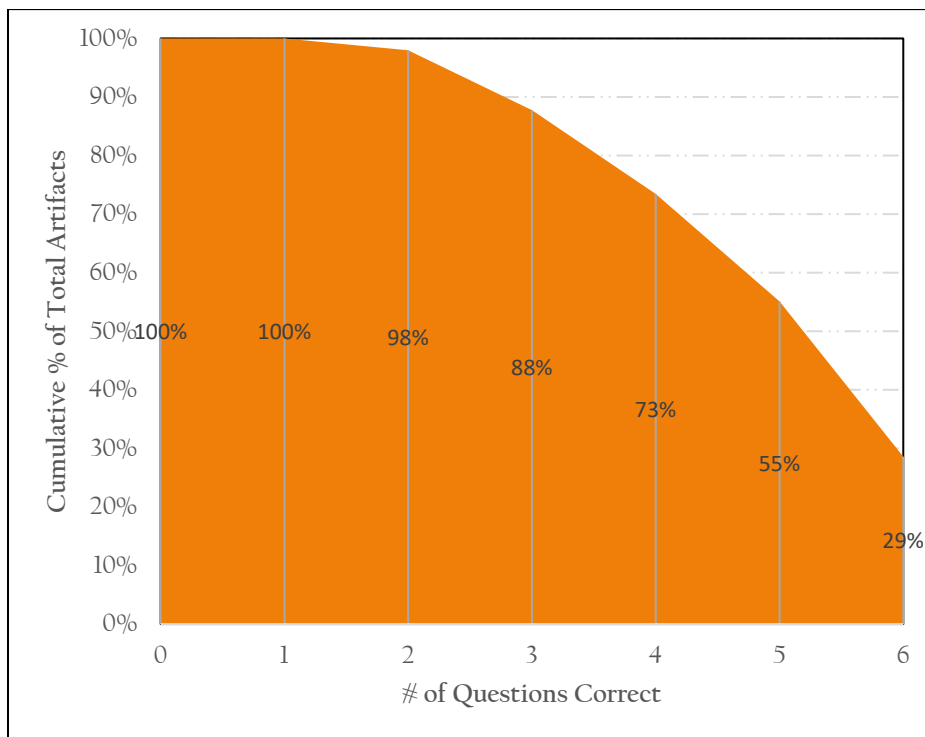


Figure 3. Cumulative distribution of scores for 6-question subset from HUS 1001. Example: 98% of artifacts score 2 or more questions correct, while 55% score 5 or more correct and just 29% score all 6 correct.

2.1.1.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.1.1.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.1.1.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.1.1.2 Longitudinal Study

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

2.1.2 HUS 2411

During the spring 2019 semester, 18 artifacts were tallied from 1 of 1 sections of HUS 2411 in order to assess SLO 1. For spring 2019, SLO 1 is assessed utilizing a 10-question subset from an exam within the HUS 2411 course. Those 10 questions and how they are mapped to the SLO are described below.

- ✚ Q1: Chapter 3-004 – The 1906 U.S. law that prohibited interstate commerce in adulterated or misbranded foods and drugs was called the _____.
- ✚ Q2: Chapter 3-006 – The Harrison Act of 1914:
- ✚ Q3: Chapter 3-011 – Before a new drug is released to the market, the FDA requires:
- ✚ Q4: Chapter 3-017 – The Comprehensive Drug Abuse Prevention and Control Act of 1970:
- ✚ Q5: Chapter 3tf-002 – The 1906 Pure Food and Drugs Act required drug manufacturers to prove that their drugs were an effective treatment for some diseases.
- ✚ Q6: Chapter 9-11 – In the United States, national prohibition of alcohol sales was in effect from:
- ✚ Q7: Chapter 10-11 – In 2009, the Family Smoking Prevention and Tobacco Control Act:
- ✚ Q8: Chapter 12-11 – Which of the following acts established a classification of drugs that would be available only by prescription?
- ✚ Q9: Chapter 16-25 – As part of the Omnibus Crime Control Act of 1990, anabolic steroids were:
- ✚ Q10: Chapter 17-13 – Beginning in 1986, the federal government launched a massive campaign based on anti-drug policies, locker searches, etc., to promote:

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 6-question subset is shown in Figure 5 while a cumulative distribution is shown in Figure 6. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 4) is Q7 and Q10, regarding Family Smoking

Prevention and anti-drug policies, where 94% of artifacts selected the correct answer. The lowest scoring is Q9, regarding the Omnibus Crime Control Act, where 44% of artifacts exhibit correct answers.

If we review score distribution for the 10-question subset (Figure 6), most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 54% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively (Figure 3), we find that 78% of artifacts score a 7/10 or higher. At a higher level of achievement, 39% score 9/10 or higher, and 11% score a perfect 10/10.

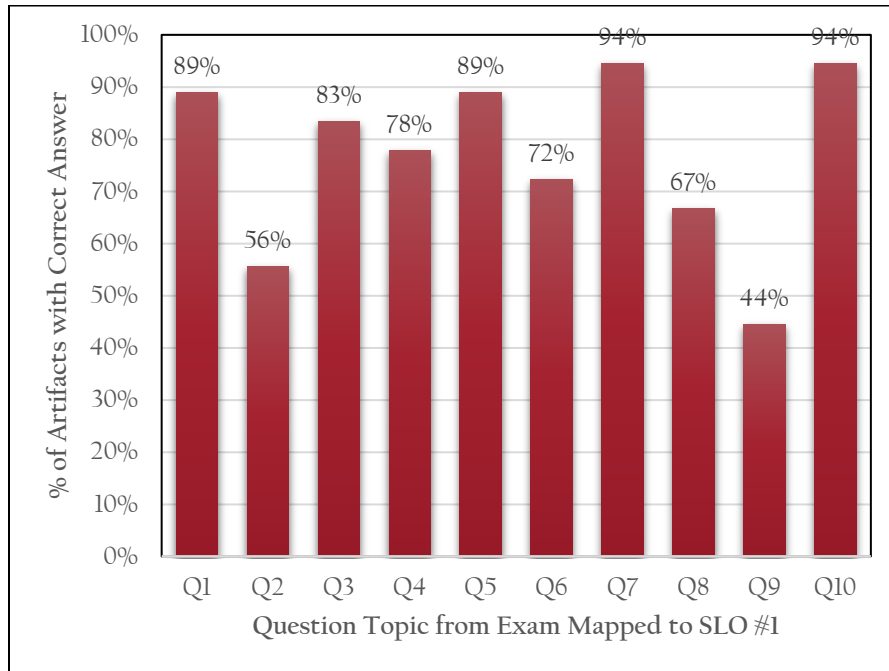


Figure 4. Achievement of SLO 1 10-question subset from HUS 2411.

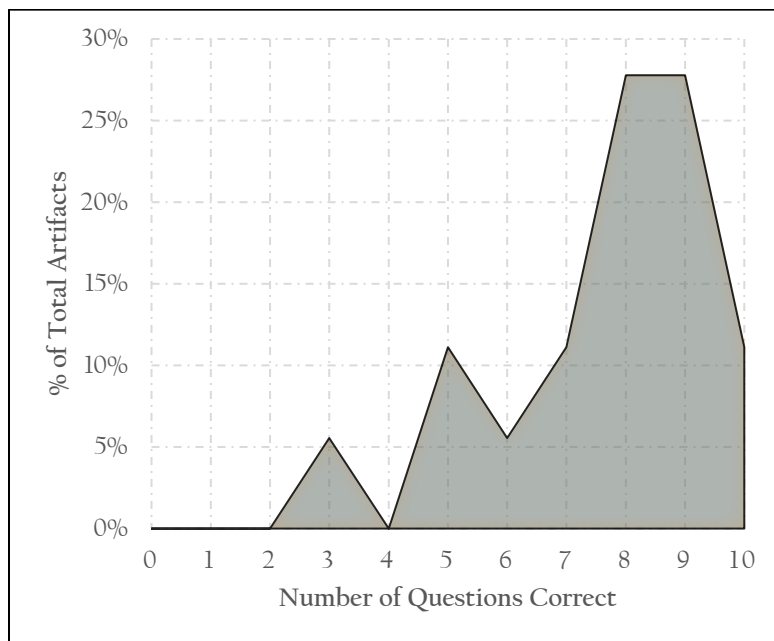


Figure 5. Score distribution for 10-question subset from HUS 2411.

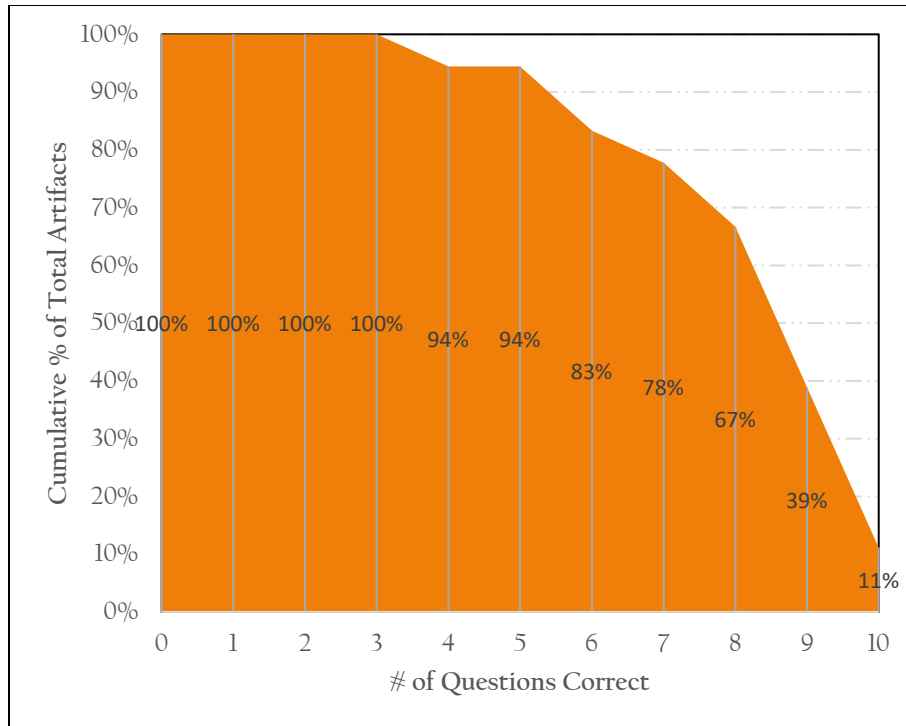


Figure 6. Cumulative distribution of scores for 6-question subset from HUS 2411. Example: 94% of artifacts score 4/10 or more questions correct, while 67% score 8/10 or more correct and just 11% score all 10 correct.

2.1.2.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.1.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.1.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.1.2.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

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

2.2.1 HUS 1320

During the spring 2019 semester, 26 artifacts were tallied from 1 of 1 sections of HUS 1320 in order to assess SLO 2. For spring 2019, SLO 2 is assessed utilizing an 8-question subset from an exam within the HUS 1320 course. Those eight questions and how they are mapped to the SLO are described below.

- ✚ Q1 – Ego strength refers to:
- ✚ Q2 – The cognitive key refers to:
- ✚ Q3 – Which of the following might determine how well someone manages a crisis?
- ✚ Q4 – Critical incident debriefing:
- ✚ Q5 – Who may waive the rights of a client’s privileged communications spoken in a counseling session?
- ✚ Q6 – “Duty to Warn” came from:
- ✚ Q7 – “Coming Out Crisis” refers to
- ✚ Q8 – Which of the following is an example of a 12-step group?

SLO achievement by way of percent of correct responses for each question in the 8-question subset is shown in Figure 7 below. A score distribution for the 8-question subset is shown in Figure 8 while a cumulative distribution is shown in Figure 9. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 7) are Q3 and Q7, regarding crisis management, each at 100% of artifacts selecting the correct answer. The lowest scoring is Q5, regarding client privilege, at 46%.

If we review score distribution for the 8-question subset (Figure 8), 19% score a perfect 8/8. An additional 23% score 7/8. In total, 62% of artifacts score 6/8 or higher. In reviewing the data cumulatively (Figure 9), we find that 92% of artifacts score a 4/8 or higher. At a higher level of achievement, 42% score 7/8 or higher, and 19% score a perfect 8/8.

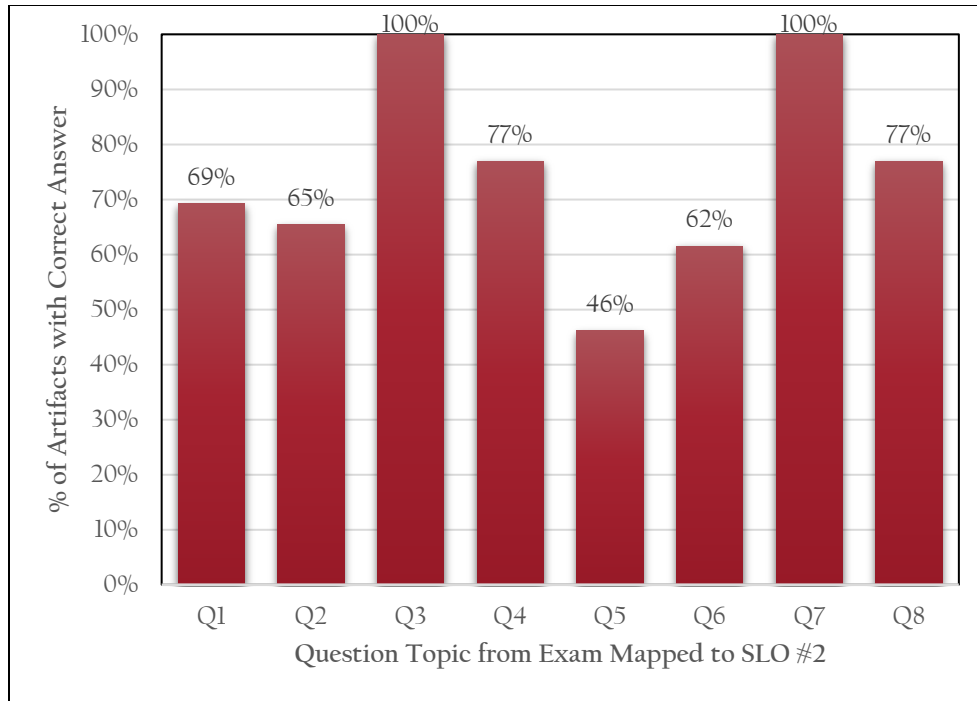


Figure 7. Achievement of SLO 2 8-question subset from HUS 1320.

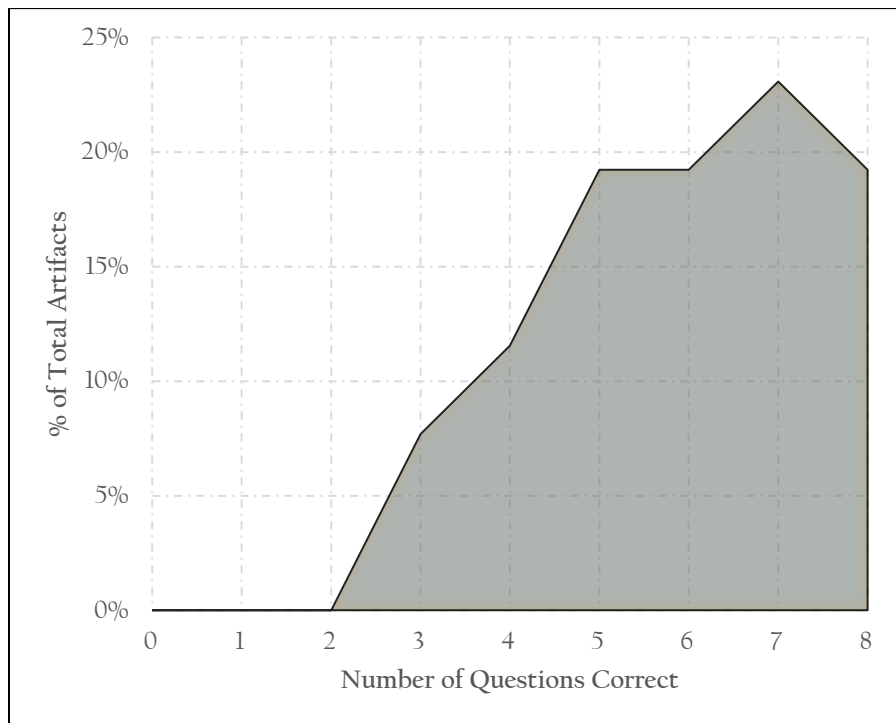


Figure 8. Score distribution for 8-question subset from HUS 1320.

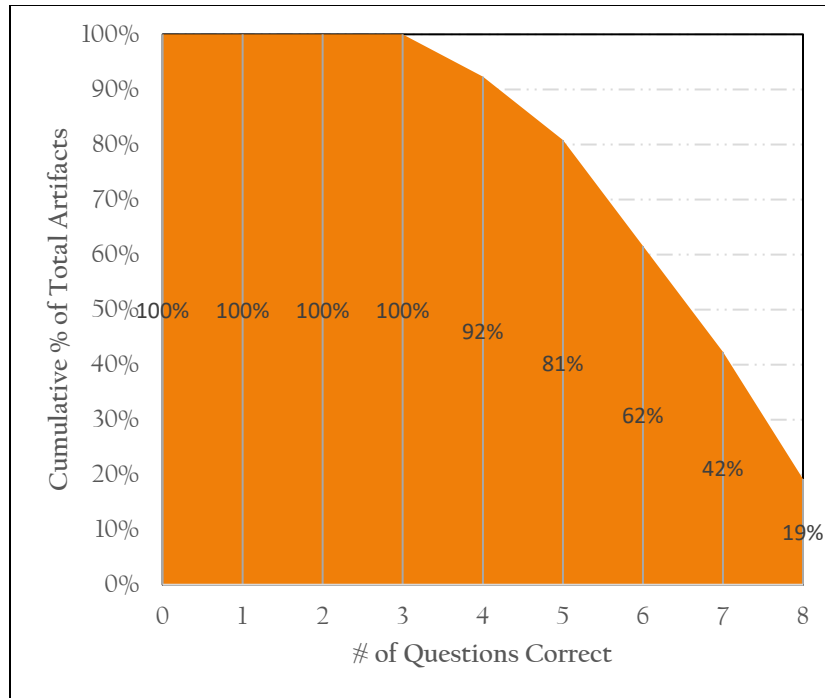


Figure 9. Cumulative distribution of scores for 8-question subset from HUS 1320. Example: 92% of artifacts score 4 or more questions correct, while 42% score 7 or more correct and 19% score all 8 correct.

2.2.1.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.1.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.2.1.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.2.1.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.2.2 HUS 1400

During the spring 2019 semester, 46 artifacts were tallied from 2 of 2 sections of HUS 1400 in order to assess SLO 2. For spring 2019, SLO 2 is assessed utilizing a 9-question subset from an exam within the HUS 1400 course. Those nine questions and how they are mapped to the SLO are described below.

- ✚ 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
- ✚ 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:
- ✚ Q3 – Families are dynamic systems that are NOT influenced by changes inside and outside of the family context.
- ✚ Q4 – Alcoholism is a Family disease.
- ✚ Q5 – An unhealthy "preoccupation and dependence upon another person or object" (also sometimes known as an addiction to the addict) is called:
- ✚ Q6 – Why is it important for a therapist or helper to understand the differences between cultures? Choose all that apply
- ✚ Q7 – 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?
- ✚ Q8 – 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.
- ✚ Q9 – 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 9-question subset is shown in Figure 10 below. A score distribution for the 9-question subset is shown in Figure 11 while a cumulative distribution is shown in Figure 12. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 10) is Q6, regarding motivational interviewing, at 100% of artifacts exhibiting the correct answer. The lowest scoring is Q4, regarding alcoholism, at 63%.

If we review score distribution for the 10-question subset (Figure 11), most artifacts score 8/9 or 9/9 correct. In total, 63% of artifacts score 8/9 or 9/9 correct. In reviewing the data cumulatively (Figure 12), we find that 93% of artifacts score a 6/9 or higher. At a higher level of achievement, 87% score 7/9 or higher, and 37% score a perfect 9/9.

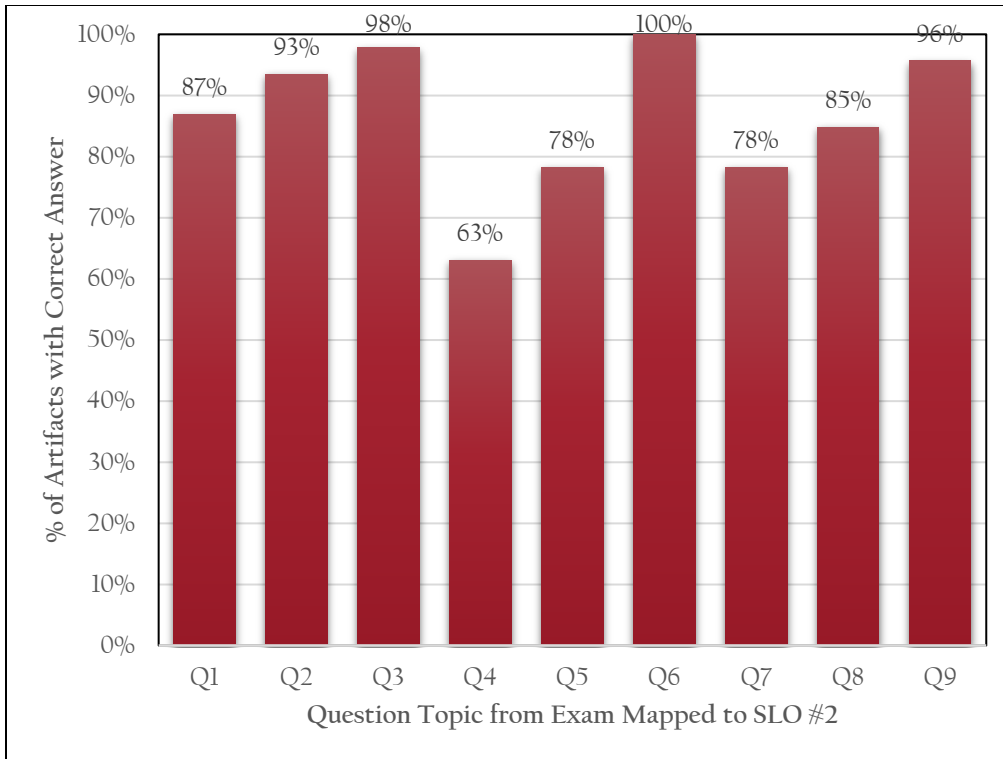


Figure 10. Achievement of SLO 2 9-question subset from HUS 1400.

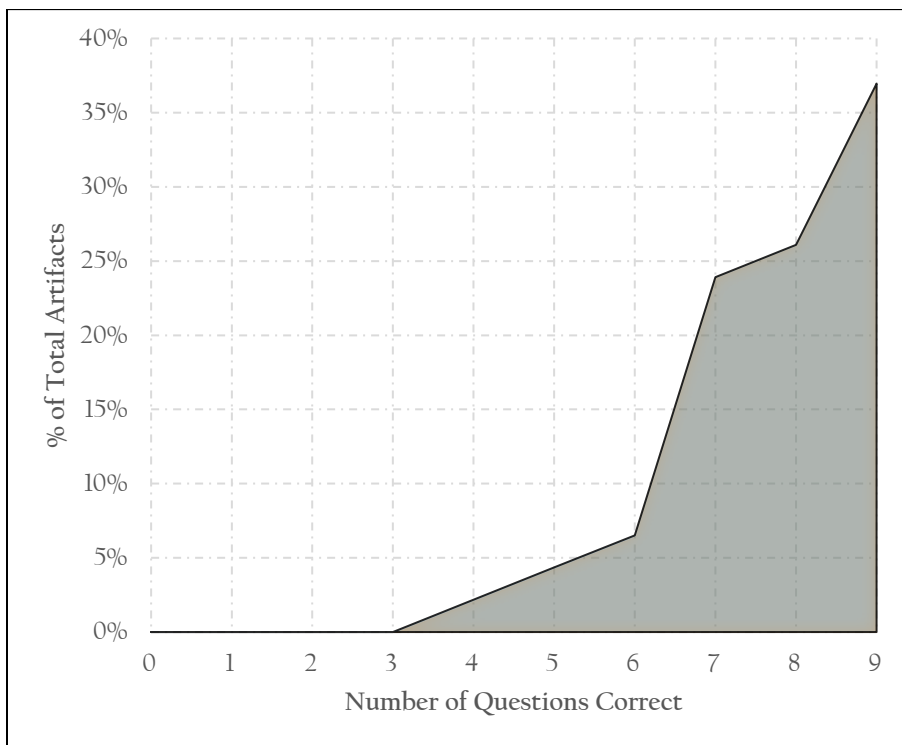


Figure 11. Score distribution for 9-question subset from HUS 1400.

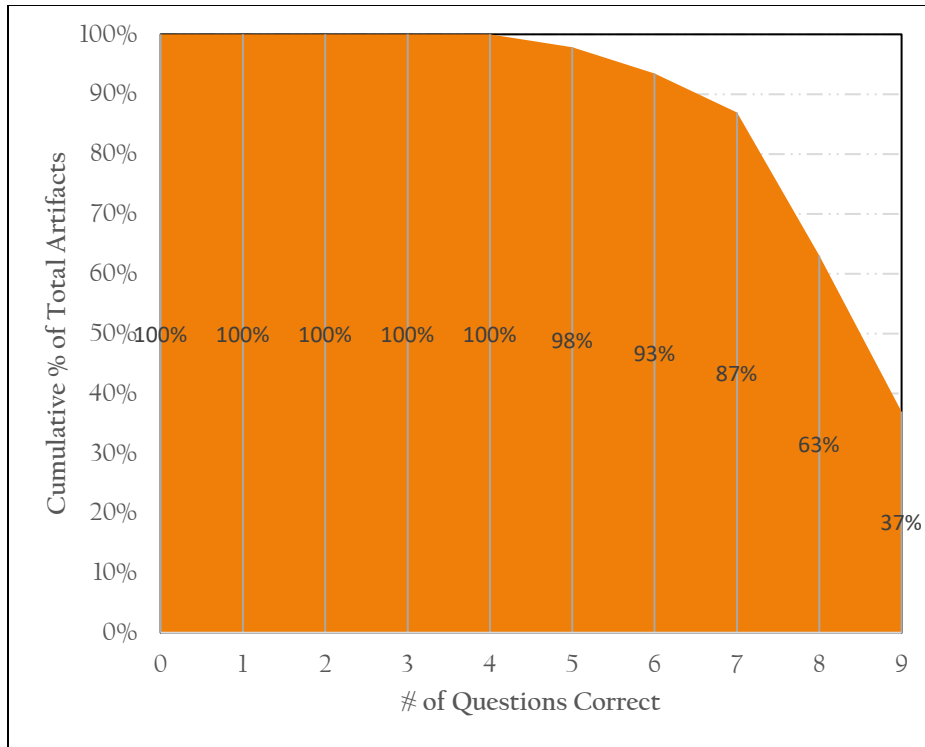


Figure 12. Cumulative distribution of scores for 9-question subset from HUS 1400. Example: 98% of artifacts score 5 or more questions correct, while 87% score 7 or more correct and 37% score all 9 correct.

2.2.2.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.2.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.2.2.2 Longitudinal Study

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

2.2.3 HUS 1640

No course sections were run during spring 2019, so no analysis was completed.

2.2.4 HUS 2428

During the spring 2019 semester, 12 artifacts were tallied from 1 of 1 sections of HUS 2428 in order to assess SLO 2. For spring 2019, SLO 2 is assessed utilizing a 9-question subset from an exam within the HUS 2428 course. Those nine questions and how they are mapped to the SLO are described below. It should be noted that while nine questions were identified, only seven were utilized in the exam. Questions 5 and 7 were not included in the exam.

- ✚ Q1 – The psychosocial development theory that includes 8 Stages of Life, including Trust Vs Mistrust and Integrity Vs Despair was created by:
- ✚ Q2 – Family Coping styles concerning addiction include:
- ✚ Q3 – With this cultural group, family is generally prioritized over the individual; the first session can be critical in engaging families.
- ✚ Q4 – This Self Help Group was created to address the unique issues for women that can be barriers to recovery, such as: Lack of self-esteem, Depression, Overwhelming feelings of guilt
- ✚ Q5 – Treatment practices should include screening for any disability as part of intake procedures and determining accessibility for any type of treatment recommended.
- ✚ Q6 – _____ is learned values, behaviors, and beliefs that are shared by other group members, including patterns of language, spiritual ideals and world views.
- ✚ Q7 – The combination of racial oppression and economic class profoundly influences the context of drug initiation, drug use patterns, and the consequences of drug misuse and addiction.
- ✚ Q8 – The World Health Organization says harmful use of alcohol remains a low priority in public health policy. They recommend alcohol taxation and controls on advertising to help with the problem.
- ✚ Q9 – The Levels Of Care is a way to determine what type of treatment might be required, based on the level of seriousness of use. This system was developed by:

SLO achievement by way of percent of correct responses for each question in the 9-question subset is shown in Figure 13 below. A score distribution for the 9-question subset is shown in Figure 14 while a cumulative distribution is shown in Figure 15. The highest scoring questions by way of percentage of artifacts with the correct answer (as shown in Figure 13) are Q2 and Q6, regarding coping styles and learned values, each at 100% of artifacts selecting the correct answer. The lowest scoring is Q9, regarding levels of care, at 33%.

If we review score distribution for the 9-question subset (Figure 14), most artifacts score 4/7 or 5/7 correct. In total, 66% of artifacts score 4/7 or 5/7 correct. In reviewing the data cumulatively (Figure 15), we find that 92% of artifacts score a 4/7 or higher. At a higher level of achievement, 25% score 6/7 or higher, and 8% score a perfect 7/7 (note two questions of the planned nine not included, so perfect score is 7/7, not 9/9.)

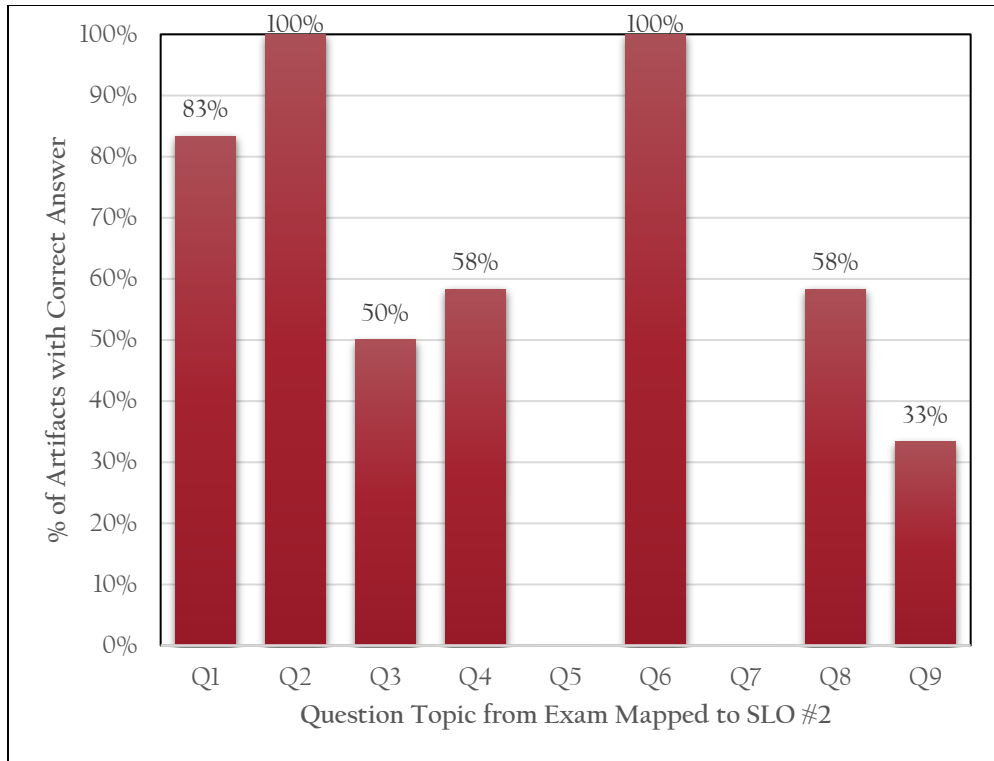


Figure 13. Achievement of SLO 2 9-question subset from HUS 2428.

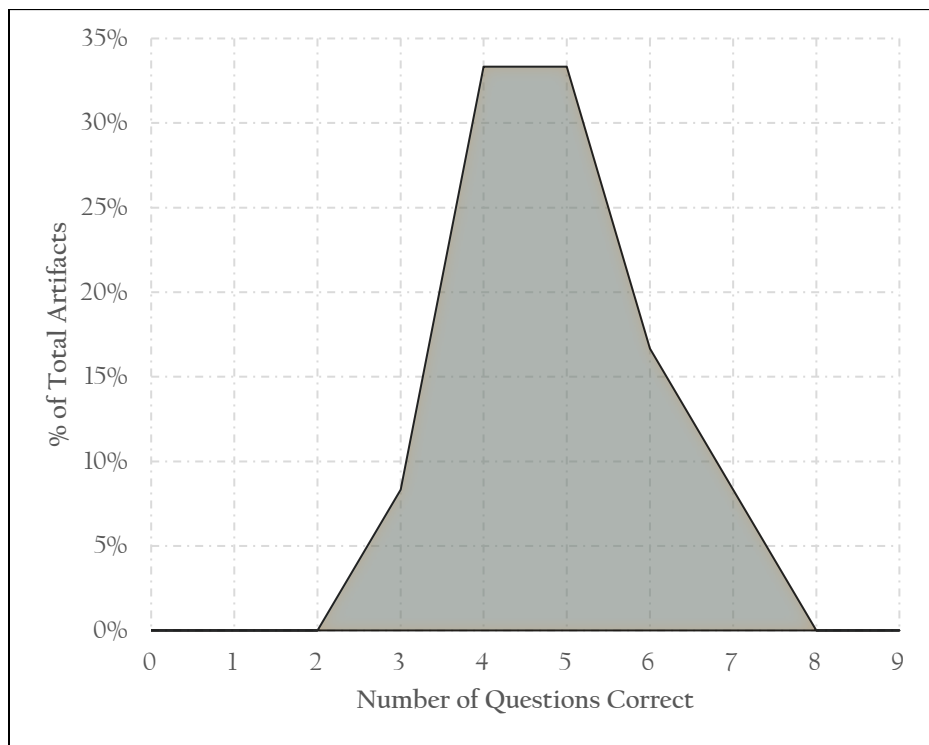


Figure 14. Score distribution for 9-question subset from HUS 2428.

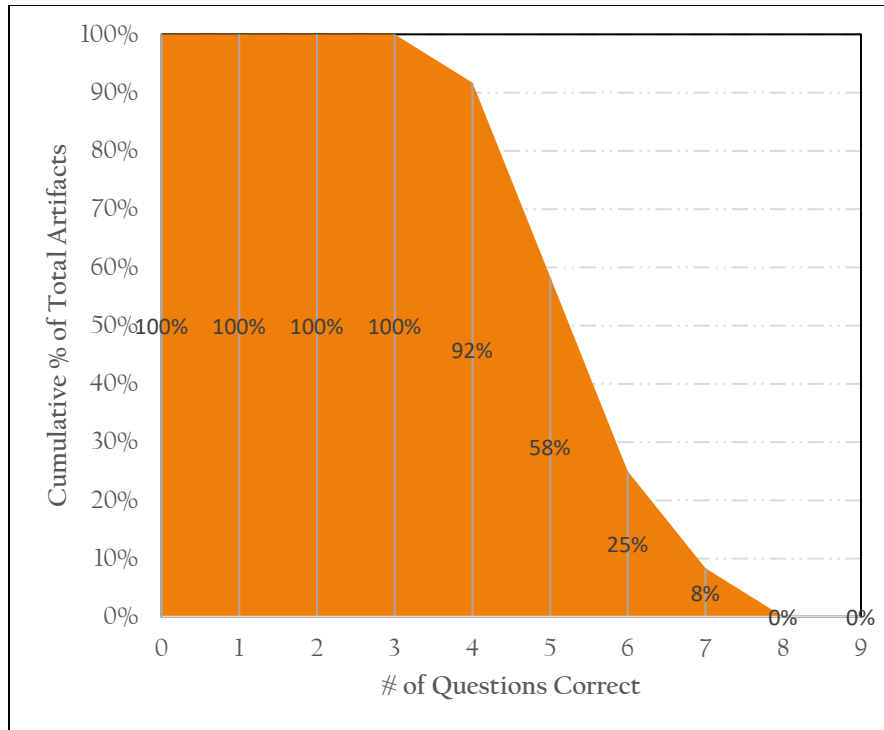


Figure 15. Cumulative distribution of scores for 9-question subset from HUS 2428. Example: 92% of artifacts score 4 or more questions correct, while 25% score 6 or more correct and 0% score all 9 correct. *Note that two of the nine questions were not included on the exam, so a maximum score is only 7/9.

2.2.4.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.4.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.2.4.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.2.4.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.2.5 HUS 2540

During the spring 2019 semester, 22 artifacts were tallied from 2 of 2 sections of HUS 2540 in order to assess SLO 2. For spring 2019, SLO 2 is assessed utilizing a 10-question subset from an exam within the HUS 2540 course. Those 10 questions and how they are mapped to the SLO are described below.

- ✚ Q1 – A/an _____ perspective focuses on individuals’ interactions in specific settings
- ✚ Q2 – _____ refers to how we are taught the norms associated with being male or female in a particular culture.
- ✚ Q3 – Attachment in Children:
- ✚ Q4 – Men are granted far more leeway in sexual behavior than are women, and this referred to as:
- ✚ Q5 – A study that asked Black- and White-sounding telephone callers to inquire about an advertised apartment for rent found:
- ✚ Q6 – James and Henry would like to get married. In which states (or part of the country) is same-sex marriage legal?
- ✚ Q7 – Developmental psychologists believe that the _____ parenting style best predicts outcomes in children thought to be most desirable.
- ✚ Q8 – Pretend that Anatoly is a “typical” American man. If you were to guess his situation, which would you likely choose?
- ✚ Q9 – The tensions that occur either within the family (e.g., violence or alcoholism) or outside the family (such as coping with a hurricane or other natural disaster) that test a family’s emotional resources are called:
- ✚ Q10 – Family policy is an example of a _____ perspective toward enhancing resilience.

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 16 below. A score distribution for the 10-question subset is shown in Figure 17 while a cumulative distribution is shown in Figure 18. The highest scoring questions by way of percentage of artifacts with the correct answer (as shown in Figure 16) are Q1, Q3, and Q4, regarding perspective focus, attachment in children, and sexual behavior, each at 91% of artifacts exhibiting the correct answer. The lowest scoring is Q10, regarding family policy, at 50%.

If we review score distribution for the 10-question subset (Figure 17), scores are centered on 8/10, with most artifacts exhibiting scores of 6/10 or higher. In reviewing the data cumulatively (Figure 18), we find that 86% of artifacts score a 7/10 or higher. At a higher level of achievement, 64% score 8/10 or higher, and 14% score a perfect 10/10.

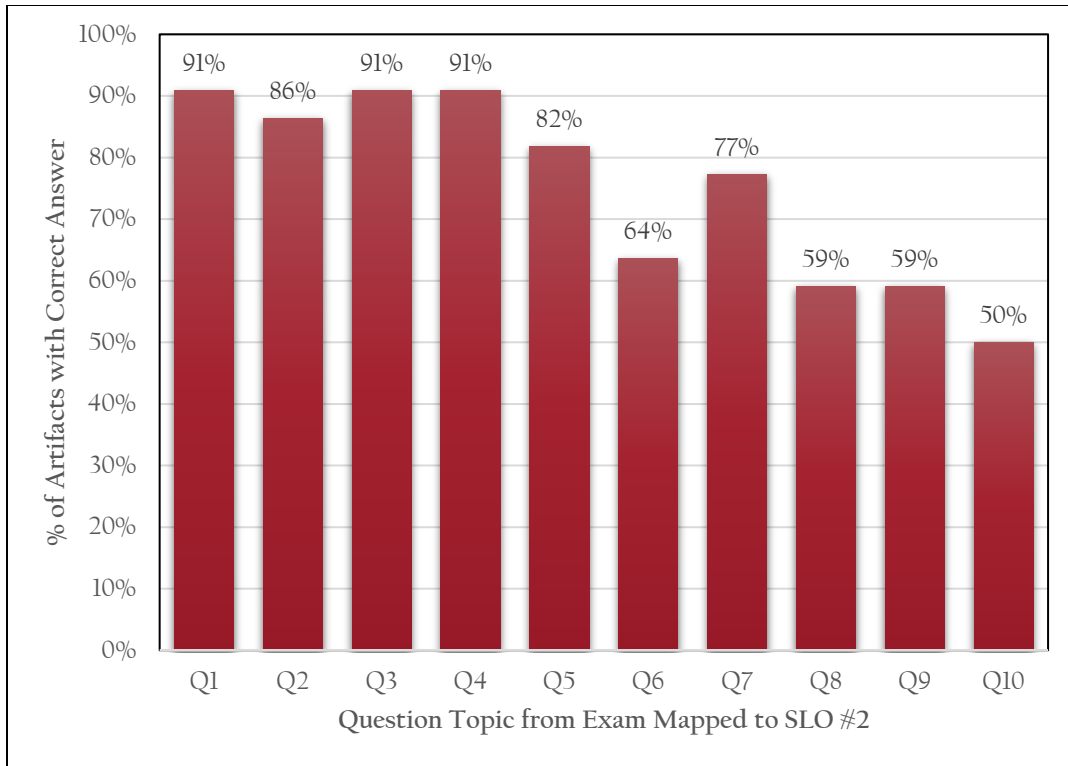


Figure 16. Achievement of SLO 2 10-question subset from HUS 2540.

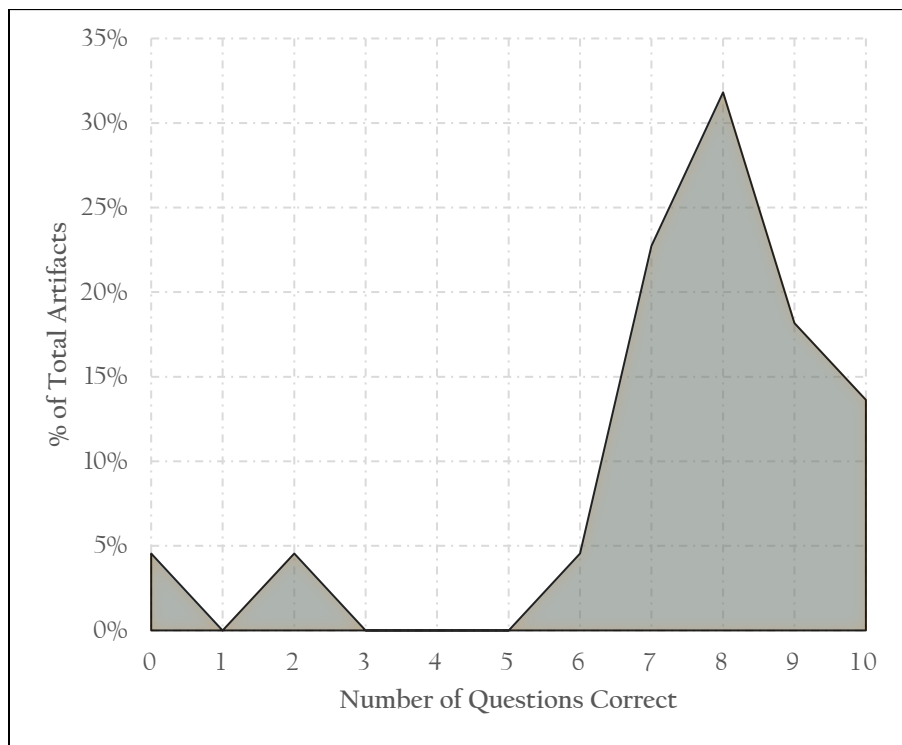


Figure 17. Score distribution for 10-question subset from HUS 2540.

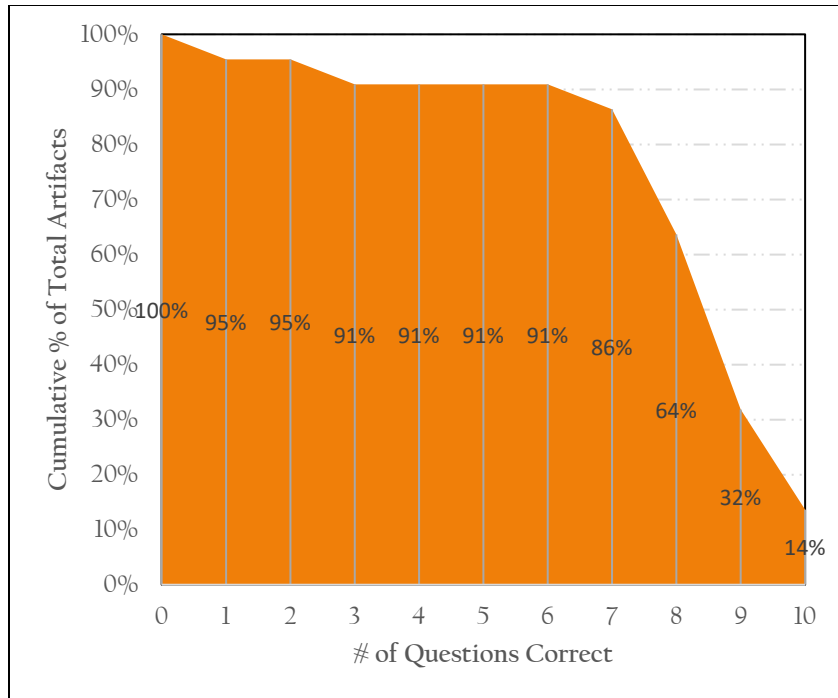


Figure 18. Cumulative distribution of scores for 10-question subset from HUS 2540. Example: 91% of artifacts score 6 or more questions correct, while 64% score 8 or more correct and 14% score all 10 correct.

2.2.5.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.5.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.2.5.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.2.5.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.3 SLO #3 – DELIVERY SYSTEMS (ASSESSED THROUGH HUS 2315 & HUS 2525)

2.3.1 HUS 2315

During the spring 2019 semester, 30 artifacts were tallied from 2 of 2 sections of HUS 2315 in order to assess SLO 3. For spring 2019, SLO 3 is assessed utilizing a 10-question subset from an exam within the HUS 2315 course. Those 10 questions and how they are mapped to the SLO are described below.

- ✚ Q1: Behavior modification refers to procedures that
- ✚ Q2: Cognitive-behavioral therapy refers to treatments that change
- ✚ Q3: There are four primary themes that are part of Behavioral Therapy. These four themes are that Behavioral Therapy is Scientific, Active, Focused on Learning, and focused on _____.
- ✚ Q4: There are several "common characteristics" shared by types of Behavior Therapy. Choose the answer that best describes a common characteristic.
- ✚ Q5: Some of the variations of Behavioral Therapy include Modeling, Token Economy and Shaping, Stress Inoculation, Cognitive Behavioral, AND
- ✚ Q6: Psychoanalysis is considered a "brief" process of therapy because problems can be corrected in several sessions.
- ✚ Q7: According to the behavioral model, problems can be corrected by observing what people...
- ✚ Q8: The ABC model is used in Behavior Therapy to describe the sequence of behaviors. A B C stands for:
- ✚ Q9: A behavioral avoidance test is used to assess clients'
- ✚ Q10: What is self-efficacy?

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 19 below. A score distribution for the 10-question subset is shown in Figure 20 while a cumulative distribution is shown in Figure 21. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 19) is Q2, regarding cognitive behavior therapy, where 97% of artifacts selected the correct answer. The lowest scoring is Q4, regarding types of behavior therapy. Here, only 50% of artifacts selected the correct answer.

If we review score distribution for the 10-question subset (Figure 20), scores are centered on 8/10, with a small group scoring lower scores at 2/10 and 3/10. In reviewing the data cumulatively (Figure 21), we find that 80% of artifacts score a 7/10 or higher. At a higher level of achievement, 37% score 9/10 or higher, and 20% score a perfect 10/10.

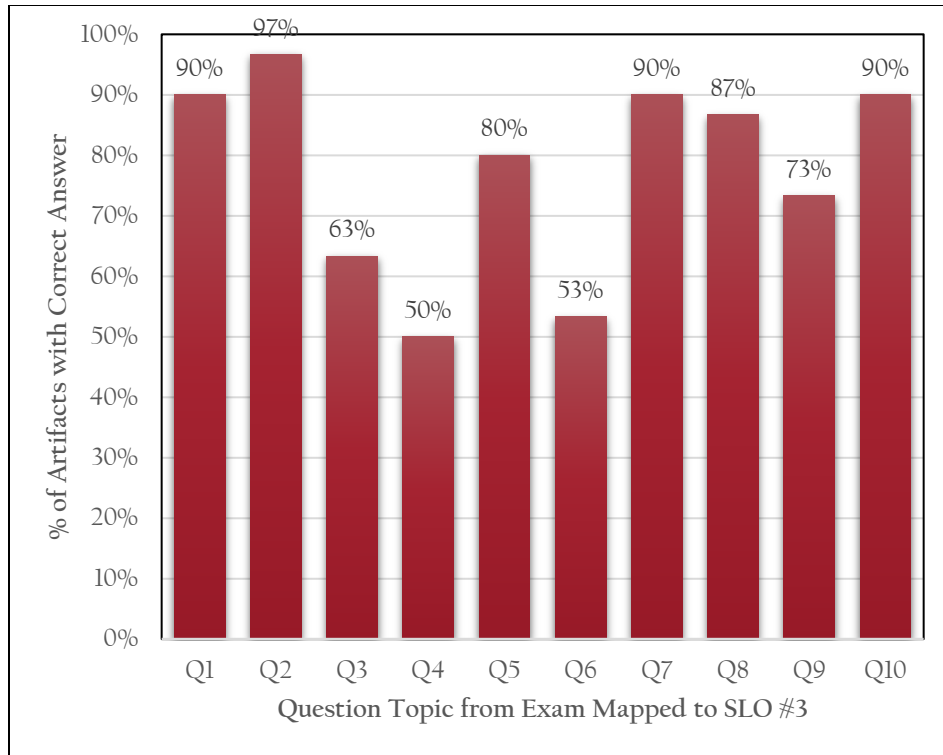


Figure 19. Achievement of SLO 3 10-question subset from HUS 2315.

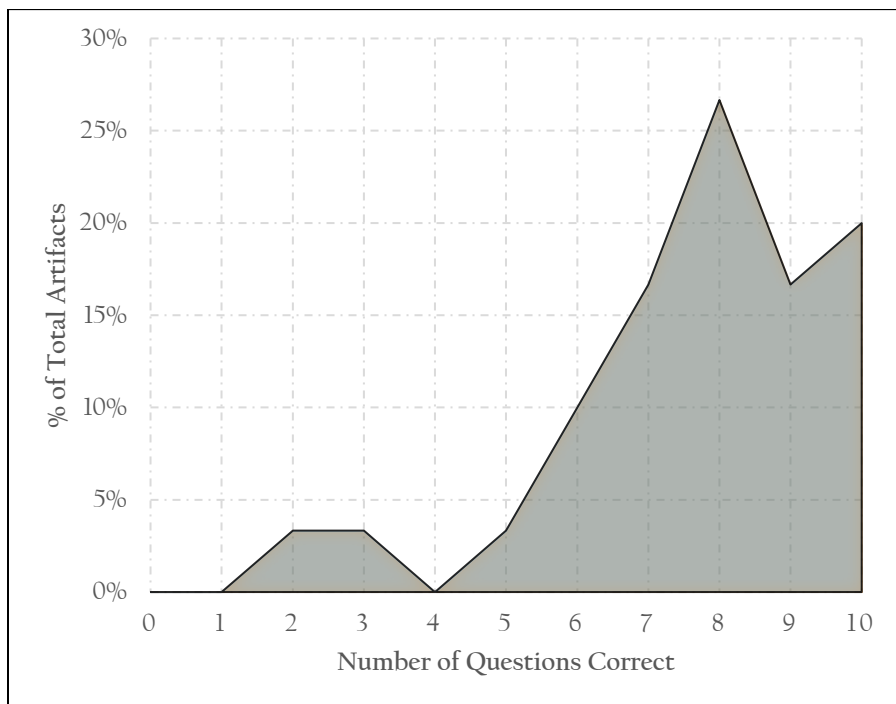


Figure 20. Score distribution for 10-question subset from HUS 2315.

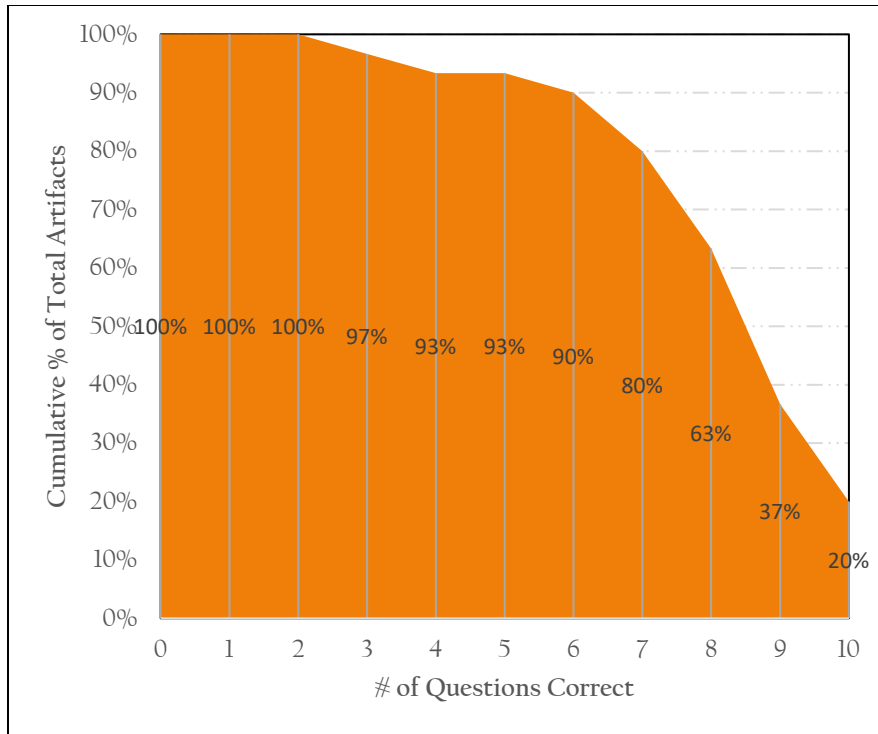


Figure 21. Cumulative distribution of scores for 10-question subset from HUS 2315. Example: 93% of artifacts score 4 or more questions correct, while 63% score 8 or more correct and just 20% score all 10 correct.

2.3.1.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.3.1.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.3.1.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.3.1.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.3.2 HUS 2525

No course sections were run during spring 2019, so no analysis was completed.

2.4 SLO #4 – INFORMATION MANAGEMENT (ASSESSED THROUGH HUS 1400 & HUS 2302)

2.4.1 HUS 1400

During the spring 2019 semester, 46 artifacts were tallied from 2 of 2 sections of HUS 1400 in order to assess SLO 4. For spring 2019, SLO 4 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.

- ✚ Q1: What is diagnosis?
- ✚ Q2: Treatment for substance use disorder and for mental disorders is the same so a differential diagnosis is not important.
- ✚ Q3: Active listening is a way to show the client that you have heard what they have to say. One of the techniques would be:
- ✚ Q4: To be diagnosed with a substance abuse disorder, one of the criteria is that an individual must demonstrate problems in personal, social, family, legal, vocational/educational, or physical areas.
- ✚ Q5: At the end of an assessment for substance abuse, the interviewer should be able to answer four questions which include:
- ✚ Q6: In order to recommend treatment, the assessor must determine if there is a substance disorder, how severe it is, and
- ✚ Q7: The stages of the Evaluation process (to determine the nature of the problem and) will include: assessment, screening, AND (choose one of the following)
- ✚ Q8: The first step in designing a treatment plan is to identify the client's:
- ✚ Q9: Within the FRAMES method of intervention, the F stands for "Feedback" which means that
- ✚ Q10: One of the principles of Motivational Interviewing is _____ _ which is to actively encourage clients to explore the discrepancy in thought and behavior, and their values and goals.

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 22 below. A score distribution for the 10-question subset is shown in Figure 23 while a cumulative distribution is shown in Figure 24. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 22) is Q2, regarding substance disorder treatment, where 93% of artifacts selected the correct answer. The lowest scoring is Q1, regarding diagnosis. Here, only 41% of artifacts exhibit the correct answer.

If we review score distribution for the 10-question subset (Figure 23), score distribution is centered on 7/10, in which 35% of artifacts occupy. In reviewing the data cumulatively (Figure 24), we find that 61% of artifacts score a 7/10 or higher. At a higher level of achievement, 26% score 8/10 or higher, and 2% score a perfect 10/10.

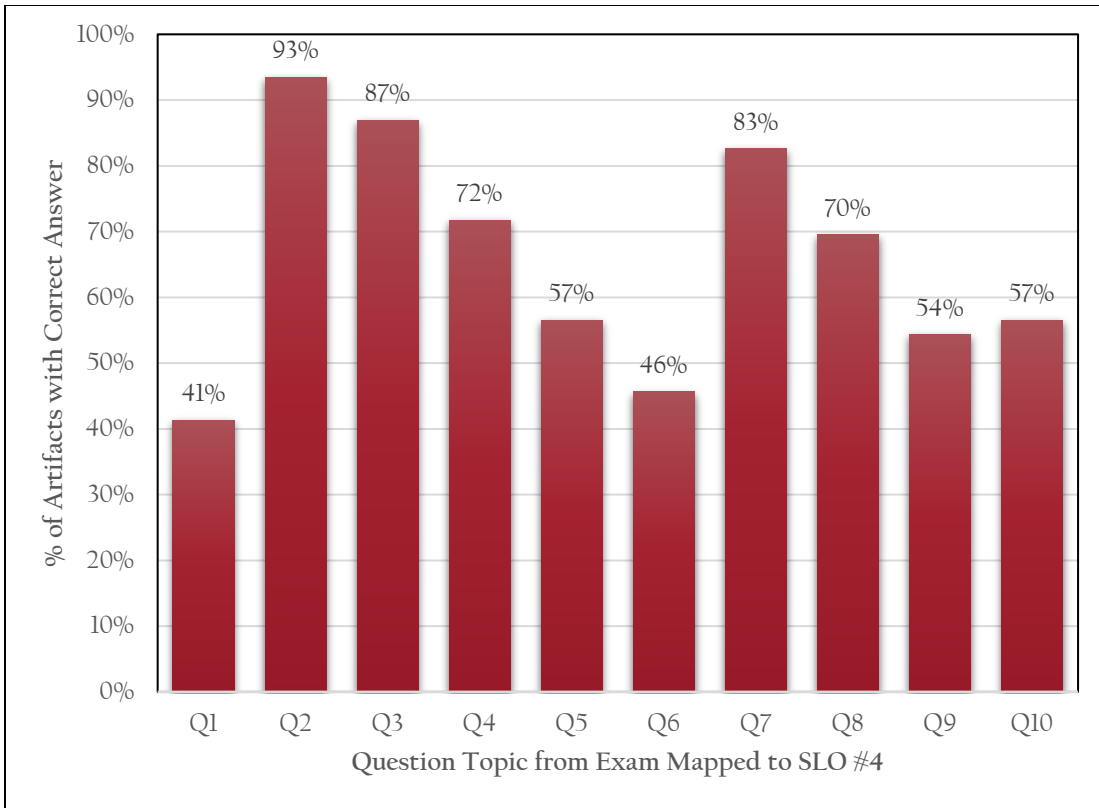


Figure 22. Achievement of SLO 1 10-question subset from HUS 1400.

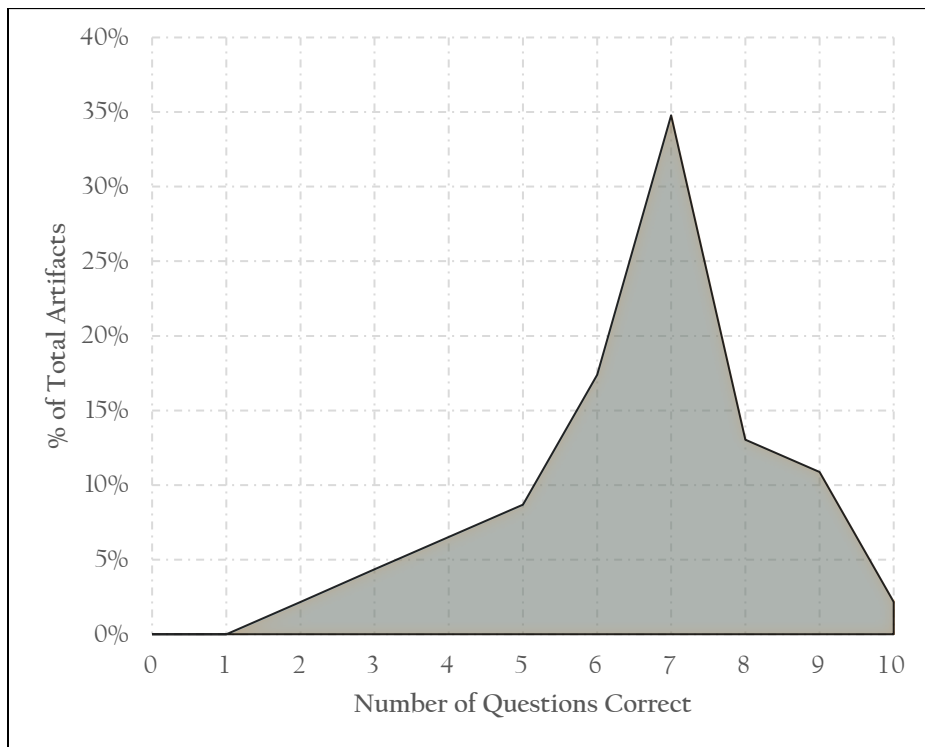


Figure 23. Score distribution for 6-question subset from HUS 1400.

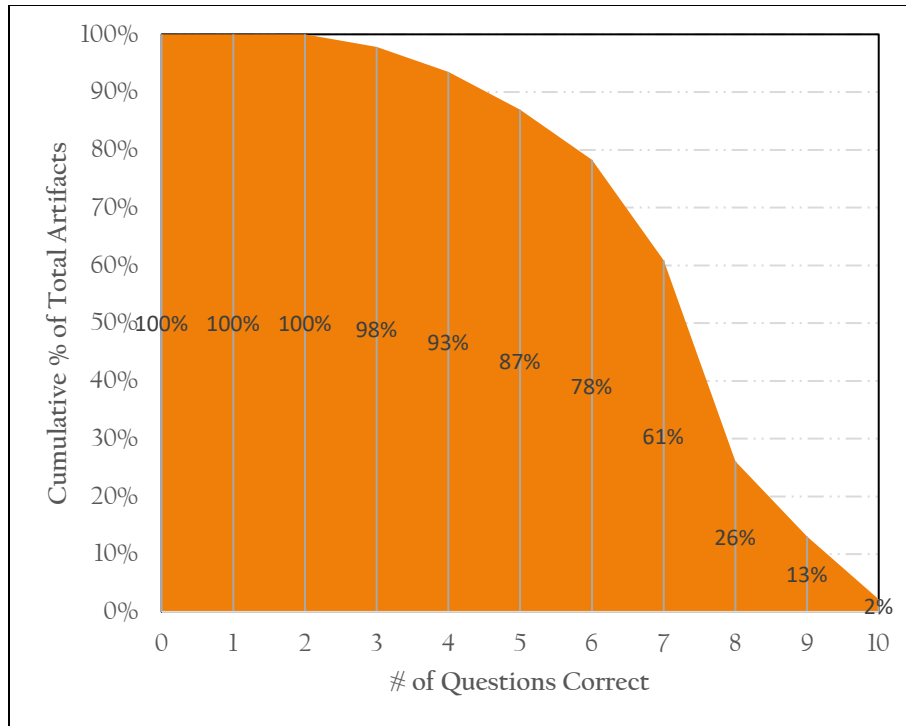


Figure 24. Cumulative distribution of scores for 6-question subset from HUS 1400. Example: 98% of artifacts score 3 or more questions correct, while 61% score 7 or more correct and just 2% score all 10 correct.

2.4.1.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.4.1.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.4.1.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.4.1.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.4.2 HUS 2302

During the spring 2019 semester, 26 artifacts were tallied from 2 of 2 sections of HUS 2302 in order to assess SLO 4. For spring 2019, SLO 4 is assessed utilizing an 8-question subset from an exam within the HUS 2302 course. Those eight questions and how they are mapped to the SLO are described below.

- ✚ Q1: The five stages of the interview process are:
- ✚ Q2: The Health Insurance Portability and Accountability Act (HIPAA) is concerned with:
- ✚ Q3: Useful for obtaining information about a client.
- ✚ Q4: In interviewing, the microskills may have
- ✚ Q5: The goal of reflection of feeling is to
- ✚ Q6: The check-out is important because
- ✚ Q7: The genogram or family chart is
- ✚ Q8: According to the authors of your textbook, feedback is least effective

SLO achievement by way of percent of correct responses for each question in the 8-question subset is shown in Figure 25 below. A score distribution for the 8-question subset is shown in Figure 26 while a cumulative distribution is shown in Figure 27. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 25) is Q3, regarding obtaining information about a client, where 100% of artifacts selected the correct answer. The lowest scoring is Q1, regarding the five stages of the interview process, where 35% of artifacts exhibit correct answers.

If we review score distribution for the 8-question subset (Figure 26), scores are centered on 7/8. In total, 35% of artifacts score 7/8 correct. In reviewing the data cumulatively (Figure 27), we find that 77% of artifacts exhibit a score of 6/8 or higher. At a higher level of achievement, 50% score 7/8 or higher, and 15% score a perfect 8/8.

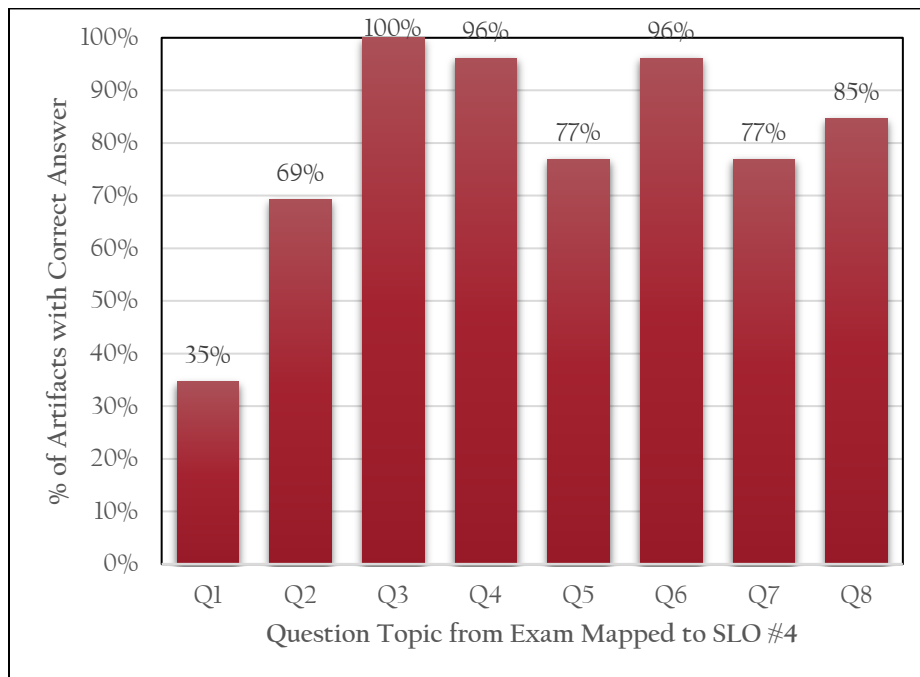


Figure 25. Achievement of SLO 4 8-question subset from HUS 2302.

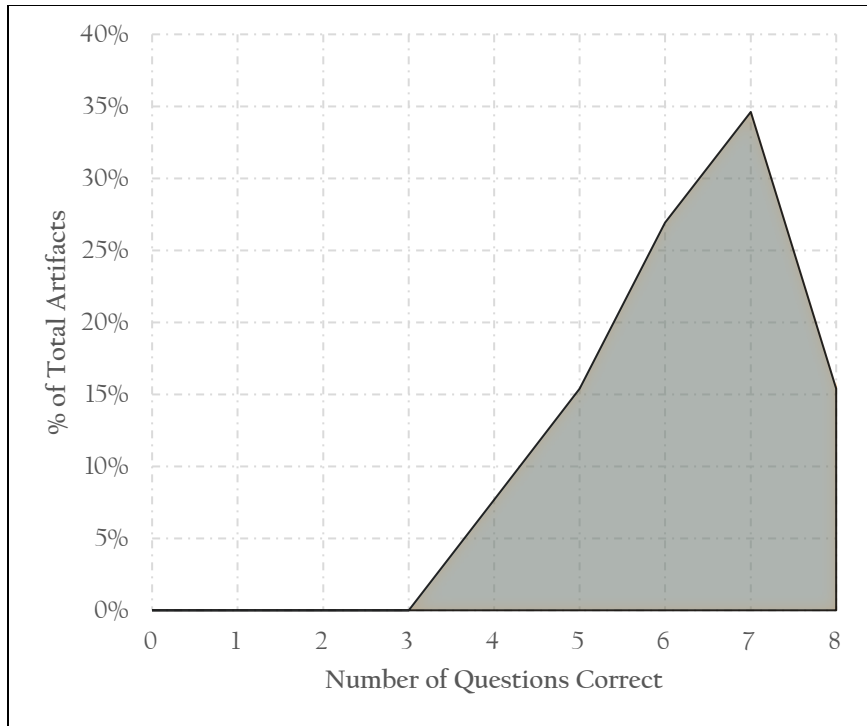


Figure 26. Score distribution for 8-question subset from HUS 2302.

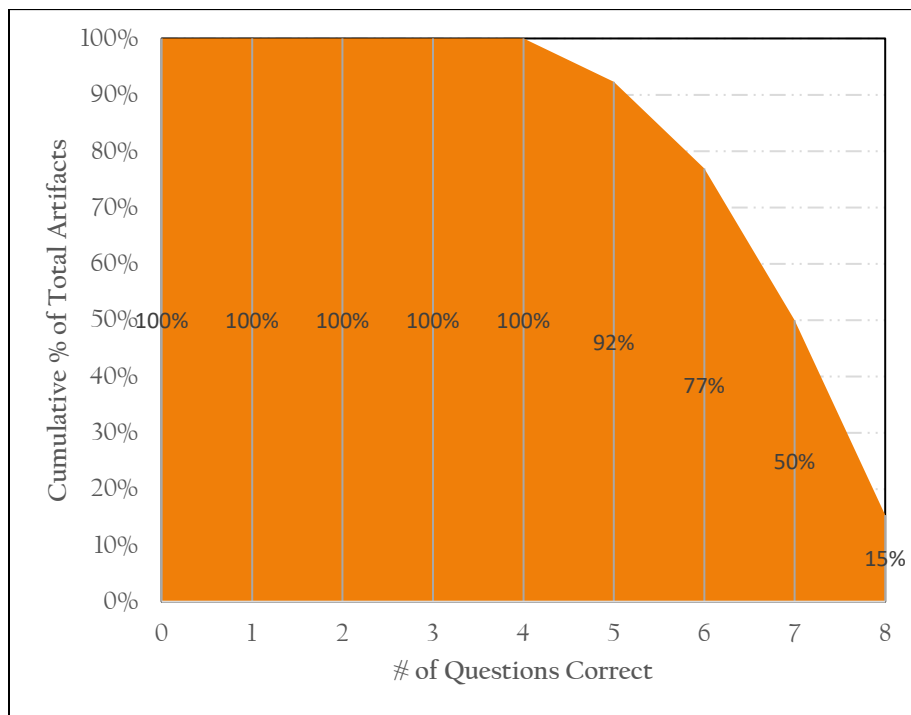


Figure 27. Cumulative distribution of scores for 8-question subset from HUS 2302. Example: 92% of artifacts score 5/8 or more questions correct, while 77% score 6/8 or more correct and just 15% score all 8 correct.

2.4.2.1 *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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.4.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.4.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.4.2.2 *Longitudinal Study*

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.4.3 HUS 2404

No course sections were run during spring 2019, so no analysis was completed.

2.5 SLO #5 – PLANNING & EVALUATION (ASSESSED THROUGH HUS 2200 & HUS 2315)

2.5.1 HUS 2200

No course sections were run during spring 2019, so no analysis was completed.

2.5.2 HUS 2315

During the spring 2019 semester, 30 artifacts were tallied from 2 of 2 sections of HUS 2315 in order to assess SLO 5. For spring 2019, SLO 5 is assessed utilizing a 10-question subset from an exam within the HUS 2315 course. Those 10 questions and how they are mapped to the SLO are described below.

- ✚ Q1: One of the ways that Behavioral Therapists facilitate change is by:
- ✚ Q2: After the presenting problem and the general treatment goals have been formulated, the next step in developing the treatment plan is to
- ✚ Q3: The presenting problem is the
- ✚ Q4: The number of times that a client stops by a bar after work in a week's time is a way to measure the _____ of "drinking behavior."
- ✚ Q5: If someone said to you, "You need to stop using foul language." What are they asking you to do about the behavior?
- ✚ Q6: You have been asked to assess a young child who has been getting into fights on the playground. What type of assessment would be best?

- ✦ Q7: You have been asked to assess a young child who is having difficulty interacting with other children and sharing toys. You have a play area with a two-way mirror in your office and this week your time is very limited. What type of assessment would be best?
- ✦ Q8: Some of the positive instructions that a behavioral therapist might suggest for parents to use with their children could include:
- ✦ Q9: In Behavior Therapy, there are four basic procedures used during the assessment process, to assess client's cognitions. They include, "think aloud" procedures, interviewing, Self-Recording, AND
- ✦ Q10: According to the Text, the process of Behavior Therapy includes 4 steps. The first two, Clarifying the Problem, and Formulating Treatment Goals, would be common to any type of therapy. The last two steps of the process, which are unique to Behavior therapy, are:

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 28 below. A score distribution for the 10-question subset is shown in Figure 29 while a cumulative distribution is shown in Figure 30. The highest scoring questions by way of percentage of artifacts with the correct answer (as shown in Figure 28) are Q5 and Q8, regarding behavior and positive instructions, where 93% of artifacts selected the correct answer. The lowest scoring is Q2, regarding general treatment goals, where only 7% of artifacts exhibit correct answers.

If we review score distribution for the 10-question subset (Figure 29), most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 57% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively (Figure 30), we find that 73% of artifacts score a 7/10 or higher. At a higher level of achievement, 30% score 9/10 or higher, and 3% score a perfect 10/10.

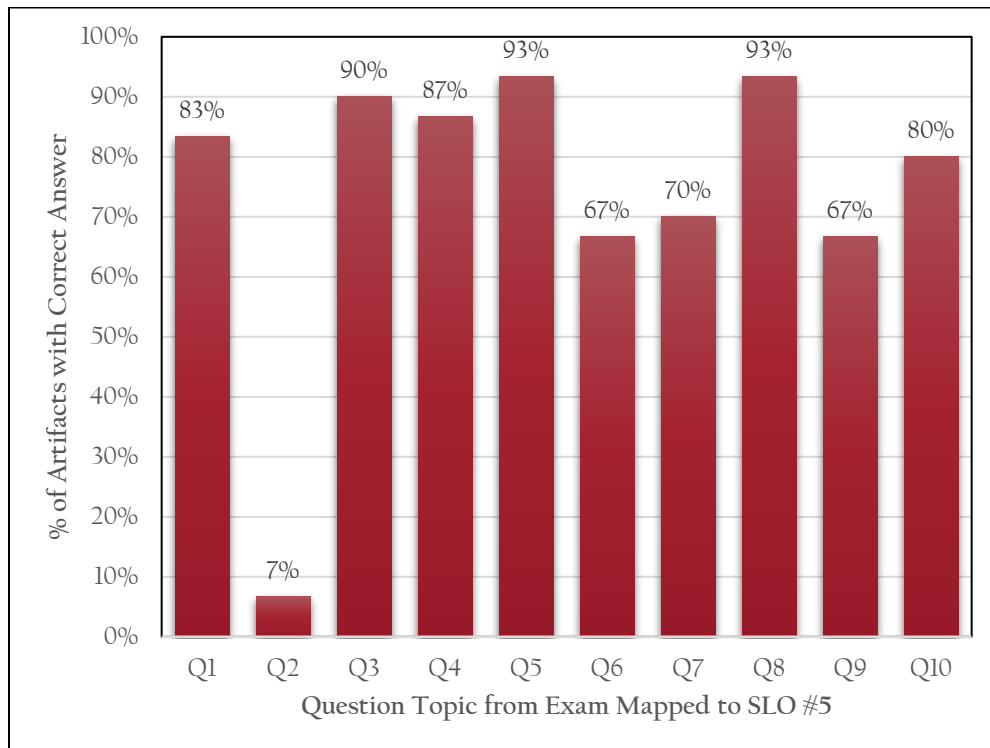


Figure 28. Achievement of SLO 5 10-question subset from HUS 2315.

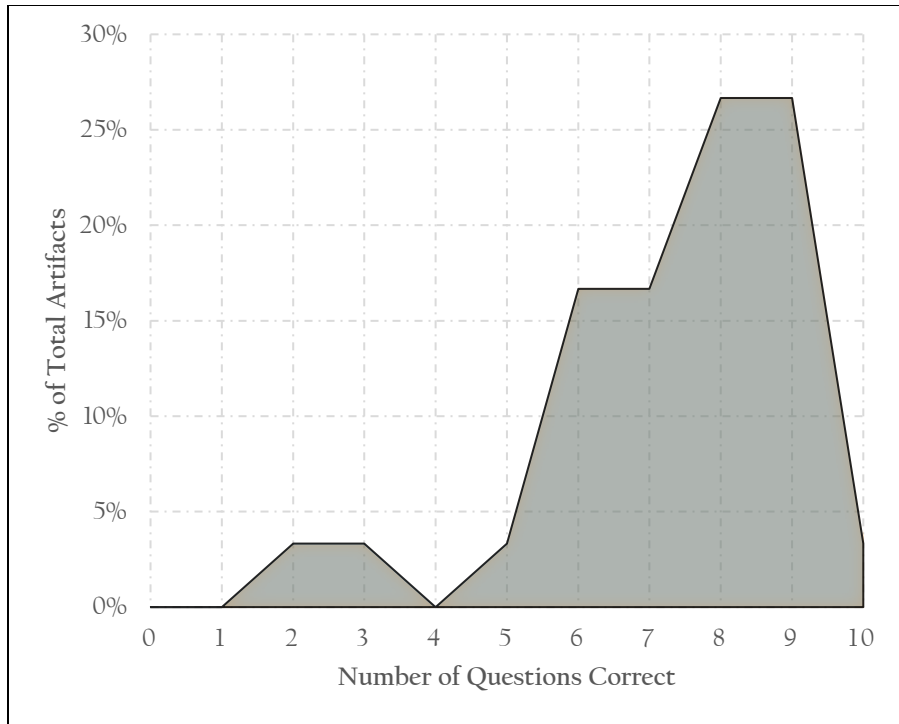


Figure 29. Score distribution for 10-question subset from HUS 2315.

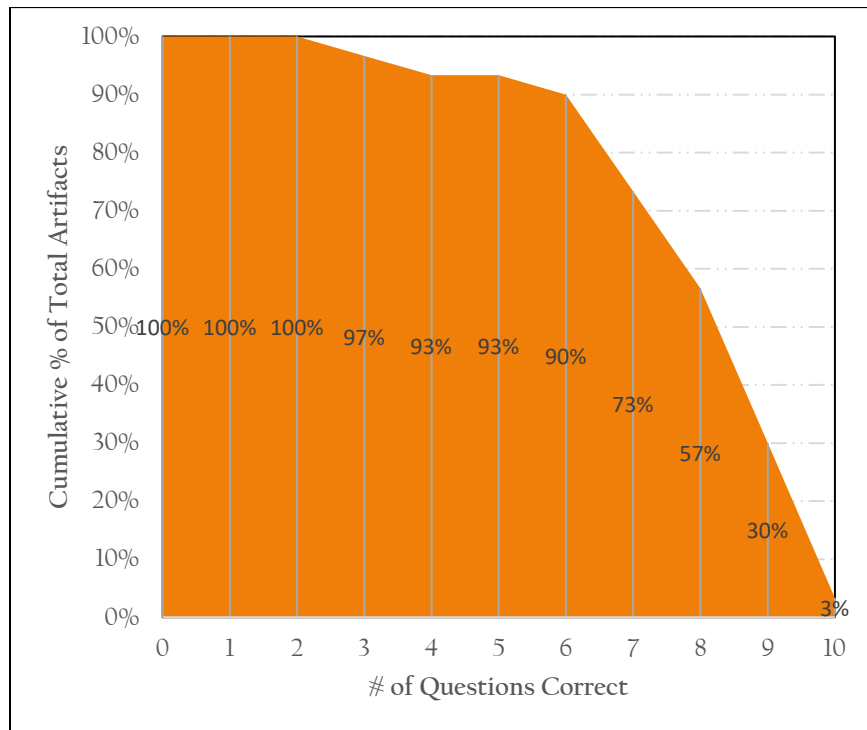


Figure 30. Cumulative distribution of scores for 10-question subset from HUS 2315. Example: 93% of artifacts score 4/10 or more questions correct, while 57% score 8/10 or more correct and just 3% score all 10 correct.

2.5.2.1 *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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.5.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.5.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.5.2.2 *Longitudinal Study*

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.6 SLO #6 – INTERVENTIONS & DIRECT SERVICES (ASSESSED THROUGH HUS 2200 & HUS 2525)

2.6.1 HUS 2200

No course sections were run during spring 2019, so no analysis was completed.

2.6.2 HUS 2525

No course sections were run during spring 2019, so no analysis was completed.

2.7 SLO #7 – INTERPERSONAL COMMUNICATION (ASSESSED THROUGH HUS 2200 & HUS 2302)

2.7.1 HUS 2200

No course sections were run during spring 2019, so no analysis was completed.

2.7.2 HUS 2302

During the spring 2019 semester, 27 artifacts were tallied from 2 of 2 sections of HUS 2302 in order to assess SLO 7. For spring 2019, SLO 7 is assessed utilizing a 10-question subset from an exam within the HUS 2302 course. Those 10 questions and how they are mapped to the SLO are described below.

- ✚ Q1: Attending behavior includes individually and culturally appropriate_____.
- ✚ Q2: Which of these is not true of effective attending behavior?
- ✚ Q3: The Guidelines for Multicultural Proficiency focus on
- ✚ Q4: When you demonstrate effective attending behavior, clients usually_____.
- ✚ Q5: Staying with the topic is important in
- ✚ Q6: Cultural differences...

- ✚ Q7: We tend to listen to some topics more than others by verbal tracking. We hear some topics better than others. It is important that the interviewer be aware of unconscious patterns of...
- ✚ Q8: Through _____, we can sometimes stop clients from talking about nonproductive topics.
- ✚ Q9: Some cultural aspects you may find in the interview include all but one of the following:
- ✚ Q10: Attending skills...

SLO achievement by way of percent of correct responses for each question in the 10-question subset is shown in Figure 31 below. A score distribution for the 10-question subset is shown in Figure 32 while a cumulative distribution is shown in Figure 33. The highest scoring question by way of percentage of artifacts with the correct answer (as shown in Figure 37) is Q1, regarding individual and culturally appropriate behavior, where 100% of artifacts exhibit the correct selected answer. The lowest scoring is Q8, regarding nonproductive topics, where only 22% of artifacts exhibit correct answers.

If we review score distribution for the 10-question subset (Figure 31), most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 52% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively (Figure 39), we find that 85% of artifacts score a 7/10 or higher. At a higher level of achievement, 33% score 9/10 or higher, and 15% score a perfect 10/10.

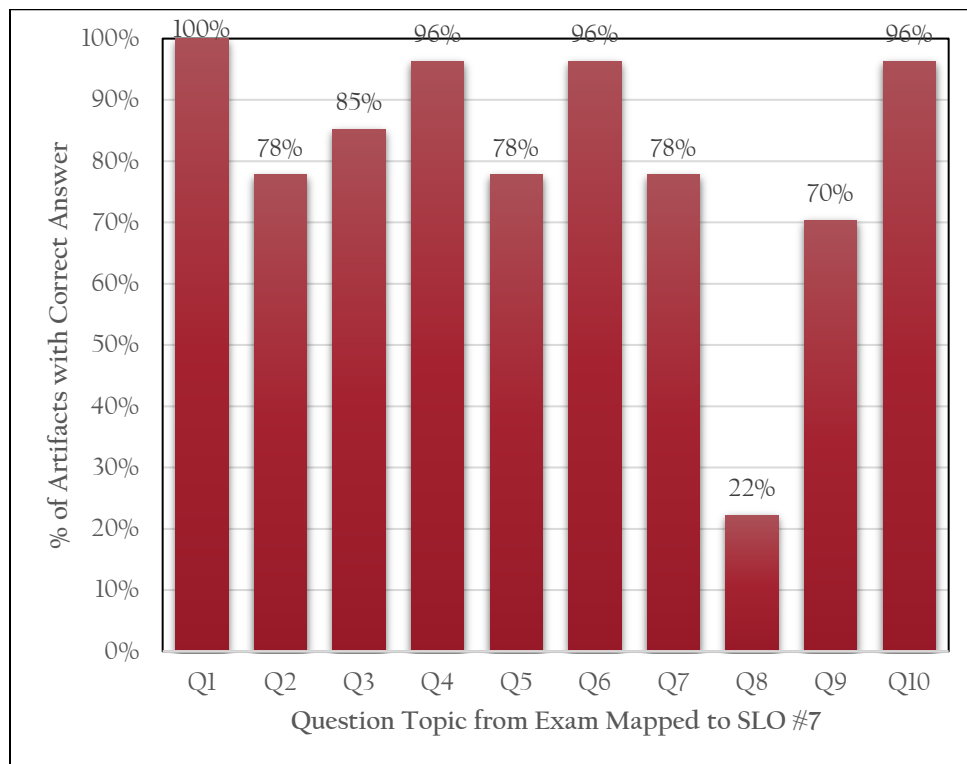


Figure 31. Achievement of SLO 7 10-question subset from HUS 2302.

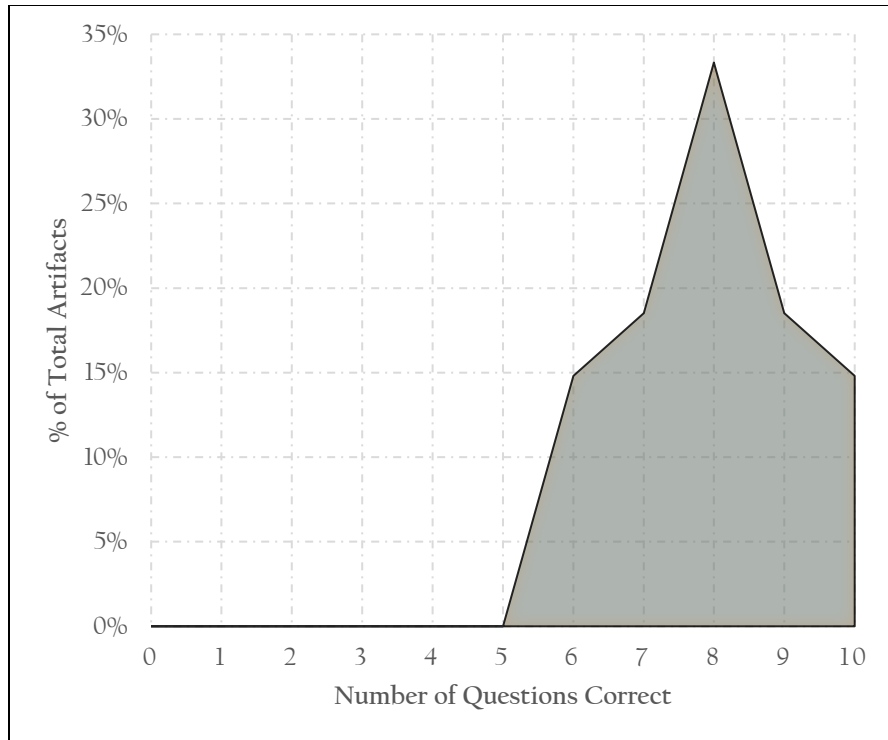


Figure 32. Score distribution for 10-question subset from HUS 2302.

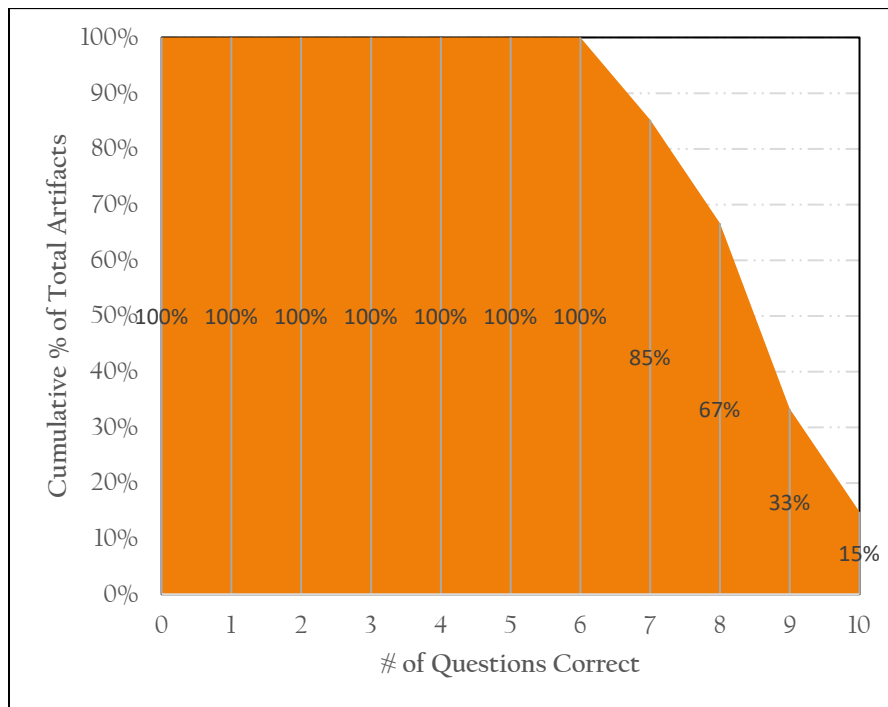


Figure 33. Cumulative distribution of scores for 10-question subset from HUS 2302. Example: 100% of artifacts score 6/10 or more questions correct, while 67% score 8/10 or more correct and just 15% score all 10 correct.

2.7.2.1 *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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.7.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.7.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.7.2.2 *Longitudinal Study*

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.8 SLO #8 – CLIENT-RELATED VALUES & ATTITUDES (ASSESSED THROUGH HUS 2500 & HUS 2551)

2.8.1 HUS 2500

No course sections were run during spring 2019, so no analysis was completed.

2.8.2 HUS 2551

During the spring 2019 semester, 11 artifacts were tallied from 1 of 1 sections of HUS 2551 in order to assess SLO 8. For spring 2019, SLO 8 is assessed utilizing a 9-question subset from an exam within the HUS 2551 course. Those nine questions and how they are mapped to the SLO are described below.

- ✚ Q1: You are a Social and Human Service Professional are working with a 42-year-old, Native American woman going through a life transition. In your initial intake, she reports living with her White, American husband and 8-year-old daughter in your city. As such, you do not assess the importance of tribal affiliation. This is the correct action to take because she does not live on a reservation.
- ✚ Q2: When working with an Asian American client, assess not just from an individual perspective but include family, community and societal influences on the problem.
- ✚ Q3: When working with Latino/a clients, assessments should be conducted in
- ✚ Q4: Cross-gender pairing may be problematic with Arab or Muslim clients. One should inquire if the gender of the Social and Human Service Professional is a factor to be considered.
- ✚ Q5: A Social and Human Service Professional responded to a client who requested to not be scheduled during Yom Kippur, "What? Do you need to pray or something?" This could be considered a...

- ✚ Q6: Errors of omission may occur if Social and Human Service Professionals fail to address sexual concerns of persons with disabilities.
- ✚ Q7: Assuming that a client is heterosexual is considered acceptable by professional standards due to the fact that most people identify as heterosexual in the United States.
- ✚ Q8: Statements such as "Are we ready for our bath?" and "You want to take your medicine now, don't you?" used with exaggerated intonation and elevated pitch when speaking to older adults is:
- ✚ Q9: According to Sullivan & Mahalik, the career self-efficacy of women is increased by having them...

SLO achievement by way of percent of correct responses for each question in the 9-question subset is shown in Figure 34 below. A score distribution for the 9-question subset is shown in Figure 35 while a cumulative distribution is shown in Figure 36. The highest scoring questions by way of percentage of artifacts with the correct answer (as shown in Figure 34) are Q2, Q3, Q4, Q6, and Q9, where 100% of artifacts selected the correct answer. The lowest scoring is Q5, regarding proper conversational etiquette with clients, where only 73% of artifacts exhibit correct answers.

If we review score distribution for the 9-question subset (Figure 35), most artifacts exhibit perfect scores (over 60%). In reviewing the data cumulatively (Figure 36), we find that 91% of artifacts score a 7/9 or higher. At a higher level of achievement, 73% score 8/9 or higher, and 64% score a perfect 9/9.

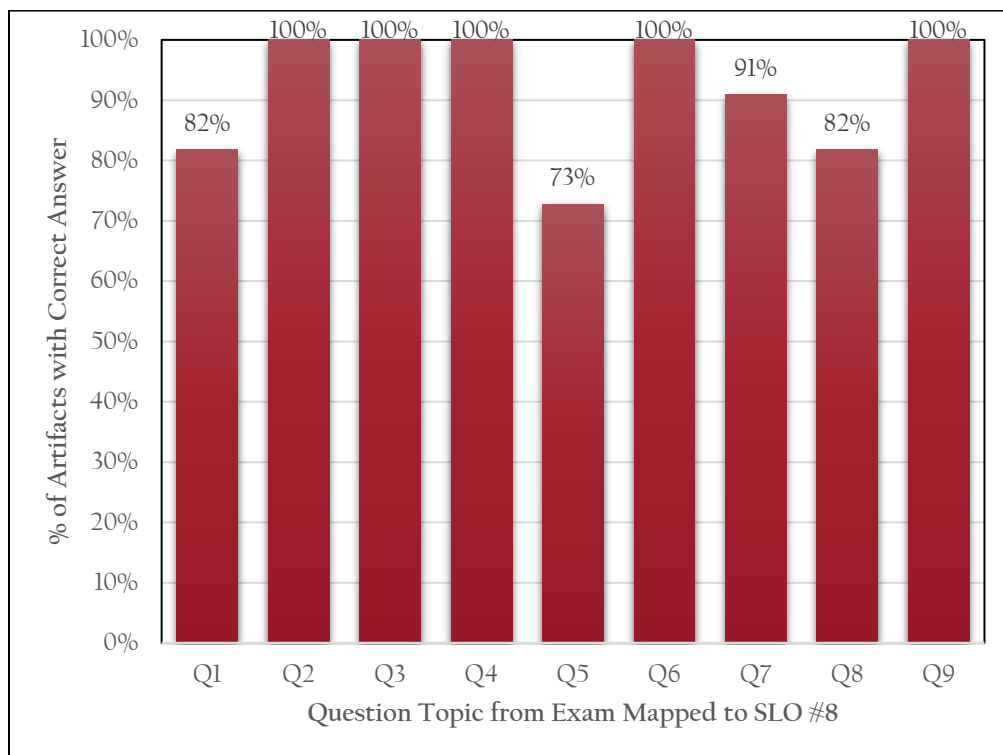


Figure 34. Achievement of SLO 8 9-question subset from HUS 2551.

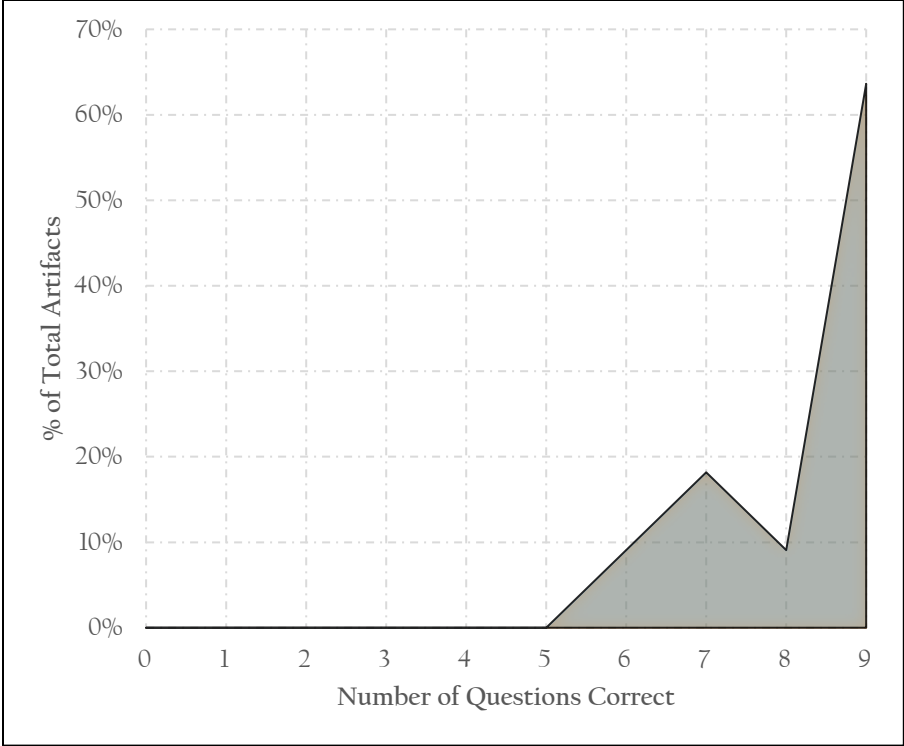


Figure 35. Score distribution for 9-question subset from HUS 2551.

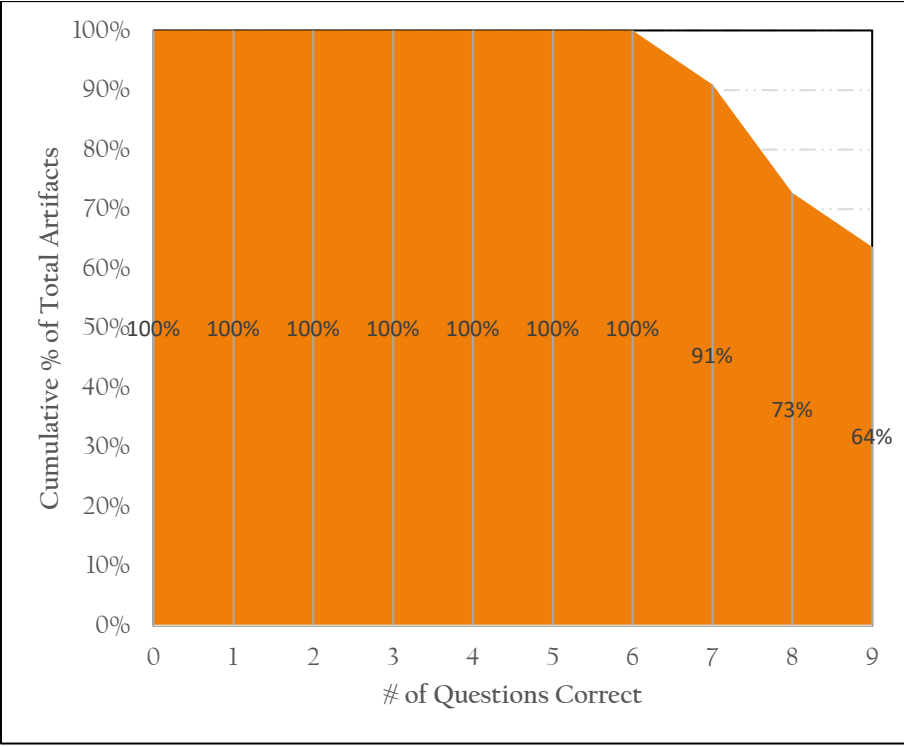


Figure 36. Cumulative distribution of scores for 9-question subset from HUS 2551. Example: 91% of artifacts score 7/9 or more questions correct, while 73% score 8/9 or more correct and 64% score all 9 correct.

2.8.2.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.8.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.8.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.8.2.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.9 SLO #9 – SELF-DEVELOPMENT (ASSESSED THROUGH HUS 2500 & HUS 2551)

2.9.1 HUS 2500

No course sections were run during spring 2019, so no analysis was completed.

2.9.2 HUS 2551

During the spring 2019 semester, 11 artifacts were tallied from 1 of 1 sections of HUS 2551 in order to assess SLO 9. For spring 2019, SLO 9 is assessed utilizing a 7-question subset from an exam within the HUS 2551 course. Those seven questions and how they are mapped to the SLO are described below.

- ✚ Q1: One of the most important characteristic for African Americans is the cultural sensitivity of the Social and Human Service Professional.
- ✚ Q2: During the first session, it may be beneficial to _____ when working with an African American client.
- ✚ Q3: African American clients who sense that the counselor is willing to "go the extra mile" with the client are more likely to continue with counseling.
- ✚ Q4: Social and Human Service Professionals need to understand the negative stereotypes of multiracial individuals (i.e., confused, unhealthy) and the research that reveals that multiracial individuals:
- ✚ Q5: All of the following are recommended practices for working with Arab American clients EXCEPT:
- ✚ Q6: When counseling an orthodox Jew, it may be desirable to:
- ✚ Q7: Social and Human Service Professionals can address their discomfort with disabilities in clients by:

SLO achievement by way of percent of correct responses for each question in the 9-question subset is shown in Figure 37 below. A score distribution for the 7-question subset is shown in Figure 38 while a cumulative distribution is shown in Figure 39. The highest scoring questions by way of percentage of artifacts with the correct answer (as shown in Figure 37) are Q3, Q4, and Q7, where 100% of artifacts selected the correct answer. The lowest scoring is Q5, regarding practices for working in Arab communities, where only 73% of artifacts exhibit correct answers.

If we review score distribution for the 7-question subset (Figure 38), most artifacts exhibit perfect scores (over 55%). In reviewing the data cumulatively (Figure 39), we find that 91% of artifacts score a 5/7 or higher. At a higher level of achievement, 82% score 6/7 or higher, and 55% score a perfect 7/7.

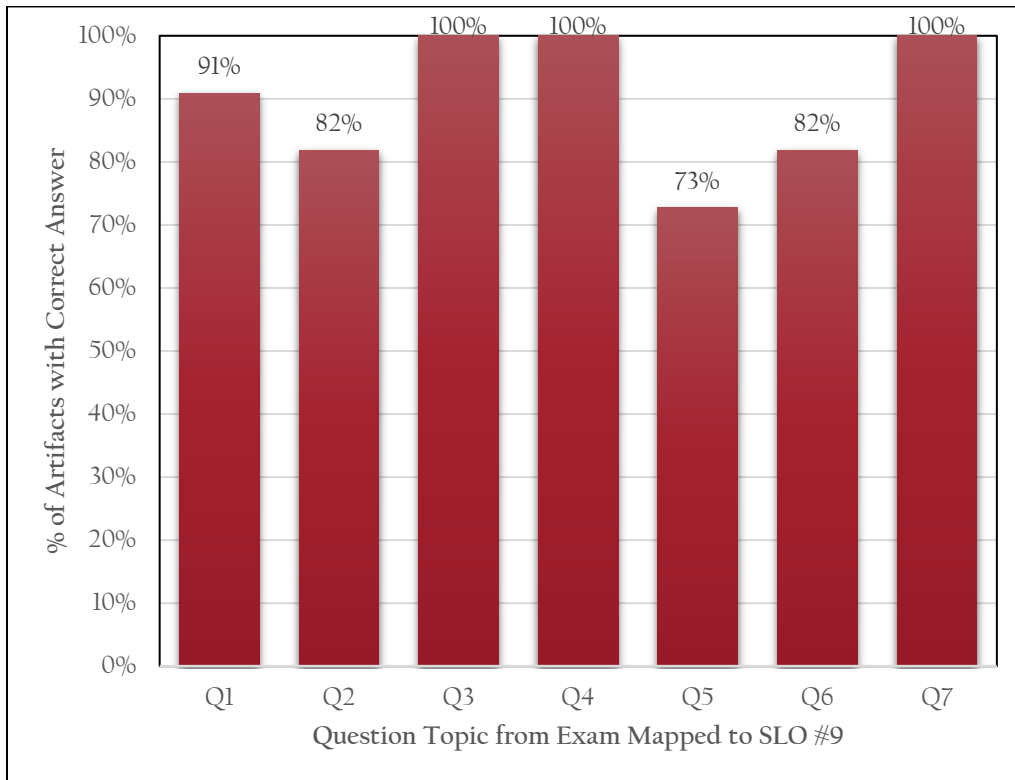


Figure 37. Achievement of SLO 9 7-question subset from HUS 2551.

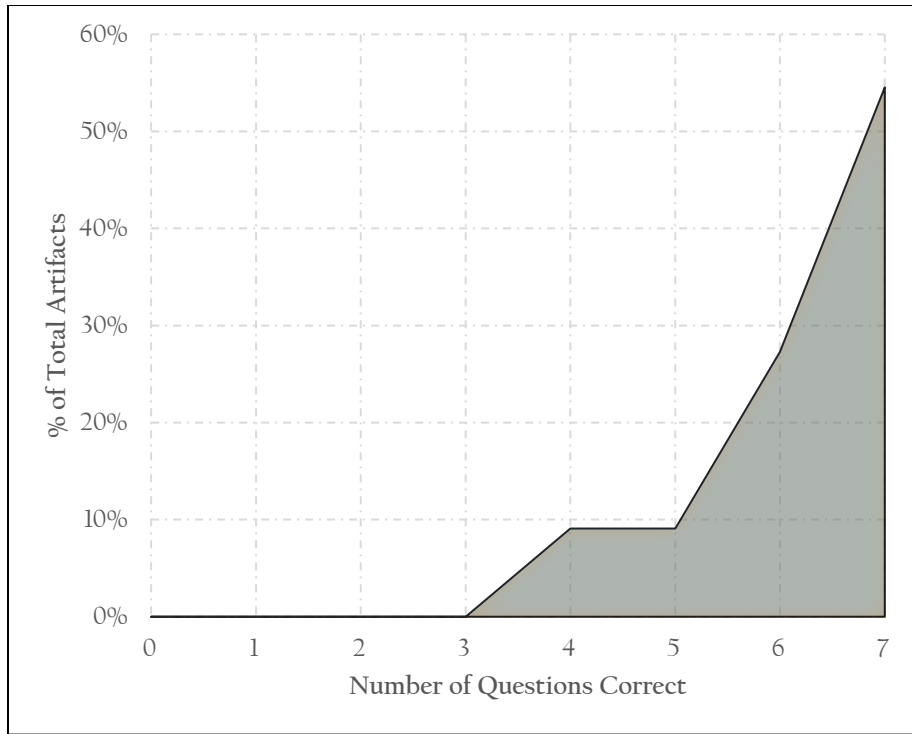


Figure 38. Score distribution for 7-question subset from HUS 2551.

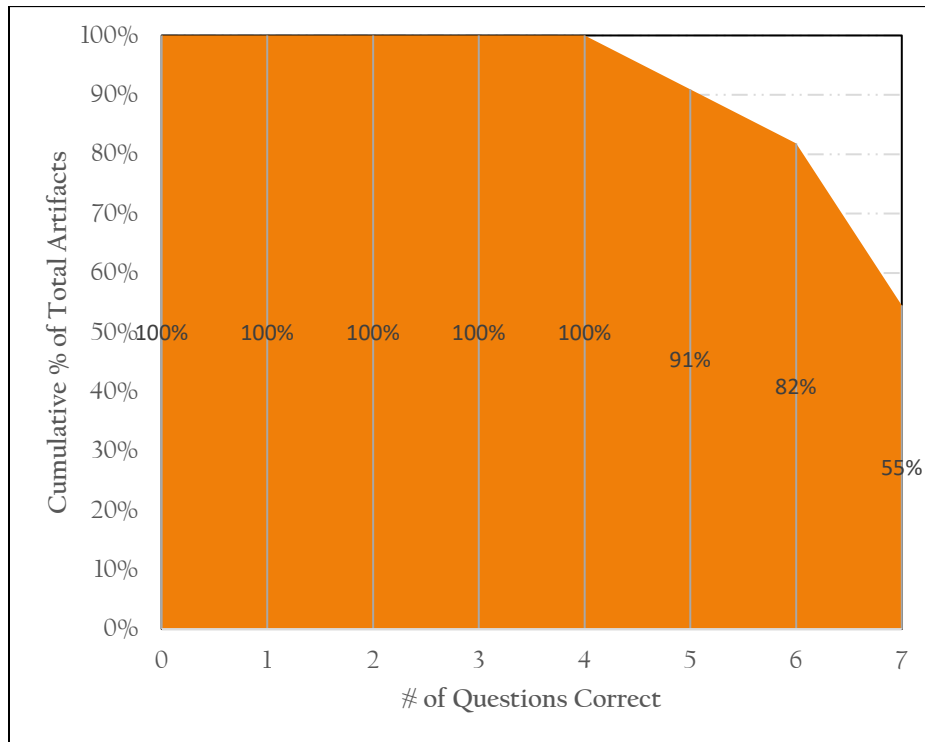


Figure 39. Cumulative distribution of scores for 7-question subset from HUS 2551. Example: 91% of artifacts score 5/7 or more questions correct, while 82% score 6/7 or more correct and 55% score all seven correct.

2.9.2.1 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.

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

No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.9.2.1.2 Online to Traditional Comparison

No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.

2.9.2.1.3 Comparison by Campus/Site

Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

2.9.2.2 Longitudinal Study

A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

2.10 SLO #10 – INTEGRATION OF KNOWLEDGE, SKILLS, & VALUES (ASSESSED THROUGH HUS 2842L & HUS 2843L)

2.10.1 HUS 2842L

No assessment tool has been identified yet for this Student Learning Outcome. Once a tool has been identified, this area will be populated.

2.10.2 HUS 2843L

No assessment tool has been identified yet for this Student Learning Outcome. Once a tool has been identified, this area will be populated.

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 included two courses. Beginning spring 2019, this plan includes all courses. For spring 2019, this plan includes HUS 1001 *Introduction to Human Services*, HUS 1320 *Theories and Foundations of Crisis Intervention*, HUS 1400 *Alcoholism and Other Drug Abuse*, HUS 2302 *Basic Counseling Skills*, HUS 2315 *Studies in Behavioral Modification*, HUS 2411 *Introduction to Chemical Dependencies*, HUS 2428 *Treatment and Resources in Substance Abuse*, HUS 2540 *Building Stronger Families and Communities*, and HUS 2551 *Multicultural Perspectives in Human Services (I)*.

3.1 SLO 1

A drill-down of SLO 1 results (assessed through HUS 1001 & HUS 2411) are as follows:

1. HUS 1001
 - a. SLO achievement 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 92% of artifacts selected the correct answer. The lowest scoring is Q4, regarding the founder of the human service field. Here, only 49% of artifacts selected the correct answer.
 - b. If we review score distribution for the 6-question subset, more than 50% of artifacts score 5/6 or higher. In reviewing the data cumulatively, we find that 73% of artifacts score a 4/6 or higher. At a higher level of achievement, 55% score 5/6 or higher, and 29% score a perfect 6/6.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from fall 2019.
2. HUS 2411
 - a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 2411 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q7 and Q10, regarding Family Smoking Prevention and anti-drug policies, where 94% of artifacts selected the correct answer. The lowest scoring is Q9, regarding the Omnibus Crime Control Act, where 44% of artifacts exhibit correct answers.
 - b. If we review score distribution for the 10-question subset, most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 54% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively, we find that 78% of artifacts score a 7/10 or higher. At a higher level of achievement, 39% score 9/10 or higher, and 11% score a perfect 10/10.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.2 SLO 2

A drill-down of SLO 2 results (assessed through HUS 1320, HUS 1400, HUS 1640, HUS 2428 & HUS 2540) are as follows:

1. HUS 1320

- a. SLO achievement is measured utilizing an 8-question subset from an exam within the HUS 1320 course. The highest scoring question by way of percentage of artifacts with the correct answer are Q3 and Q7, regarding crisis management, each at 100% of artifacts selecting the correct answer. The lowest scoring is Q5, regarding client privilege, at 46%.
 - b. If we review score distribution for the 8-question subset, 19% score a perfect 8/8. An additional 23% score 7/8. In total, 62% of artifacts score 6/8 or higher. In reviewing the data cumulatively, we find that 92% of artifacts score a 4/8 or higher. At a higher level of achievement, 42% score 7/8 or higher, and 19% score a perfect 8/8.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.
2. HUS 1400
- a. SLO achievement is measured utilizing a 9-question subset from an exam within the HUS 1400 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q6, regarding motivational interviewing, at 100% of artifacts exhibiting the correct answer. The lowest scoring is Q4, regarding alcoholism, at 63%.
 - b. If we review score distribution for the 10-question subset, most artifacts score 8/9 or 9/9 correct. In total, 63% of artifacts score 8/9 or 9/9 correct. In reviewing the data cumulatively, we find that 93% of artifacts score a 6/9 or higher. At a higher level of achievement, 87% score 7/9 or higher, and 37% score a perfect 9/9.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from fall 2019.
3. HUS 1640
- a. No course sections were run during spring 2019, so no analysis was completed.
4. HUS 2428
- a. SLO achievement is measured utilizing a 9-question subset from an exam within the HUS 2428 course. The highest scoring questions by way of percentage of artifacts with the correct answer are Q2 and Q6, regarding coping styles and learned values, each at 100% of artifacts selecting the correct answer. The lowest scoring is Q9, regarding levels of care, at 33%.
 - b. If we review score distribution for the 9-question subset, most artifacts score 4/7 or 5/7 correct. In total, 66% of artifacts score 4/7 or 5/7 correct. In reviewing the data cumulatively, we find that 92% of artifacts score a 4/7 or higher. At a higher level of

achievement, 25% score 6/7 or higher, and 8% score a perfect 7/7 (note two questions of the planned nine not included, so perfect score is 7/7, not 9/9.)

- c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.
5. HUS 2540
- a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 2540 course. The highest scoring questions by way of percentage of artifacts with the correct answer are Q1, Q3, and Q4, regarding perspective focus, attachment in children, and sexual behavior, each at 91% of artifacts exhibiting the correct answer. The lowest scoring is Q10, regarding family policy, at 50%.
 - b. If we review score distribution for the 10-question subset, scores are centered on 8/10, with most artifacts exhibiting scores of 6/10 or higher. In reviewing the data cumulatively, we find that 86% of artifacts score a 7/10 or higher. At a higher level of achievement, 64% score 8/10 or higher, and 14% score a perfect 10/10.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.3 SLO 3

A drill-down of SLO 3 results (assessed through HUS 2315 & HUS 2525) are as follows:

- 1. HUS 2315
 - a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 2315 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q2, regarding cognitive behavior therapy, where 97% of artifacts selected the correct answer. The lowest scoring is Q4, regarding types of behavior therapy. Here, only 50% of artifacts selected the correct answer.
 - b. If we review score distribution for the 10-question subset, scores are centered on 8/10, with a small group scoring lower scores at 2/10 and 3/10. In reviewing the data cumulatively, we find that 80% of artifacts score a 7/10 or higher. At a higher level of achievement, 37% score 9/10 or higher, and 20% score a perfect 10/10.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

- d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.
2. HUS 2525
- a. No course sections were run during spring 2019, so no analysis was completed.

3.4 SLO 4

A drill-down of SLO 4 results (assessed through HUS 1400 & HUS 2302) are as follows:

1. HUS 1400
- a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 1400 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q2, regarding substance disorder treatment, where 93% of artifacts selected the correct answer. The lowest scoring is Q1, regarding diagnosis. Here, only 41% of artifacts exhibit the correct answer.
 - b. If we review score distribution for the 10-question subset, score distribution is centered on 7/10, in which 35% of artifacts occupy. In reviewing the data cumulatively, we find that 61% of artifacts score a 7/10 or higher. At a higher level of achievement, 26% score 8/10 or higher, and 2% score a perfect 10/10.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.
2. HUS 2302
- a. SLO achievement is measured utilizing an 8-question subset from an exam within the HUS 2302 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q3, regarding obtaining information about a client, where 100% of artifacts selected the correct answer. The lowest scoring is Q1, regarding the five stages of the interview process, where 35% of artifacts exhibit correct answers.
 - b. If we review score distribution for the 8-question subset, scores are centered on 7/8. In total, 35% of artifacts score 7/8 correct. In reviewing the data cumulatively, we find that 77% of artifacts exhibit a score of 6/8 or higher. At a higher level of achievement, 50% score 7/8 or higher, and 15% score a perfect 8/8.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.

- f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.
- 3. HUS 2404
 - a. No course sections were run during spring 2019, so no analysis was completed.

3.5 SLO 5

A drill-down of SLO 5 results (assessed through HUS 2200 & HUS 2315) are as follows:

- 1. HUS 2200
 - a. No course sections were run during spring 2019, so no analysis was completed.
- 2. HUS 2315
 - a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 2315 course. The highest scoring questions by way of percentage of artifacts with the correct answer are Q5 and Q8, regarding behavior and positive instructions, where 93% of artifacts selected the correct answer. The lowest scoring is Q2, regarding general treatment goals, where only 7% of artifacts exhibit correct answers.
 - b. If we review score distribution for the 10-question subset, most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 57% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively, we find that 73% of artifacts score a 7/10 or higher. At a higher level of achievement, 30% score 9/10 or higher, and 3% score a perfect 10/10.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.6 SLO 6

A drill-down of SLO 6 results (assessed through HUS 2200 & HUS 2525) are as follows:

- 1. HUS 2200
 - a. No course sections were run during spring 2019, so no analysis was completed.
- 2. HUS 2525
 - a. No course sections were run during spring 2019, so no analysis was completed.

3.7 SLO 7

A drill-down of SLO 7 results are as follows:

- 1. HUS 2200
 - a. No course sections were run during spring 2019, so no analysis was completed.
- 2. HUS 2302
 - a. SLO achievement is measured utilizing a 10-question subset from an exam within the HUS 2302 course. The highest scoring question by way of percentage of artifacts with the correct answer is Q1, regarding individual and culturally appropriate behavior, where 100% of artifacts exhibit the correct selected answer. The lowest scoring is Q8, regarding nonproductive topics, where only 22% of artifacts exhibit correct answers.

- b. If we review score distribution for the 10-question subset, most artifacts exhibit scores of 8/10 or 9/10 correct. In total, 52% of artifacts score 8/10 or 9/10 correct. In reviewing the data cumulatively, we find that 85% of artifacts score a 7/10 or higher. At a higher level of achievement, 33% score 9/10 or higher, and 15% score a perfect 10/10.
- c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
- d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
- e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
- f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.8 SLO 8

A drill-down of SLO 8 results (assessed through HUS 2500 & HUS 2551) are as follows:

- 1. HUS 2500
 - a. No course sections were run during spring 2019, so no analysis was completed.
- 2. HUS 2551
 - a. SLO achievement is measured utilizing a 9-question subset from an exam within the HUS 2551 course. The highest scoring questions by way of percentage of artifacts with the correct answer are Q2, Q3, Q4, Q6, and Q9, where 100% of artifacts selected the correct answer. The lowest scoring is Q5, regarding proper conversational etiquette with clients, where only 73% of artifacts exhibit correct answers.
 - b. If we review score distribution for the 9-question subset, most artifacts exhibit perfect scores (over 60%). In reviewing the data cumulatively, we find that 91% of artifacts score a 7/9 or higher. At a higher level of achievement, 73% score 8/9 or higher, and 64% score a perfect 9/9.
 - c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
 - d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
 - e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
 - f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.9 SLO 9

A drill-down of SLO 9 results (assessed through HUS 2500 & HUS 2551) are as follows:

- 1. HUS 2500
 - a. No course sections were run during spring 2019, so no analysis was completed.
- 2. HUS 2551
 - a. SLO achievement is measured utilizing a 7-question subset from an exam within the HUS 2551 course. The highest scoring questions by way of percentage of artifacts with the correct answer are Q3, Q4, and Q7, where 100% of artifacts selected the correct answer.

The lowest scoring is Q5, regarding practices for working in Arab communities, where only 73% of artifacts exhibit correct answers.

- b. If we review score distribution for the 7-question subset, most artifacts exhibit perfect scores (over 55%). In reviewing the data cumulatively, we find that 91% of artifacts score a 5/7 or higher. At a higher level of achievement, 82% score 6/7 or higher, and 55% score a perfect 7/7.
- c. No dual enrollment (concurrent) sections of the course were run during spring 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.
- d. No traditional course sections of the course were run during spring 2019 so no comparison study between online and traditional could be completed.
- e. Course sections were only offered at one site during spring 2019, so no cross-campus comparison could be completed.
- f. A longitudinal study will begin once the first repeat data set is collected following data collection from spring 2020.

3.10 SLO 10

A drill-down of SLO 10 results (assessed through HUS 2842L & HUS 2843L) are as follows:

1. HUS 2842L
 - a. No assessment tool has been identified yet for this Student Learning Outcome. Once a tool has been identified, this area will be populated.
2. HUS 2551
 - a. No assessment tool has been identified yet for this Student Learning Outcome. Once a tool has been identified, this area will be populated.