Millikin University Student Learning Outcomes

Human Service Major Academic Year 2008-09

Submitted By:

Kay B. White, ACSW, LCSW, Associate Professor of Social Work Mary E. Garrison, ACSW, LCSW, Assistant Professor of Social Work

July 2009

Executive Summary

This major is designed to provide students with a cross-disciplinary perspective necessary for beginning a career or graduate study in the fields of Social Work or Human Services. The core curriculum of this major includes 41 course hours. These required courses cover a wide range of topics from fields of practice, skill development, and ethical issues to current social pro hop-4(oeegin)4(dix)-(se# of.)3()]TJETBT1 0 071.35.024 6606Tms

with individuals and/or groups.

- c. Demonstrate a beginning understanding of outcomes of intervention and the use of qualitative and quantitative methods, and
- d. Demonstrate beginning skills in written language, documentation and reporting appropriate to the helping field.

Goal II: Citizenship

Objective: Students will demonstrate competence in discipline-based citizenship by accomplishing the following learning outcomes:

a. Perform the duties of a human service provider with the guideline of the code of ethics

of the profession and function competently in the established stands of the field, and

b. Articulate the concepts of advocacy and development of programs/services for individuals, families and groups within the community.

Goal III: Life and Meaning and Value

Objective: Students will discover and develop a personal life of meaning and value as they:

- a. Continue to participate in the personal values and ethics self review, the impact of their personal choices on the client population, and
- b. Actively seek continuing education/experiences that will assist them in growth and enhancement of personal skills and knowledge related to the field of practice

CURRENT SITUATION IN HUMAN SERVICE MAJOR

There are currently two full time teaching faculty in the Human Service Major. Both faculty retain positions which are full time tenured or tenure track. Each faculty member teaches a full academic load of Human Service courses exclusively each semester. Historically both faculty have also taught independent study with students each semester and maintained each semester a student teaching assistant for practice classes. In the 2008-09 academic year Professor White taught 1 independent study class and had 1 teaching assistant, Professor Garrison taught 13 independent study classes and had 5 teaching assistants. This allows students opportunity to add to their transcript in creative ways their commitment and motivation to the field. These additional activities have had very positive impact upon graduate school applications. Additional Human Service courses are offered during every Immersion class session and during Summer School by this core faculty. In this academic year, Ms Garrison took 5 students to study in Spring Immersion to Ireland, Prof White had 7 students in Spring Immersion teaching Equine Assisted Counseling and 11 in January Immersion for Child

Welfare. Professor Garrison had 1 independent study in January 2009 Immersion. Faculty also has applied for and maintains a license with the State of Illinois Department of Professional Regulation as being a Continuing Education Provider for social work and licensed professional counselors. This year an international workshop was hosted on campus with faculty from Ireland teaching on mental health practices. This allowed our students to attend and obtain not only current practice education, but contact with regional professionals and employers. Professor Garrison also develops travel experiences each year for students through the Human Service Connection Program. In

provide content to support and identify the level of goal mastery at the completion of this major course of study.

Additionally a yearly self evaluation survey will be given to the students upon completion of Capstone Internship prior to graduation. Human Service faculty will maintain completed evaluation forms from permanent file in the Departmental office. A report will be generated from the cumulative data collected. This report will be presented to all Behavioral Science Faculty at a department meeting. The reporting timeline will be in the July of each year.

Assessment of course work maintained will take place utilizing the human services assessment rubric including foundation courses, methods courses and applied practice courses. The rubric includes green, yellow and red guidelines for each course and will be assessed based on human service learning goals.

Assessment Data and Results

Attached to this report are the documents: student self survey, capstone site supervisor evaluation, and graduate school/job outcome reports. Respondents to the student self survey totaled 12 students/100 % of the graduating class. Included are student narratives from the survey. In a graduating class of twelve students, responded to current status as 2 employed and 10 in graduate school. The cumulative evaluation completed by the capstone site supervisors are attached for review.

Improvement Plans

We continue to revise and improve our process of outcome evaluation. This year reflects the addition of a rubric and green, yellow, red reporting categories within the content areas of Foundation, Methods, and Applied courses. We are quite pleased with the results of the data driven outcomes report for the major. Time and further data collection will allow us more accuracy and insight into this measurement process. We will continue to look to our graduates to guide us in filling the gaps for successful employment or graduate study. Faculty will continue to refine curriculum the requirements of the major course of study and provide opportunities that are

IV. Appendices:

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