Program Evaluation Summary

Old Dominion University’s Human Serves Program utilizes an assessment team comprised of various Human Services faculty to ensure the program aligns with human services education standards according to the Council of Standards for Human Services Education (CSHSE). This assessment team employs various mechanisms to evaluate the effectiveness of the traditional and online human services programs. This team includes the program director, and several human services (HMSV) faculty members with distinct roles. One member of the team collects and maintains data from formalized assessment tools via Qualtrics software, one analyzes collected data to ensure that the program quality aligns with CSHSE standards, and another faculty member integrates the data into ODU’s Performance Cloud for university accountability of the HMSV program. Performance Cloud is a programmatic assessment of program effectiveness and student learning in accordance with ODU standards. In addition to the assessment team, the ODU HMSV program evaluation is also informed by the Human Services Advisory Board Committee. The committee is composed of various stakeholders such as non-profit community agencies, ODU HMSV alumni, and current HMSV students.

All evaluation tools are utilized to ensure that the HMSV curriculum aligns with CSHSE standards. The following report outlines the HMSV programs’ identified objectives and specific measures used to assess the effectiveness of the HMSV program, student learning, and the alignment of the program with CSHSE standards. When aspects of the program evaluation reflect deficiencies in accomplishing program objectives, a plan of action will be collaboratively developed by HMSV program director, current faculty, department chair, dean of the school of education, and/or the HMSV Advisory Board Committee for implementing necessary changes and program enhancements.

Program evaluation and assessment of ODU HMSV program is done through various methods such as students’ grades, student and internship supervisors’ assessments, and collaboration with the community. These methods are utilized to assess the following objectives:

1. Prepare students to become human services professionals that will serve individuals, families, groups, communities and/or other supported human services organization functions (CSHSE Standard #1).
2. Implement programmatic mechanisms for assessment of and response to current policies, needs, and trends within the human services field (CSHSE Standard #3).
3. Conduct and report to the public, consistent formal evaluations that determine the effectiveness of the program in meeting the needs of the students, community, and the human services field; that lead to programmatic improvements as necessary (CSHSE Standard #4).
4. Maintain competent faculty that are strong and diverse in HMSV knowledge base and clinical/practical experience in the delivery of human services to clients (CSHSE Standard #6).
5. Evaluate each faculty and staff member to enhance excellence in teaching and fulfillment of essential roles (CSHSE Standard #8).
6. Prepare students to enter into a professional practice role in the human services field and/or graduate education.
7. Strengthen the knowledge, theory, skills, and values of human services students within the field of HMSV to prepare them for professional positions.
8. Provide hands on professional development within the field of human services.
9. Maintaining community partnerships

Each of these program objectives are measured in various ways. The following illustrates how each of the above objectives are measured to evaluate the effectiveness of the HMSV program.
1. Prepare students to become human services professionals that will serve individuals, families, groups, communities and/or other supported human services organization functions (CSHSE Standard #1).
   a. All human services students must earn a grade of C or better within all HMSV courses.
   b. All human services must earn a 2.0 grade point average or better to enter into HMSV 468: Internship in Human Services.
2. Implement programmatic mechanisms for assessment of and response to current policies, needs, and trends within the human services field (CSHSE Standard #3).
   a. The Human Services Advisory Board Committee will provide programmatic feedback on current policies, trends, and needs within the field of human services.
   b. HMSV program faculty will discuss and implement HMSV Advisory Board Committee feedback into the HMSV program and curriculum to reflect current HMSV trends, policies, and community needs.
3. Conduct and report to the public, consistent formal evaluations that determine the effectiveness of the program in meeting the needs of the students, community, and the human services field; that lead to programmatic improvements as necessary (CSHSE Standard #4).
   a. Senior HMSV students’ evaluation of the HMSV program
   b. Student interns’ evaluation of internship site supervisors
   c. Site Supervisors’ evaluation of HMSV student interns
   d. HMSV Advisory Board Committee reports
   e. Report and discuss final program evaluation data to HMSV program faculty
   f. Report data from assessments on the HMSV website annually
4. Maintain competent faculty and staff that are strong and diverse in HMSV knowledge base and clinical/practical experience in the delivery of human services to clients (CSHSE Standard #6).
   a. Review of faculty information summaries (annual comprehensive faculty evaluations)
   b. Evaluation of internship site supervisors
5. Maintain teaching excellence (CSHSE Standard #8).
   a. Evaluate each faculty and staff member to enhance excellence in teaching and fulfillment of essential roles through the annual submission of faculty teaching portfolio reviews
   b. Students’ evaluation of teaching faculty and adjuncts
6. Prepare students to enter into a professional practice role in the human services field and/or graduate education.
   a. Evaluation of internship sites by senior HMSV students
   b. Graduation rates reflecting a C or better in all HMSV course work and practice
   c. Students earning a C or better in HMSV 343W: Human Services Methods (writing intensive course integrating theories and skills within the HMSV field)
   d. Students’ knowledge and implementation of APA formatting in required papers
7. Strengthen the knowledge, theory, skills, and values of human services students within the field of HMSV to prepare them for professional positions.
   a. Survey volunteer site supervisors
   b. Evaluation of student interns by site supervisor
   c. Students earning a C or better in all HMSV required courses
   d. Curriculum alignment with CSHSE standards
   e. National HS-BCP exam scores
   f. Successful CSHSE accreditation
8. Provide hands on professional development within the field of human services.
   a. Students earning a C or better in HMSV 368: Field observation (50 hours of practice)
b. Students completing semester long HMSV 468: Internship in Human Services with a C or better in all HMSV content (100 hours of direct contact; 400 hours of practice total)

9. Maintaining community partnerships
   a. Maintaining an active Human Services Advisory Board Committee
   b. Grants and contracts with community agencies
   c. Active faculty membership and leadership within the National Organization of Human Services (NOHS), and/or the Southern Organization of Human Services (SOHS).

Selected Program Evaluation Areas

The following evaluation report highlights various areas of the human services program evaluation. This report specifically assesses programmatic issues as opposed to aspects of student learning goals. It includes evaluation measures from learning objective three, which measures the effectiveness of the program in meeting the needs of the students, community, and the human services field. Measures assessing object three examined the HMSV Programs’ conduct and reporting to the public, consistent formal evaluations that determine the effectiveness, quality, and consistency of the program; that lead to programmatic improvements as necessary as required by the Counsel of Standards for Human Services Education, standard number 4. It was measured through the following programmatic assessments:

   a. Senior HMSV students’ evaluation of the HMSV program
   b. Student interns’ evaluation of internship site supervisors
   c. Site Supervisors’ evaluation of HMSV student interns
   d. Review of the program by our HMSV Advisory Board Committee

Responses to all items were assessed on a 5-point Likert scale and ranged between 4.0 and 5.0. Results below highlight scores that fell below a mean of 4.5. The following results will be discussed during the HMSV program annual retreat to determine steps for improvement. Results will also be shared with the HMSV Advisory Board Committee and made public via ODU Department of Counseling and Human Services (ODU CHS) website. Based on these discussions, programmatic adjustments will be made as necessary.

Senior HMSV student evaluation of the HMSV Program

All graduating seniors in the Human Services program are required to complete a survey that assess the content and quality of their overall coursework, their internship experience, and other important aspects of the HMSV program (e.g. accessibility to program advisors and faculty, opportunities to engage in research activities, and availability of personal growth experiences). These items were assessed through a 58-item survey. Items 1 through 49 assessed information specifically regarding human services coursework that students have completed. Items 50 through 58 assessed students’ overall experiences in Human Services program. Approximately 92 students completed the student evaluation of the HMSV Program Survey.

Coursework: Senior HMVS students primarily evaluated five areas of HMSV coursework below a 4.5 on the 5-point Likert scale. These included assessments of the five courses: HMSV 341: Introduction to Human Services; HMSV 344: Career Development and Appraisal; HMSV 368: Field Observation; HMSV 440W: Program Implementation, Evaluation, & Funding; and HMSV 441: Non-Profit Fundraising & Grant Writing Course. In addition, students scored at least one item assessing HMSV 449: Theories and Practice of Prevention in Human Services; HMSV 468: Internship in Human Services; and HMSV 491: Family Guidance to be below a 4.5.
The five areas of course work primarily evaluated below a 4.5 on the 5-point scale included evaluation of the HMSV 341: Introduction to Human Services course which assessed the following: 4. Knowledge of professional roles and functions of the human service professionals and the counseling process (Mean=4.48; SD=.740); 5. Exposure to local and state human services facilities which serve the urban population (Mean=4.41; SD=.833); 6. Knowledge of agencies where human service professionals are employed (Mean=4.39; SD=.844). Evaluation of HMSV 344: Career Development and Appraisal course assessed the following: 10. Knowledge of career development throughout the life span with emphasis on career theories and the changing world of work including the impact that socio-cultural, economic, and environment factors have on career choice (Mean=4.36; SD=.805); 11. Understanding of the multifaceted aspects of career decision-making through self-exploration of one’s interests, personality, skills, values, aptitudes, and motivation (Mean=4.42; SD=.769); 12. Knowledge of career barriers and interventions for specific human service populations (Mean=4.34; SD=.815). Evaluation of HMSV 368: Field Observation assessed the following: 16. Increased awareness of a variety of professional development and internship opportunities (Mean=4.46; SD=.732); 17. Familiarity with the employment/career opportunities available in human services (Mean=4.41; SD=.758); 19. Demonstrated ability to complete simulated human service agencies recording methods correctly, clearly, and effectively (Mean=4.43; SD=.760). Evaluation of HMSV440W: Program Implementation, Evaluation, & Funding course assessed the following: 20. Knowledge of program evaluation (Mean=4.24; SD=.947); 21. Understanding of various data collection methods, their strengths, and weaknesses (Mean=4.20; SD=.944); 22. Understanding of the ethical and professional considerations of program evaluation (Mean=4.30; SD=.899). Evaluation of the HMSV 441: Non-Profit Fundraising & Grant Writing course assessed the following: 23. Practical knowledge of the grant writing process and proposal content (Mean=4.10; SD=.932); 24. Understanding of the fundraising process and different fundraising activities (Mean=4.36; SD=.782); 25. Understanding the ethical considerations of conducting fundraising activities and writing grant proposals (Mean=4.27; SD=.922).

The additional three courses that had a least one item scoring below a 4.5 on the 5-point scale included HMSV 449: Theories and Practice of Prevention in Human Services course which 37. Knowledge of the beginning skills to use prevention strategies with individuals and groups (Mean=4.48; SD=.640); 38. Increased knowledge and awareness of prevention programs (Mean=4.52; SD=.640). Evaluation of HMSV 468: Internship in Human Services assessed the extent to which the program provided an opportunity for students to secure a future position in Human Services and/or advance in my current place of employment (Mean=4.47; SD=1.010). Evaluation of HMSV 491: Family Guidance, which assessed knowledge of available community resources available for helping families (Mean=4.48; SD=.709).

**Overall Program Experience**: In regards to students’ overall experience in the HMSV program, the following items were evaluated: 50. Easy access to human services program information and policies (N=90; Mean=4.29; SD=.927); 51. Awareness of and opportunity to participate in workshops, seminars, personal and professional development activities (N=86; Mean=4.15; SD=1.035); 52. Opportunities to engage in research activities either on your own or with faculty (N=84; Mean=4.04; SD=1.124); 53. Opportunity to participate in personal growth experiences that allowed you to assess your personal characteristics and your readiness to enter the human services field (N=90; Mean=4.30; SD=.917); 54. Easy access to your program advisor (N=87; Mean=4.15; SD=1.105); 55. Easy access to faculty (N=88; Mean=4.14; SD=1.019); 56. Knowledge gained in the program that can be applied to clients and settings in which you might work (N=89; Mean=4.53; SD=.755).

**Students’ evaluation of internship site supervisors**
During the 2016-2017 academic year a total number of 289 HMSV students evaluated their capstone internship experience (195 students in the fall; and 94 students in the spring). The internship course requires students to complete 400 hours of field experience after all other course work has been completed. At the end of their field experience, students were required to complete a 10-item 5-point Likert survey. All responses ranged between 4.0 and 5.0, with the exception of a dichotomous item where students reported Yes (1) or no (2) when asked, would you recommend this agency/organization to future internship students (Mean=1.08; SD=.268). The items that fell below 4.5 include the evaluation of 1. Physical work space provided (Fall 2016: Mean=4.37; SD=.789 and Spring 2017: Mean=4.40; SD=.943); 2. Orientation to the work setting (Fall 2016: Mean=4.48; SD=.835 and Spring 2017: Mean=4.37; SD=.984). 7. Internship activities were clearly explained and well organized by the student’s Site Supervisor (Fall, 2016: Mean=4.46; SD=.864 and Spring 2017: Mean=4.36; SD=1.046).

**Site Supervisors’ evaluation of HMSV students**

All internship site supervisors for Human Services program were required to complete a 50-item 5-point Likert survey to evaluate the student interns on various criteria, such as intern’s on-site behavior, human relations skills, management/programming skills and competencies, helping relationship, conceptualization skills, consultation skills, and general evaluation. For the 2016-2017 academic year, all responses ranged from 4.0 to 5.0 on the 5-point Likert scale. Site Supervisors reported below a 4.5 on only one item related to their evaluation of students Intern’s management/programming skills and competencies. They evaluated students’ understanding of the process required to develop new programs/services with a Mean=4.46 (SD=.665).

**Evaluation of Program Alumni and Supervisors/Employers of Graduates**

The HMSV Assessment team distributed surveys to the supervisors/employers of former HMSV graduates and Program Alumni through the alumni office. However, the response rates were low or non-existent and provided no data to the program. This issue will be addressed at the HMSV program retreat Fall of 2017 to determine ways to enhance the response rates of HMSV Alumni and Supervisors/employers of HMSV alumni.

**Review of the Program by the HMSV Advisory Board Committee**

The HMSV Program actively utilizes various evaluation mechanisms in order to ensure that the program aligns with human services education standards provided by the Council of Standards for Human Services Education (CSHSE). The Old Dominion University’s Human Services Advisory Board Committee provides feedback to the human services program on local, state, and national trends and needs as well as relevant policy changes that further enriches Old Dominion University’s Human Services Program (HMSV). The Committee meets biannually in order to discuss professional trends in human services field, to collaboratively contributes to the enhancement of the program within the local community.

Feedback from the HMSV Advisory Board Committee included the following commendations and recommendations:

**Commendations:** According to the members of HMSV Advisory Board, student interns from ODU were rated to have a higher level of professionalism compared to student interns from other universities. CASA directors appreciated the diversity of ODU students, particularly the non-traditional learners with rich life experience that demonstrated initiative.

**Recommendations:** Several members stressed the need for students to gain and practice advanced information technology skills (e.g., Microsoft Excel), professional writing skills, networking skills,
program development skills (e.g., budgeting, program implementation), public speaking and interview skills, and problem-solving skills. Brian Bean from The Focus Center recommended utilizing interest assessments (i.e., “What color is your parachute: for teens” assessment) so that the students are given the opportunities to further explore their career interests and goals. Additionally, it was recommended to encourage students to continuously engage in self-reflection and exercise self-care. Several members emphasized that students need more exposure to the realities of clients within the field of human services to reduce the shock factor when working with actual clients in professional settings. It would be particularly important for students to familiarize themselves with issues regarding truancy and children/adolescents’ developmental needs since human services professionals often work with court-involved youth. Furthermore, many members of the board agreed that there is a higher need for student interns to become more knowledgeable about career counseling for clients, family violence, health issues, suicide prevention, disciplinary actions, and bullying. HMSV professionals working in or closely with school systems are required to address the disproportionality of disciplinary actions in school system and to advocate for appropriate and equitable responses to various cases. Students would also benefit from gaining a deeper understanding of the requirements and expectations for documenting bullying as well as assisting youth and their families in coping with bullying.

The members recommended that the ODU CHS website include the HMSV Advisory Board Members’ agency website links, so that students may explore potential internship opportunities. HMSV Advisory Board members advised the following: strengthening the measurement of professional writing, increasing student independency when working with agencies, improving investigation skills (i.e., open-ended questions), encouraging students to understand current policies and to engage in advocacy work, incorporating policy implications in the HMSV curriculum, increasing student’s self-awareness on social stigma, and developing skills to identify, locate, and connect clients with available resources. Lastly, Stephanie Gordon from Tidewater Foodbank recommended that ODU HMSV faculty encourage and support students to focus on their on-site learning experience rather than to focus on quantitative internship requirements (e.g., number of direct hours).

Programmatic adjustments based on the HMSV Advisory Board Committee were discussed at HMSV program meetings, and adjustments included enhancements to curriculum, submission of a grant to enhance disciplinary-specific writing, and the creation and utilization of a repository of local professionals to further enrich students’ learning experience (e.g., HMSV Advisory Board Committee members serving as guest speakers in HMSV courses). Additional discussions on how to incorporate the HMSV Advisory Board Committee feedback will ensue during the HMSV faculty retreat.