Summative analysis of the most recent evaluation:

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 (see Appendix J. Qualitative Student Responses)

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 HMSV 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 coursework 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;
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 HMSV 440W: 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 at 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.

Survey of Employment of Alumni: The alumni office does follow-up surveys with students to see where they have been employed or whether they have moved on to graduate school (see Appendix J: Employment of Alumni). A survey of alumni over the past few years, yields a small response with about 18 of 24 (75%) working in some type of helping profession. When we look at all human service students who have graduated since the inception of the program in 1983, we found 950 out of 1141 (83%) working in some type of helping profession.
Enrollment Patterns:

Enrollment in the human services program has been consistent and high for the past four years, as can be seen in Table 1: Number and Percent Increase/Decrease of Students in Program, and Table 2: Number and Percent Increase/Decrease in Degrees Conferred Since 2011.

Table 1: Number and % Increase/Decrease of Students in HS Program Since 2011-2012

<table>
<thead>
<tr>
<th></th>
<th>Number of Students:</th>
<th>% Increase/Decrease</th>
<th>Number of Students:</th>
<th>Percent Increase</th>
<th>Total Number of Students</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td></td>
<td></td>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>362</td>
<td>7</td>
<td>300</td>
<td>7</td>
<td>662</td>
<td>7</td>
</tr>
<tr>
<td>2012-13</td>
<td>386</td>
<td>18</td>
<td>321</td>
<td>17</td>
<td>707</td>
<td>7</td>
</tr>
<tr>
<td>2013-14</td>
<td>457</td>
<td>14</td>
<td>374</td>
<td>11</td>
<td>831</td>
<td>18</td>
</tr>
<tr>
<td>2015-16</td>
<td>558</td>
<td>-4</td>
<td>336</td>
<td>-7</td>
<td>894</td>
<td>-5</td>
</tr>
<tr>
<td>2016-17</td>
<td>534</td>
<td>-15</td>
<td>314</td>
<td>-19</td>
<td>848</td>
<td>-5</td>
</tr>
</tbody>
</table>

Table 2: Number and Percent Increase/Decrease of Degrees Conferred Since 2011

<table>
<thead>
<tr>
<th></th>
<th># of Degrees Conferred On Campus</th>
<th>% Increase/Decrease</th>
<th># of Degrees Conferred: Online</th>
<th>Percent Increase</th>
<th># of Degrees Conferred: Total</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>48</td>
<td>113</td>
<td>48</td>
<td>96</td>
<td></td>
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<tr>
<td>2011-12</td>
<td>102</td>
<td>113</td>
<td>92</td>
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<td>194</td>
<td>102</td>
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<tr>
<td>2012-13</td>
<td>117</td>
<td>15</td>
<td>103</td>
<td>12</td>
<td>220</td>
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<td>2013-14</td>
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<td>-7</td>
<td>92</td>
<td>-11</td>
<td>201</td>
<td>-9</td>
</tr>
<tr>
<td>2014-15</td>
<td>117</td>
<td>7</td>
<td>118</td>
<td>28</td>
<td>235</td>
<td>17</td>
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<tr>
<td>2015-16</td>
<td>122</td>
<td>4</td>
<td>116</td>
<td>-2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Average GPA:

a. Fall 2013: 2.95
b. Fall 2014: 2.92
c. Fall 2015: 2.88

Graduation Rates:

a. Fall 2007: 50%
b. Fall 2008: 78%
c. Fall 2009: 40%
d. Fall 2010: 100%
e. Fall 2011: 79%
f. Fall 2012: 53%
Old Dominion University

Detailed Assessment Report
2014-2015 Human Services B.S.
As of: 1/11/2018 11:02 AM EST
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Human Services program is to equip students with transferable knowledge, skills, and abilities that will enable them to meet the human needs of their clients while maintaining a commitment to improving the overall quality of life for human service populations. This mission is closely aligned with that of Old Dominion University: advancement of knowledge, pursuit of truth, and responsible citizenship. A commitment to excellence in teaching, scholarly activities, and service, key components of the Darden College of Education's mission, guides the Human Services faculty. Through interdisciplinary education and research-based knowledge, with a focus on critical thinking, students learn about the history of human services, unique characteristics of human service populations, the diverse needs of clients, and ethical considerations for providing services. Skill development centers on unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding. It focuses on prevention and remediation of problems through the application of a broad range of strategies and techniques essential in working with diverse populations. Through the human services program students develop abilities to provide interventions which match the unique needs of their clients, while seeking to improve service delivery systems and the accessibility, accountability, and coordination among professionals and agencies. For the human service professional, citizenship, service, and commitment are primary.

Goals

G 1: Develop basic helping skills
Students will develop basic helping skills including unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding with a focus on prevention and remediation of problems through the application of a broad range of strategies and techniques. This aligns with the Council of Standards in Human Service Education (CSHSE) Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

G 2: Develop program development/implementation skills
Students will address difficulties with mechanics in their writing and develop skills in program development and implementation in an effort to improve service delivery systems. This goal aligns with the Council of Standards in Human Service Education (CSHSE) Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

G 3: Develop knowledge and skill in diversity issues
Students will develop knowledge and skill in diversity issues, attributes essential in providing services which match the unique needs of diverse human service populations. This goal aligns with the Council of Standards in Human Service Education (CSHSE) Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. This goal also aligns with Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

G 4: Students demonstrate writing proficiency
Upon completion of 58 hours or more, undergraduate Human Services students will demonstrate writing proficiency. This goal aligns with the Council of Standards in Human Service Education (CSHSE) Standard 14: The curriculum shall provide knowledge and skills in information management.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Develop basic helping skills
Students will develop basic helping skills including unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding with a focus on prevention and remediation of problems through the application of a broad range of strategies and techniques. These basic helping skills will be developed through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Methods in Human Services, 4. Diversity Issues in Human Services, 5. Career Development and Appraisal, 6. Psychoeducational Groups, 7. Field Observation in Human Services, and 8. Internship. During internship students will demonstrate their basic helping skills. These skills will be evaluated by their Site Supervisors who will complete a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.

Relevant Associations:
Council for Standards in Human Service Education

Related Measures

M 1: Demonstrate basic helping skills
Students will be rated on knowledge/skill development in helping techniques learned throughout the Human Services program. During the students’ internships, Site Supervisors will utilize the “Rating of Intern” form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course and interns in the online course. (After the Fall 2012 semester, the TELETECHNET program was replaced by the online course availability).

Source of Evidence: Academic direct measure of learning - other

Target:
80% of student interns will be rated Meeting Expectations or Meeting All Expectations by their supervisors on objective and subjective items pertaining to the goal of demonstrating basic helping skills on the supervisor “Rating of Intern” form. Appropriate comparisons will be made between interns in the on-campus course and interns in the online course. (After the Fall 2012 semester, the TELETECHNET program was replaced by the online course availability).

For the 2014-2015 assessment cycle, this target was met. Findings for fall 2014 semester: Main campus students (N=20); Meeting Expectations or Meeting All Expectations (20) = 100%. Online students (N=39); Meeting Expectations or Meeting All Expectations (35) = 89.7%. Total students (N=59); Meeting Expectations or Meeting All Expectations (55) = 93.2%. Findings for spring 2015 semester: Main campus students (N=39); Meeting Expectations or Meeting All Expectations (39) = 100%. Online students (N=15); Meeting Expectations or Meeting All Expectations (15) = 100%. Total students (N=54); Meeting Expectations or Meeting All Expectations (54) = 100%.

SLO 2: Develop program development/implementation skills
Students will address difficulties with mechanics in their writing and develop skills in program development and implementation in an effort to improve service delivery systems. These skills will be learned through the writing-intensive course HMSV 440W: Program Development, Implementation, and Funding. In this course students develop programs and plan the implementation of the programs. This assist them in developing abilities to design and provide interventions and programs which match the unique needs of their clients while seeking to
improve service delivery systems. During internship students will demonstrate their writing skills as well as their ability to design and implement programs. Site Supervisors will evaluate these skills by completing a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.

Relevant Associations:
Council for Standards in Human Service Education

Related Measures

**M 2: Demonstrate program development/implementation skills**

Students will be rated on knowledge/skill development learned in the writing intensive course, HMSV 440W. These skills will be appraised through an evaluation of their ability to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems. During the students' internships, Site Supervisors will utilize the "Rating of Intern" form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course, and interns in the online course. (After the Fall 2012 Semester, the online course availability replaced the TELECHNET program).

Source of Evidence: Academic direct measure of learning - other

**Target:**
70% of student interns will be rated Meeting Expectations or Meeting All Expectations by their supervisors on items pertaining to the goal of demonstrating program development/implementation skills on the Supervisor "Rating of Intern" form. Appropriate comparisons will be made between interns in the on-campus course and interns in the online course. (After the Fall 2012 semester, the online course availability replaced the TELECHNET program).

**Finding (2014-2015) - Target: Met**
For the 2014-2015 assessment cycle, this target was met. Findings for fall 2014 semester: Online students (N=39); Meeting Expectations or Meeting All Expectations (N=30) = 76.9%. On Campus Students (N=20); Meeting Expectations or Meeting All Expectations (N=17) = 85%. Total students (N=59); Meeting Expectations or Meeting All Expectations (N=47) = 79.7% Findings for spring 2015 semester: On campus students (N=39); Meeting Expectations or Meeting All Expectations (N=39) = 100%. Online students (N=15); Meeting Expectations or Meeting All Expectations (N=15) = 100%. Total students (N=54); Meeting Expectations or Meeting All Expectations (N=54) = 100%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

**Strong focus on writing mechanics in HMSV 440**

*Established in Cycle: 2007-2008*

In order to address students' difficulties with writing mechanics and improve the pass rate on the Exit Exam of Writing Proficie...

SLO 3: Develop knowledge and skill in diversity issues

Students will develop knowledge and skill in diversity issues, attributes essential in providing services which match the unique needs of diverse human service populations. Knowledge and skill in diversity issues will be learned through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Human Services Methods, 4. Career Development and Appraisal, 5. Diversity Issues in Human Services, 6. Field Observation in Human Services, 7. Addictions: Theory and Interventions or Advocacy with Children, 8. Family Guidance, 9. Psychoeducational Groups, and 10. Internship. During their final semester students will evaluate how well diversity competencies were met in the Human Services’ curriculum by completing a Likert-type scale evaluation.

Relevant Associations:
Council for Standards in Human Service Education
M 3: Demonstrate knowledge & skill in diversity issues

Students will be evaluated on basic knowledge and skill in diversity issues. These skills will be evaluated during the student’s final semester (in their internship class) by utilizing the "Student Evaluation of the Program" form, our annual assessment form. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between students in the on-campus course and students in the online course. The TELETECHNET program (for internship) was ended after the Fall 2012 semester and replaced by the online course availability).

Source of Evidence: Academic direct measure of learning - other

Target:
70% of students will rate Excellent or Very good on items pertaining to the goal of demonstrating knowledge and skill in diversity issues the Student “Exit Assessment” form given at the end of the internship course. Appropriate comparisons will be made between students in the on-campus course and students in the online course (After the Fall 2012 semester, the online course availability replaced the TELETECHNET program).

For the 2014-2015 assessment cycle, this target was met. Findings for fall 2014 semester: Main campus students (N=23); Very Good or Excellent (N=21) = 91.3%. Online students (N=39); Very Good or Excellent (N=34) = 87.2%. Total number of students (N=62); Very Good or Excellent (N=55) = 89%. Findings for spring 2015 semester: Main campus students (N=31); Very Good or Excellent (N=24) = 77.4%. Online students (N=33); Very Good or Excellent (N=32) = 97.0%. Total number of students (N=64); Very Good or Excellent (N=56) = 87.5%.

SLO 4: Writing Proficiency
Upon completion of both writing intensive courses in the Human Services Major (HMSV 440W and HMSV 343W) students will receive a C or better.

Related Measures

M 4: Performance on Writing Intensive Classes
Per the new writing requirement for the University, students must receive a grade of a C or better in writing intensive courses in their respective major. Thus, the measure chosen will be the grade the student receives in the two writing intensive courses: HMSV 440W and HMSV 343W.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students will receive a grade of C or better in the two writing intensive courses in the major: HMSV 343W and HMSV 440W. Students in the main campus program, the TELETECHNET program, and the online program will be compared.

During the Fall of 2014 semester, a total of 240 students were enrolled in HMSV 343W and 214 (89.2%) students received a grade of C or better. A total of 146 students were enrolled in the Web Based Classes and 125 (85.6%) received a grade of C or better. A total of 94 students were enrolled in the traditional (face to face classes) and 89 students (94.6%) received a grade of C or better. The overall target of 80% was met for the combination of all settings; on campus and online. During the Fall of 2014 semester, a total of 156 students were enrolled in HMSV 440W and 141 (90.4%) students received a grade of C or better. A total of 109 students were enrolled in the Web Based Classes and 96 (88.1%) received a grade of C or better. A total of 47 students were enrolled in the traditional (face to face classes) and 45 students (95.7%) received a grade of C or better. The overall target was met for all formats (Web based, and traditional (face to face). For the Fall Semester of 2014, a total of 396 students were enrolled in HMSV 343W and HMSV 440W and 355 (89.6%) received a grade of C or better. During the Spring
2015 semester, a total of 234 students were enrolled in HMSV 343W and 191 (81.6%) students received a grade of C or better. A total of 155 students were enrolled in the Web Based Classes and 114 (73.6%) received a grade of C or better. A total of 79 students were enrolled in the traditional (face to face classes) and 77 students (97.5%) received a grade of C or better. The overall target of 80% was met for traditional (face to face), but Web Based Classes were below the target of 80%. During the Spring 2015 semester, a total of 161 students were enrolled in HMSV 440W and 137 (85.1%) students received a grade of C or better. A total of 119 students were enrolled in the Web Based Classes and 97 (81.5%) received a grade of C or better. A total of 46 students were enrolled in the traditional (face to face classes) and 40 students (87.0%) received a grade of C or better. The overall target was met for all formats (Web based, and traditional (face to face)). For the Spring Semester of 2015, a total of 395 students were enrolled in HMSV 343W and HMSV 440W and 355 (83.0%) received a grade of C or better.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Program will focus on improving writing skills**

To improve the human service majors’ pass rate on the Writing Exit Exam, the following actions will be taken: 1. Human service faculty and instructors will add additional writing assignments to their course syllabi and allocate a larger proportion of the overall grade to writing skills. 2. Writing in the writing intensive course HMSV 440W will be reinforced and assessed using the same rubric as is used to score the EEWP. 3. Human service faculty and instructors will post information on Writing Tutorial Services and the Writing Center on Blackboard. 4. Human service faculty and instructors will refer students to Writing Tutorial Services whenever faculty and instructors determine a student’s writing skills are in need of improvement. 5. Information on Writing Tutorial Services and the Writing Center will be posted on the Human Services’ website. 6. Information on Writing Tutorial Services and the Writing Center will be posted in the Human Services’ Program Handbook. 7. Human service academic advisors will verify that all of their advisees have successfully passed the WSPT. Advisors will place registration blocks on students who have not taken and/or passed the WSPT within the required timeline. Blocks will not be removed until such students are in compliance with university policy regarding taking and passing the WSPT (see p. 45 in the University Catalog). In addition, students whose scores on the WSPT are less than satisfactory will be referred to Writing Tutorial Services. 8. The Human Services program will work with the Writing Center to develop a DVD writing skills workshop to send to all TTN sites. 9. The Human Services program will develop a Power Point presentation on APA writing guidelines. This presentation will be made available to all HMSV students.

**Established in Cycle:** 2007-2008  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** August 2008  
**Projected Completion Date:** 08/2009  
**Responsible Person/Group:** Human Service faculty and academic advisors  
**Additional Resources:** Additional Graduate Teaching Assistants to assist with academic advising and reviewing WSPT test scores.
WSPT. Advisors will place registration blocks on students who have not taken and/or passed the WSPT within the required timeline. Blocks will not be removed until such students are in compliance with university policy regarding taking and passing the WSPT (see p. 45 in the University Catalog). In addition, students whose scores on the WSPT are less than satisfactory will be referred to Writing Tutorial Services. 8. The Human Services program will work with the Writing Center to develop a DVD writing skills workshop to send to all TTN sites. 9. The Human Services program will develop a Power Point presentation on APA writing guidelines. This presentation will be made available to all HMSV students.

**Established in Cycle:** 2007-2008  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** August 2008  
**Projected Completion Date:** 08/2009  
**Responsible Person/Group:** Human Service faculty and academic advisors  
**Additional Resources:** Additional Graduate Teaching Assistants to assist with academic advising and reviewing WSPT test scores.

**Strong focus on writing mechanics in HMSV 440**

In order to address students’ difficulties with writing mechanics and improve the pass rate on the Exit Exam of Writing Proficiency, the program will add additional writing evaluation measures to the course requirements for the writing intensive course, HMSV 440W: Program Development, Implementation, and Funding. Specifically, students will be evaluated on proper use of APA style and their writing skills in regards to the five areas evaluated by the Exit Exam of Writing Proficiency (i.e., a clearly stated objective, ability to present supporting evidence, clarity in sentence structure and word choice, logical consistency, and reasonable freedom from mechanical errors).

**Established in Cycle:** 2007-2008  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Demonstrate program develop./implementation skills |
- Outcome/Objective: Develop program development/implementation skills

**Projected Completion Date:** 08/2009  
**Responsible Person/Group:** HMSV Program Coordinator and faculty teaching HMSV 440W

**Add Writing-Intensive Course**

The Human Services Program has gotten approval from the Curriculum Committee to add a second writing-intensive course, HMSV 341, Introduction to Human Services. HMSV 341 is the first course that students must take, thus stressing the importance of professional writing in the field of human services. Three writing projects have been incorporated into the course requirements with grading rubrics developed for each project (50% of each project grade is based on writing skills). The course will also incorporate a guideline developed from the criteria used to grade the Exit Exam of Writing Proficiency that will be posted on Blackboard as an additional resource for students. This change will be effective Fall 2010.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Finished  
**Priority:** High

**Implementation Description:** The curriculum change will be effective fall 2010 and will be included in the 2010-11 University catalog.

**Projected Completion Date:** 07/2010  
**Responsible Person/Group:** Instructors of HMSV 341  
**Additional Resources:** Instructor support of 20 hours with GTA’s for courses with a minimum enrollment of 60 students in order to include these writing assignments in the TTN courses. Since TTN courses often exceed 100 students, it is impossible for an instructor to grade 300 writing assignments with the necessary feedback on students'
writing skills. Without this support writing assignments will need to be shorter and fewer.
HMSV 341 is offered each semester via TTN.

Improve Writing Skills (Continued)

To improve the human services majors` pass rates on the Writing Exit Exam, the following
actions, which were developed in 2007, will continue: 1. Human service faculty and
instructors will add additional writing assignments to their course syllabi and allocate a
larger proportion of the overall grade to writing skills. 2. Writing in the writing intensive
course HMSV 440W will be reinforced and assessed using the same rubric as is used to
score the EEWP. 3. Human services faculty and instructors will post information on Writing
Tutorial Services and the Writing Center on Blackboard. 4. Human services faculty and
instructors will refer students to Writing Tutorial Services whenever faculty and instructors
determine a student’s writing skills are in need of improvement. 5. Information on Writing
Tutorial Services and the Writing Center will be posted on the Human Services’ website. 6.
Information on Writing Tutorial Services and the Writing Center will be posted in the
Human Services’ Program Handbook. 7. Human services academic advisors will verify
that all of their advisees have successfully passed the WSPT. Advisors will place
registration blocks on students who have not taken and/or passed the WSPT within the
required timeline. Blocks will not be removed until such students are in compliance with
university policy regarding taking and passing the WSPT. In addition, students whose
scores on the WSPT are less than satisfactory will be referred to Writing Tutorial Services.
8. TTN students will have access to a writing skills workshop DVD created by the Writing
Center. 9. All human services will have access to an APA writing guidelines Power Point
presentation.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: See project description.
Projected Completion Date: 05/2012
Responsible Person/Group: Human Services Faculty, Adjunct Faculty, and GTAs.

Writing Proficiency Action Plan

In past semesters, the program used the Writing Exit Exam as our target to measure
writing proficiency. Due to the changes in the university’s writing requirement, we have
created a new action plan. To improve the human service majors’ pass rate on the Writing
Exit Exam, the following actions will be taken: 1. Human service faculty and instructors will
add additional writing assignments to their course syllabi and allocate a larger proportion
of the overall grade to writing skills. 2. Per the requirements of all university writing
intensive classes, faculty teaching the writing intensive courses will provide students with
regular feedback on their writing on all writing assignments. 3. Human service faculty and
instructors will post information on Writing Tutorial Services and the Writing Center on
Blackboard. 4. Human service faculty and instructors will refer students to Writing Tutorial
Services whenever faculty and instructors determine a student’s writing skills are in need
of improvement.5. Information on Writing Tutorial Services and the Writing Center will be
posted on the Human Services’ website. 6. Information on Writing Tutorial Services and the
Writing Center will be posted in the Human Services’ Program Handbook. 7. Human
service academic advisors will verify that all of their advisees have successfully passed the
WSPT. Advisors will place registration blocks on students who have not taken and/or
passed the WSPT within the required timeline. Blocks will not be removed until such
students are in compliance with university policy regarding taking and passing the WSPT
(see p. 45 in the University Catalog). In addition, students whose scores on the WSPT are
less than satisfactory will be referred to Writing Tutorial Services.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projects / Assessment / Human Services B.S. / 2015-2016

Human Services B.S. 2015-2016

Mission Statement

The mission of the human services program is to equip students with transferable knowledge, skills, and abilities that will enable them to meet the human needs of their clients while maintaining a commitment to improving the overall quality of life for human service populations. This mission is closely aligned with that of Old Dominion University: advancement of knowledge, pursuit of truth, and responsible citizenship. A commitment to excellence in teaching, scholarly activities, and service, key components of the Darden College of Education’s mission, guides the human services faculty. Through interdisciplinary education and research-based knowledge, with a focus on critical thinking, students learn about the history of human services, unique characteristics of human service populations, the diverse needs of clients, and ethical considerations for providing services. Skill development centers on unconditional positive regard, genuineness, reflection, perseverance, compassion, and empathic understanding. It focuses on prevention and remediation of problems through the application of a broad range of strategies and techniques essential in working with diverse populations. Through the human services program students develop abilities to provide interventions which match the unique needs of their clients, while seeking to improve service delivery systems and the accessibility, accountability, and coordination among professionals and agencies. For the human service professional, citizenship, service, and commitment are primary. All human services faculty and support staff at the Career and Academic Resource Center (CARC) are available for consultation so students will have continuous support and assistance in identifying personal and career goals. Students graduating from Old Dominion University’s human services program have achieved the competencies required for immediate employment in many human service occupations. Internship experiences and an on-line database offered by the Career Management Center (CMC) gives students in the human services program an opportunity to identify areas of potential employment in human services.

Goals

1. Meet Outcomes

Outcomes

1.1 Develop basic helping skills

Description

Students will develop basic helping skills including unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding with a focus on prevention and remediation of problems through the application of a broad range of strategies and techniques. These basic helping skills will be developed through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Methods in Human Services, 4. Diversity Issues in Human Services, 5. Career Development and Appraisal, 6. Psychoeducational Groups, 7. Field Observation in Human Services, and 8. Internship. During internship students will demonstrate their basic helping skills. These skills will be evaluated by their Site Supervisors who will complete a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.

Supported Initiatives (7)
• Self-Development
• Knowledge, Theory, Skills, and Values

General Education
• Human Behavior (S Courses)

Institutional Priorities
• Darden College of Education

Action Plan

Measures of Outcome

1.1.1 Demonstrate basic helping skills

Description
Students will be rated on knowledge/skill development in helping techniques learned throughout the Human Services program. During the students’ internships, Site Supervisors will utilize the “Rating of Intern” form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course and interns in the online course.

Target / Benchmark

1.1.1.1 Demonstrate basic helping skills
Exceeded

Target / Benchmark
80% of student interns will be rated Meeting Expectations or Meeting All Expectations by their supervisors on objective and subjective items pertaining to the goal of demonstrating basic helping skills on the supervisor “Rating of Intern” form.

Findings / Results
Goal was Met

Analysis of Current Cycle’s Findings
In the survey that was completed the following results were generated in regard to basic helping skills.

Q6- Interpersonal Relations
The mean number of students that completed Q6 in the spring and summer 2016 semesters is (N=151.33) the mean number of students Meeting Expectations or Meeting All Expectations is (N=149.33)=98.67%. The mean for Q6 was taken because there is missing data. There were 3 questions in Q6 and all questions are reflected.

Q10- Diversity Issues in Human services
The mean number of students that completed Q10 in the spring and summer 2016 semesters is (N=151.33) the mean number of students Meeting Expectations or Meeting All Expectations is (N=149.00)=98.46%. The mean for Q10 was taken because there is missing data. There were 3 questions in Q10 and all questions are reflected.

With consideration of the information generated on average students are continuing to excel in demonstrating basic helping skills.
Improvement
The information below displays the results from the previous years cycle of results. It appears that students did not do as well as the previous year with a 2% decrease in demonstration of the basic helping skills.

Finding (2015-2016) - Target: Met
Findings for Fall 2015 semester: Main campus students (N=12); Meeting Expectations or Meeting All Expectations (12) = 100%. Online students (N=69); Meeting Expectations or Meeting All Expectations (69) = 100%. Total students (N=81); Meeting Expectations or Meeting All Expectations (81) = 100%.

1.2 SLO 2: Develop program development/implementation skills

Description
Students will address difficulties with mechanics in their writing and develop skills in program development and implementation in an effort to improve service delivery systems. These skills will be learned through the writing-intensive course HMSV 440W: Program Development, Implementation, and Funding. In this course students develop programs and plan the implementation of the programs. This assist them in developing abilities to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems. During internship students will demonstrate their writing skills as well as their ability to design and implement programs. Site Supervisors will evaluate these skills by completing a Likert-type scale evaluation which measures the degree and criterion in which students demonstrate these skills.

Supported Initiatives (13)

Standards
- Philosophical Base of Programs
- Institutional Requirements and Primary Program Objective
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Community Assessment
- Program Evaluation
- Program Evaluation
- Program Support
- Self-Development

Action Plan

Measures of Outcome

1.2.1 Demonstrate program development/implementation skills

Description
Students will be rated on knowledge/skill development learned in the writing intensive course, HMSV 440W. These skills will be appraised through an evaluation of their ability to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems. During the students’ internships, Site Supervisors will utilize the “Rating of Intern” form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course, and interns in the online course.
Improvement Type
No Improvements

Improvement Description
No Improvements Noted

Target / Benchmark

1.2.1.1 Demonstrate program development/implementation skills
Exceeded

Target / Benchmark
70% of student interns will be rated Meeting Expectations or Meeting All Expectations by their supervisor

Findings / Results
Goal was met.

Analysis of Current Cycle’s Findings

Q10- Student Intern’s human relations skills
The mean number of students that completed Q10 in the spring and summer 2016 semesters is (N=206.90) the mean number of students Meeting Expectations or Meeting All Expectations is (N=206.10)=99.66%. The mean for Q10 was taken because there is missing data. There were 10 questions in Q10 and all questions are reflected.

Q11- Student Intern’s Management/Programming Skills and Competencies
The mean number of students that completed Q11 in the spring and summer 2016 semesters is (N=206.30) the mean number of students Meeting Expectations or Meeting All Expectations is (N=205.80)=99.76% The mean for Q11 was taken because there is missing data. There were 10 questions in Q11 and all questions are reflected.

Q12- Student Intern’s helping relationship
The mean number of students that completed Q12 in the spring and summer 2016 semesters is (N=205.11) the mean number of students Meeting Expectations or Meeting All Expectations is (N=204.77)=99.83% The mean for Q12 was taken because there is missing data. There were 9 questions in Q12 and all questions are reflected.

Q13- Student Intern’s Conceptualization Skills
The mean number of students that completed Q13 in the spring and summer 2016 semesters is (N=205.50) the mean number of students Meeting Expectations or Meeting All Expectations is (N=204.83)=99.67% The mean for Q13 was taken because there is missing data. There were 6 questions in Q13 and all questions are reflected.

Q14- Consultation Skills
The mean number of students that completed Q14 in the spring and summer 2016 semesters is (N=206.00) the mean number of students Meeting Expectations or Meeting All Expectations is (N=205.33)=99.67% The mean for Q14 was taken because there is missing data. There were 3 questions in Q14 and all questions are reflected.

Q17- General Evaluation
The mean number of students that completed Q17 in the spring and summer 2016 semesters is (N=206.20) the mean number of students Meeting Expectations or Meeting All Expectations is (N=205.00)=99.41% The mean for Q17 was taken because there is missing data. There were 5 questions in Q17 and all questions are reflected.

Improvement Type
No Improvements

Improvement Description
No Improvements Noted

Improvement
Findings for Fall 2015 semester: On campus students (N=41); Meeting Expectations or Meeting All Expectations (41) = 100%. Online students (N=114); Meeting Expectations or Meeting All Expectations (114) = 100%. Total students (N=155); Meeting Expectations or Meeting All Expectations (137) = 88.4%.
1.3 Demonstrate knowledge & skill in diversity issues

Description
Students will develop knowledge and skill in diversity issues, attributes essential in providing services which match the unique needs of diverse human service populations. Knowledge and skill in diversity issues will be learned through key courses including: Interpersonal Relationships, Introduction to Human Services, Human Services Methods, Career Development and Appraisal, Diversity Issues in Human Services, Field Observation in Human Services, Addictions: Theory and Interventions or Advocacy with Children, Family Guidance, Psychoeducational Groups, and Internship. During their final semester students will evaluate how well diversity competencies were met in the Human Services' curriculum by completing a Likert-type scale evaluation.

Supported Initiatives (14)

Standards
- Institutional Requirements and Primary Program Objective
- Program Support
- Knowledge, Theory, Skills, and Values
- Human Systems

Action Plan

Measures of Outcome

1.3.1 Demonstrate knowledge & skill in diversity issues

Description
Students will be evaluated on basic knowledge and skill in diversity issues. These skills will be evaluated during the student's final semester (in their internship class) by utilizing the "Student Evaluation of the Program" form, our annual assessment form. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between students in the on-campus course and students in the online course.

Target / Benchmark

1.3.1.1 Demonstrate knowledge & skill in diversity issues

Exceeded

Target / Benchmark

70% of students will rate Excellent or Very good on items pertaining to the goal of demonstrating knowledge and skill in diversity issues.

Findings / Results

Goal Met

Analysis of Current Cycle's Findings

Q10- Student intern's human relations skills

The mean number of students that completed Q10 in the spring and summer 2016 semesters is (N-
206.90% the mean number of students Meeting Expectations or Meeting All Expectations is (N=206.10)=99.66%. The mean for Q10 was taken because there is missing data. There were 10 questions in Q10 and all questions are reflected.

Q12: Student intern’s helping relationship
The mean number of students that completed Q12 in the spring and summer 2016 semesters is (N=205.11) the mean number of students Meeting Expectations or Meeting All Expectations is (N=204.77)=99.83% The mean for Q12 was taken because there is missing data. There were 9 questions in Q12 and all questions are reflected.

Improvement
No Improvements
Improvement Description
No Improvements Noted

Improvement
Findings for fall 2014 semester: Main campus students (N=23); Very Good or Excellent (N=21) = 91.3%. Online students (N=39); Very Good or Excellent (N=34) = 87.2%. Total number of students (N=62); Very Good or Excellent (N=55) = 89%.

Findings for spring 2015 semester: Main campus students (N=31); Very Good or Excellent (N=24) = 77.4%. Online students (N=33); Very Good or Excellent (N=32) = 97.0%. Total number of students (N=64); Very Good or Excellent (N=56) = 87.5%.

Project Attachments
Drag and drop your files here or browse for files from your computer
Mission Statement

The mission of the human services program is to equip students with transferable knowledge, skills, and abilities that will enable them to meet the human needs of their clients while maintaining a commitment to improving the overall quality of life for human service populations. This mission is closely aligned with that of Old Dominion University: advancement of knowledge, pursuit of truth, and responsible citizenship.

A commitment to excellence in teaching, scholarly activities, and service, key components of the Darden College of Education’s mission, guides the human services faculty. Through interdisciplinary education and research-based knowledge, with a focus on critical thinking, students learn about the history of human services, unique characteristics of human service populations, the diverse needs of clients, and ethical considerations for providing services. Skill development centers on unconditional positive regard, genuineness, reflection, perseverance, compassion, and empathic understanding. It focuses on prevention and remediation of problems through the application of a broad range of strategies and techniques essential in working with diverse populations. Through the human services program students develop abilities to provide interventions which match the unique needs of their clients, while seeking to improve service delivery systems and the accessibility, accountability, and coordination among professionals and agencies. For the human service professional, citizenship, service, and commitment are primary. All human services faculty and support staff at the Career and Academic Resource Center (CARC) are available for consultation so students will have continuous support and assistance in identifying personal and career goals. Students graduating from Old Dominion University’s human services program have achieved the competencies required for immediate employment in many human service occupations. Internship experiences and an on-line database offered by the Career Management Center (CMC) gives students in the human services program an opportunity to identify areas of potential employment in human services.

Goals

1. Meet Outcomes

One of the strategic goals of the department and the Darden College of Education is to provide highly rigorous and effective programs based on empirically supported best practices for teaching and learning. This includes insuring that students have the knowledge, skills, and dispositions to serve as future leaders in their chosen fields.

Outcomes

1.1 Develop basic helping skills

Description

Students will develop basic helping skills including unconditional positive regard, genuineness, reflectiveness, perseverance, compassion, and empathic understanding with a focus on prevention and remediation of problems through the application of a broad range of strategies and techniques. These basic helping skills will be developed through key courses including: (1) Interpersonal Relationships, (2) Introduction to Human Services, (3) Methods in Human Services, (4) Diversity Issues in Human Services, (5) Career Development and Appraisal, (6) Psychoeducational Groups, (7) Field Observation in Human Services, and (8) Internship. During internship, students will demonstrate their basic helping skills. These skills will be evaluated by their Site Supervisors who will complete a Likert-type scale evaluation, which measures the degree and criterion in which students demonstrate these skills.

Supported Initiatives (8)
The program is currently applying for specialized accreditation. They submitted their report this summer and will hold an on-site visit this academic year. Stronger and more comprehensive student learning outcomes were developed in collaboration with an advisory board. Additional course embedded assessments will be used to strengthen the assessment plan. All changes will be made to the 17-18 assessment plan/report.

### Action Plan

**In Progress**

The program is currently applying for specialized accreditation. They submitted their report this summer and will hold an on-site visit this academic year. Stronger and more comprehensive student learning outcomes were developed in collaboration with an advisory board. Additional course embedded assessments will be used to strengthen the assessment plan. All changes will be made to the 17-18 assessment plan/report.

#### Action Item

<table>
<thead>
<tr>
<th>#</th>
<th>Action Item</th>
<th>Date Created</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developed new student learning outcomes with faculty and advisory committee</td>
<td>10/5/2017</td>
<td>Set Due Date</td>
<td>Complete</td>
</tr>
<tr>
<td>2</td>
<td>Determine which course embedded measures to use for better assessment (writing within the discipline, etc.)</td>
<td>10/5/2017</td>
<td>Set Due Date</td>
<td>Planned</td>
</tr>
<tr>
<td>3</td>
<td>Streamline surveys to report better and more meaningful data about each student learning outcome</td>
<td>10/5/2017</td>
<td>Set Due Date</td>
<td>Planned</td>
</tr>
</tbody>
</table>

### Measures of Outcome

#### 1.1 Demonstrate basic helping skills

**Description**

Students will be rated on knowledge/skill development in helping techniques learned throughout the Human Services program. During the student internships, Site Supervisors will utilize the "Rating of Intern" form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course and interns in the online course.
Target / Benchmark

1.1.1 Demonstrate basic helping skills

Target / Benchmark
80% of student interns will be rated Meeting Expectations or Exceeding Expectations by their supervisors on objective and subjective items pertaining to the goal of demonstrating basic helping skills on the supervisor “Rating of Intern” form.

Findings / Results
Goal was met.

Analysis of Current Cycle’s Findings
In the survey that was completed the following results were generated in regard to basic helping skills.

Q9- Student Intern’s On-Site Behavior
The mean number of Site Supervisors that completed Q9 in the Fall semester of 2016 is (N=125.86). 99.21% of Site Supervisors (N=124.86) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q9 in the Spring/Summer semesters of 2017 is (N=180.00). 100% of Site Supervisors (N=180.00) rated students as Meeting Expectations or Exceeding Expectations.

Q10- Student Intern’s Human Relations Skills
The mean number of Site Supervisors that completed Q10 in the Fall semester of 2016 is (N=126). 99.21% of Site Supervisors (N=125) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q10 in the Spring/Summer semesters of 2017 is (N=180.4). 99.89% of Site Supervisors (N=180.2) rated students as Meeting Expectations or Exceeding Expectations.

Q12- Student Intern’s Helping Relationship
The mean number of Site Supervisors that completed Q12 in the Fall semester of 2016 is (N=125.89). 100% of Site Supervisors (N=125.89) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q12 in the Spring/Summer semesters of 2017 is (N=180.89). 99.51% of Site Supervisors (N=180.00) rated students as Meeting Expectations or Exceeding Expectations.

Q13- Student Intern’s Conceptualization skills
The mean number of Site Supervisors that completed Q13 in the Fall semester of 2016 is (N=125.83). 100% of Site Supervisors (N=125.83) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q13 in the Spring/Summer semesters of 2017 is (N=180.50). 99.63% of Site Supervisors (N=179.83) rated students as Meeting Expectations or Exceeding Expectations.

Q17- General Evaluation
The mean number of Site Supervisors that completed Q17 in the Fall semester of 2016 is (N=125.80). 100% of Site Supervisors (N=125.80) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q17 in the Spring/Summer semesters of 2017 is (N=180.60). 99.78% of Site Supervisors (N=180.2) rated students as Meeting Expectations or Exceeding Expectations.

With consideration of the information generated on average students are continuing to excel in demonstrating basic helping skills.
Monitoring

Improvement Description

Academic student learning acceptable, process is working well or exceeding expectations

Improvement

The information below displays the results from the previous year’s cycle of results (2015-2016). It appears that students are continuing to meet the expectation of demonstrating basic helping skills.

Findings (2015-2016) - Target: Met

Findings for Fall 2015 semester:
Main campus students (N=12); Meeting Expectations or Meeting All Expectations (N=12) = 100%.
Online students (N=69); Meeting Expectations or Meeting All Expectations (N=69) = 100%. Total students (N=81); Meeting Expectations or Meeting All Expectations (N=81) = 100%.

Itemized Findings for Spring/Summer 2016 semesters:

Q6- Interpersonal Relations
The mean number of Site Supervisors that completed Q6 in Spring/Summer 2016 is (N=151.33). The mean number of students Meeting Expectations or Meeting All Expectations is (N=149.33) 98.67%. The mean for Q6 was taken because there is missing data. There were 3 questions in Q6 and all questions are reflected.

Q10- Student Intern’s Human Relations Skills
The mean number of Site Supervisors that completed Q10 in Spring/Summer 2016 is (N=206.90). The mean number of students Meeting Expectations or Meeting All Expectations is (N=206.10) 99.66%. The mean for Q10 was taken because there is missing data. There were 10 questions in Q10 and all questions are reflected.

Q12- Student Intern’s Helping Relationship
The mean number of Site Supervisors that completed Q12 in Spring/Summer 2016 is (N=205.11). The mean number of students Meeting Expectations or Meeting All Expectations is (N=204.77) 99.83%. The mean for Q12 was taken because there is missing data. There were 9 questions in Q12 and all questions are reflected.

Q13- Student Intern’s Conceptualization Skills
The mean number of Site Supervisors that completed Q13 in Spring/Summer 2016 is (N=205.50). The mean number of students Meeting Expectations or Meeting All Expectations is (N=204.83) 99.67%. The mean for Q11 was taken because there is missing data. There were 6 questions in Q13 and all questions are reflected.

Q17- General Evaluation
The mean number of Site Supervisors that completed Q17 in Spring/Summer 2016 is (N=206.20). The mean number of students Meeting Expectations or Meeting All Expectations is (N=205.00) 99.41%. The mean for Q17 was taken because there is missing data. There were 5 questions in Q17 and all questions are reflected.

1.2 SLO 2: Develop program development/implementation skills

Description

Students will address difficulties with mechanics in their writing and develop skills in program development and implementation in an effort to improve service delivery systems. These skills will be learned through the writing-intensive course HMSV 440W: Program Development, Implementation, and Funding. In this course students develop programs and plan the implementation of the programs. This assists them in developing abilities to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems.
During internship, students will demonstrate their writing skills as well as their ability to design and implement programs. Site Supervisors will evaluate these skills by completing a Likert-type scale evaluation which measures the degree and criterion to which students demonstrate these skills.

**Supported Initiatives (13)**

**Standards**
- Philosophical Base of Programs
- Institutional Requirements and Primary Program Objective
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Philosophical Base of Programs
- Community Assessment
- Program Evaluation
- Program Evaluation
- Program Support
- Self-Development

**Action Plan**

**Measures of Outcome**

1.2.1 **Demonstrate program development/implementation skills**

**Description**
Students will be rated on knowledge/skill development learned in the writing intensive course, HMSV 440W. These skills will be appraised through an evaluation of their ability to design and provide interventions and programs which match the unique needs of their clients while seeking to improve service delivery systems. During the students' internships, Site Supervisors will utilize the "Rating of Intern" form to evaluate these skills. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between interns in the on-campus course, and interns in the online course.

**Target / Benchmark**

1.2.1.1 **Demonstrate program development/implementation skills**

Met

**Target / Benchmark**

70% of student interns will be rated Meeting Expectations or Exceeding Expectations by their supervisor; 70% of students will rate HMSV 440W course as Very Good or Excellent on items pertaining to the goal of demonstrating skills in program development an

**Findings / Results**

Goal was met.

Analysis of Current Cycle's Findings

Q11- Student Intern's Management/Programming Skills and Competencies
The mean number of students that completed Q11 in the Fall semester of 2016 is (N=125.60). 99.52% of Site Supervisors (N=125.00) rated students as Meeting Expectations or Exceeding Expectations.
The mean number of Site Supervisors that completed Q11 in the Spring/Summer semesters of 2017 is (N=180.80). 99.78% of Site Supervisors (N=180.40) rated students as Meeting Expectations or Exceeding Expectations.

Q13- Student Intern's Conceptualization Skills
The mean number of Site Supervisors that completed Q13 in the Fall semester of 2016 is (N=125.83). 100% of Site Supervisors (N=125.83) rated students as Meeting Expectations or Exceeding Expectations.

The mean number of Site Supervisors that completed Q13 in the Spring/Summer semesters of 2017 is (N=180.50). 99.63% of Site Supervisors (N=179.83) rated students as Meeting Expectations or Exceeding Expectations.

Q14 - Consultation Skills
The mean number of Site Supervisors that completed Q14 in the Fall semester of 2016 is (N=125.00). 100% of Site Supervisors rated students as Meeting Expectations or Exceeding Expectations.

The mean number of Site Supervisors that completed Q14 in the Spring/Summer semesters of 2017 is (N=179.67). 100% of Site Supervisors rated students as Meeting Expectations or Exceeding Expectations.

Q17 - General Evaluation
The mean number of Site Supervisors that completed Q17 in the Fall semester of 2016 is (N=125.80). 100% of Site Supervisors rated students as Meeting Expectations or Exceeding Expectations.

The mean number of Site Supervisors that completed Q17 in the Spring/Summer semesters of 2017 is (N=180.60). 99.78% of Site Supervisors (N=180.20) rated students as Meeting Expectations or Exceeding Expectations.

Q12 - HMSV 440W Program implementation, Evaluation, and Funding
The mean number of students that completed Q12 in the Fall semester of 2016 is (N=87.33). 95.80% of students (N=83.66) rated HMSV 440W as Very Good or Excellent.

The mean number of students that completed Q12 in the Spring/Summer semesters of 2017 is (N=114.33). 96.50% of students (N=110.33) rated HMSV 440W as Very Good or Excellent.

Improvement Type
Monitoring

Academic student learning acceptable, process is working well or exceeding expectations

Findings (2015-2016) - Target: Met

Findings for Fall 2015 semester:
Main campus students (N=41); Meeting Expectations or Meeting All Expectations (41) = 100%. Online students (N=114); Meeting Expectations or Meeting All Expectations (114) = 100%. Total students (N=155); Meeting Expectations or Meeting All Expectations (137) = 88.4%.

Itemized Findings for Spring/Summer 2016 semesters:
Q11 - Student Intern’s Management/Programming Skills and Competencies
The mean number of Site Supervisors that completed Q11 in the Spring/Summer 2016 is (N=206.30). The mean number of students Meeting Expectations or Meeting All Expectations is (N=205.80) 99.76%. The mean for Q11 was taken because there is missing data. There were 10 questions in Q11 and all questions are reflected.

Q13 - Student Intern’s Conceptualization Skills
The mean number of Site Supervisors that completed Q13 in Spring/Summer 2016 is (N=205.50). The mean number of students Meeting Expectations or Meeting All Expectations is (N=204.83) 99.67%. The mean for Q11 was taken because there is missing data. There were 6 questions in Q13 and all questions are reflected.

Q14 - Consultation Skills
The mean number of Site Supervisors that completed Q14 in Spring/Summer 2016 is (N=206.00). The mean number of students Meeting Expectations or Meeting All Expectations is (N=205.33) 99.67%. The mean for Q14 was taken because there is missing data. There were 3 questions in Q14 and all
Q17: General Evaluation
The mean number of Site Supervisors that completed Q17 in Spring/Summer 2016 is (N=206.20). The mean number of students Meeting Expectations or Meeting All Expectations is (N=205.00) 99.41%. The mean for Q17 was taken because there is missing data. There were 5 questions in Q17 and all questions are reflected.

1.3 Demonstrate knowledge & skill in diversity issues

Description
Students will develop knowledge and skill in diversity issues, attributes essential in providing services which match the unique needs of diverse human service populations. Knowledge and skill in diversity issues will be learned through key courses including: 1. Interpersonal Relationships, 2. Introduction to Human Services, 3. Human Services Methods, 4. Career Development and Appraisal, 5. Diversity Issues in Human Services, 6. Field Observation in Human Services, 7. Addictions: Theory and Interventions or Advocacy with Children, 8. Family Guidance, 9. Psychoeducational Groups, and 10. Internship. During their final semester students will evaluate how well diversity competencies were met in the Human Services’ curriculum by completing a Likert-type scale evaluation.

Supported Initiatives (14)

Standards
- Institutional Requirements and Primary Program Objective
- Institutional Requirements and Primary Program Objective
- Institutional Requirements and Primary Program Objective
- Institutional Requirements and Primary Program Objective
- Program Evaluation
- Program Support
- Program Support
- Knowledge, Theory, Skills, and Values
- Human Systems
- Human Systems
- Human Systems
- Human Systems
- Human Systems
- Human Systems
- Human Systems

Action Plan

Measures of Outcome

1.3.1 Demonstrate knowledge & skill in diversity issues

Description
Students will be evaluated on basic knowledge and skill in diversity issues. These skills will be evaluated during the students’ final semester in their internship class by utilizing the “Student Evaluation of the Program” form, our annual assessment form. The rating form, which was developed by program faculty, utilizes a Likert-type scale and provides qualitative and quantitative data. Appropriate comparisons will be made between students in the on-campus course and students in the online course.

Target / Benchmark

Demonstrate knowledge & skill in diversity issues
Target / Benchmark
70% of student interns will be rated Meeting Expectations or Exceeding Expectations by their supervisor; 70% of students will rate Excellent or Very good on items pertaining to the goal of demonstrating knowledge and skill in diversity issues

Findings / Results
Goal was met.

Analysis of Current Cycle's Findings
Q10- Student Intern's human relations skills
The mean number of Site Supervisors that completed Q10 in the Fall of 2016 semester is (N=126). 99.21% of Site Supervisors (N=125) rated students as Meeting Expectations or Exceeding Expectations.

The mean number of Site Supervisors that completed Q10 in the Spring/Summer of 2017 semester is (N=180.40). 99.89% of Site Supervisors (N=180.20) rated students as Meeting Expectations or Exceeding Expectations.

Q12- Student Intern's helping relationship
The mean number of Site Supervisors that completed Q12 in the Fall of 2016 semester is (N=125.89). 100% of Site Supervisors (N=125.89) rated students as Meeting Expectations or Exceeding Expectations.

The mean number of Site Supervisors that completed Q12 in the Spring/Summer of 2017 semester is (N=180.89). 99.51% of Site Supervisors (N=180.00) rated students as Meeting Expectations or Exceeding Expectations.

Q10 - HMSV 346: Diversity Issues in Human Services
The mean number of students that completed Q10 in the Fall of 2016 semester is (N=87.33). 98.85% of students (N=86.33) rated HMSV 346 as Very Good or Excellent.

The mean number of students that completed Q10 in the Spring/Summer of 2017 semester is (N=114.33). 99.12% of students (N=113.33) rated HMSV 346 as Very Good or Excellent.

Improvement
The information below displays the results from the previous year’s cycle of results (2015-2016). It appears that students are continuing to meet the expectation of demonstrating basic helping skills.

Finding (2015-2016) - Target: Met

Findings for Fall 2015 semester:
Main campus students (N=12); Meeting Expectations or Meeting All Expectations (N=12) = 100%.
Online students (N=69); Meeting Expectations or Meeting All Expectations (N=69) = 100%. Total students (N=81); Meeting Expectations or Meeting All Expectations (N=81) = 100%.

Itemized Findings for Spring/Summer 2016 semesters:
Q10- Student Intern's Human Relations Skills
The mean number of Site Supervisors that completed Q10 in Spring/Summer 2016 is (N=206.90). The mean number of students Meeting Expectations or Meeting All Expectations is (N=206.10) 99.66%.

The mean for Q10 was taken because there is missing data. There were 10 questions in Q10 and all questions are reflected.

Q12- Student Intern's Helping Relationship
The mean number of Site Supervisors that completed Q12 in Spring/Summer 2016 is (N=205.11). The mean number of students Meeting Expectations or Meeting All Expectations is (N=204.77) 99.83%.

The mean for Q12 was taken because there is missing data. There were 9 questions in Q12 and all questions are reflected.
### Project Attachments

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Human services internship students indicated the following when asked about their future plans (for e.g. their career plans after graduation, pending job applications, employment, and plans to attend graduate school etc.).

1. I have applied for several jobs, but nothing has worked out yet. I plan to keep looking while I go back to volunteering. I am considering going on to a degree in international studies.
2. I want to work in a Psychiatric Hospital. Going to Grad school for my MSW.
3. I plan on attending graduate school in the fall and working part-time until then.
4. I do have a job lined up after graduation.
5. My future plans after I graduate is to find a part-time job that will allow me to keep up on my skills while attending graduate school. I’m in the Health Research field and will continue to work there until I finish graduate school.
6. I have been offered a part-time position with the YWCA of South Hampton Roads as a Crisis Services Facilitator. My schedule would be on call 24/7, one week at a time. I am also applying to M.Ed. in Counseling at The College of William and Mary. I'm also applying to the MSW program at Virginia Commonwealth University.
7. I have a couple job interviews lined up and hopefully will have a job lined up before graduation.
9. I am currently applying to jobs and I am also researching some MSW programs as well. Hoping to start grad school Fall 2016.
10. Working with Intellectual disabilities. Employed at internship- FamMat Services.
11. I plan to stay at my internship agency to continue to gain experience. From there I hope to gain a job.
12. I plan to pursue a career in case management with domestic violence victims. I do have a job lined up after graduation. It is at my current internship site.
13. I applied for a job at my internship site. I have plans to apply for graduate school for the fall semester.
14. My current career plans include becoming employed at the site of my internship, and beginning graduate school for counseling in the Fall.
15. I plan to attend graduate school after I gain a few years work experience. I have not applied for a job yet, because I am currently in the process of moving.
16. After graduation I plan to further explore my options with my internship site in the future. I will also be looking to other agencies for employment opportunities. I am still debating whether I will be attending graduate school.
17. After graduation, I will continue applying for jobs until I am offered a job that suits me and my career goals. I will also continue to occasionally volunteer at my internship site. The added knowledge and practice will always be useful. I have learned that I am a very independent worker and is able to complete many tasks as long as I have some guidance. I have also learned that other people look up to me to get jobs done. I was given a lot of
responsibility at the site and everyone was pleased. I have learned that this field covers a lot. There were so many different things that were covered not just at my internship but also in classes. I enjoyed working with cases that involved children. Especially the ones when the parents were trying to do better for their kids. It was nice to see their progress and to also see how happy the kids were despite the situation they were going through. The only thing I disliked was working with clients that wanted you to do all the work. That upset me when they were being lazy but wanted us to work hard to fix their situation.

18. I have not begun to apply to for jobs. I plan to apply for jobs and apply for graduate school. I am hoping to find a job that is either part-time or can work with my schedule while going to graduate school. I am applying to VCU School of Social Work. I hope to find a career as a social worker for a hospital or mental health center.

19. I have a grant-dependent job offer at my internship agency.

20. I plan to secure a job in the field. I have been applying for jobs for a couple of months. It has been a challenge in my area to find work as a soon to be graduate. However, I have some good prospects.

21. I have applied for jobs in the field but I have not gotten any call backs. Since I don't know what I want to do career wise, my plan is to continue working at my current and volunteer/intern in my spare time to get more experience and see what is available to me. This will give me more experience in the field and give me time to get my Master's. After a year or so I will reevaluate the situation and possibly see about looking for a job in the human services field.

22. I plan to work with children and families. I would like to apply to the local department of social services in the CPS unit. I do not have a job lined up after graduation but am very hopeful that I will find something in my area. I am unsure as to if I will go to graduate school in the future. I am more than ready to go to work full time.

23. Applied for over 10 jobs so far

24. I was offered a job from my internship site. I will also be going to grad school for social work.

25. I plan to attend Grad school at Liberty University

26. I am currently finishing my second degree which is Nursing. After that I will look to obtain a full time job that will utilize both degrees.

27. Since I have a good management position in retail, I want to start off working part time in Human Services field. I have expressed my desire to stay with the agency that I am interning with. I want to continue volunteering with them until at least part time opportunity will be offered. This will be my transition for career change.

28. I accepted the full-time position of Centralized Intake Counselor at my Internship site (Mercy House). I will start immediately following the last day of classes this semester.

29. I have applied for jobs but it is difficult to find a job locally that will sustain my current needs for living. I do plan to apply to graduate school but if I do not have a mode of steady income I will have to push that goal out

30. I have applied for jobs, I plan on going to grad school down the line.

31. Grad school and working in the helping field
32. Grad school and work
33. I plan to continue working for the company that I also interned for. I am currently working full-time with the company as a direct support professional in order gain the ground experience required before attempting to branch out to more management position within nonprofit organization.
34. Plans for Graduate School in 2016, applying for jobs in the field.
35. Have not applied for human services jobs yet, because I'm no longer certain of the career path I wish to take, but I will be looking. No current plans for graduate school.
36. Looking for case management position.
37. My plan is to attend graduate school for counseling. I have not decided where I will be attending school I am still deciding.
38. I plan on going to graduate school for counseling. I have not decided where yet.
39. Finding an open with social worker position and gain experience for my next goal.
40. I plan on looking for a social worker position to gain more experience and more on to my next goal.
41. I plan on continuing to work as a nurse at the Crisis stabilization program where I am currently employee. Next fall I am hoping to start at VCU in their MSW program.
42. FULL TIME EMPLOYMENT

43. Human services internship students also provided the following additional comments about the Human services program.
44. I felt like all of my professors wanted me to succeed.
45. I think it's a great program, it really dives right in to everything I have hoped to learn. Online classes can be a lot of work, but it's worth it.
46. It was amazing! It was very fulfilling and I learned so much about my field. I would recommend ODU to anyone who wanted to be in the Human Services field.

47. The professors are the best part of the program. They are exceptional.

48. Very great program filled with wonderful professors. I would recommend this program to anyone who would be interested in going into this field.

49. I was excited to see a variety of classes topics available to complete my human services degree. I didn’t want to be forced to take classes I am not interested in.

50. This program has taught me so much not just at the field but also myself. I have learned things that I can use in the workforce but also in my personal life. I am so grateful for this wonderful program with wonderful adviser and professors.

51. Excellent program.

52. I love the program! It taught me so much not just about the field, but also about myself. The material I learned I have used at my internship site but also in my own personal life.

53. I am SO happy that I did Human Services as my major. I have learned so much about the field and about myself throughout these classes. Now actually being in the field, I can finally understand all of the little things that my professor’s always said, and I truly enjoy working in this field. Through this program, I have found where my passion lies.

54. I had no issues with this program.

55. I enjoyed this program and I am happy that I went this route. I transferred from Radford to ODU because of the Human Service program. I felt that the program would open up more opportunities for my future career path.

56. I would have liked more courses that targeted counseling. It seemed that several of the courses talked in depth about developmental problems, but did not give equal time to discussing how to work with clients in improving those problems. Other than that, my experience at ODU has been great.

57. Overall I loved the human service program. The courses were interesting and informative and helped to mold me into an effective professional. There were several dedicated, passionate instructors who helped me along the way and I am grateful for them. In regards to areas of improvement, some professors need to be more available for their students and strive to communicate in a more effective and timely manner. For example, distance students should not have to wait days to get a response to an email or be limited exclusively to email contact. This lack of interaction and support creates a feeling of disconnectedness and isolation among students who are already learning from a distance. I also feel that the internship requirements should be more flexible and geared towards working adults. Many students, especially distance learners, have stable employment, financial obligations, and families. Going without income for an entire semester to complete internship in hopes of securing a position immediately upon completion is an unrealistic goal for many individuals who have the potential to excel otherwise. Finally, there needs to be more resources regarding licensing, certifications, and entry level job requirements for new graduates. Many students are blindsided by these challenges when they begin searching for employment in the field. Early advising and resources could not only help students be more informed, but also enable them to obtain some of these prior
to graduation. I hope that you will consider these thoughtful suggestions and I sincerely thank you for a wonderful experience.

58. This internship is too many hours of free work for people that have children and bills to pay.

59. Very good program

60. Wonderful!

61. Overall, this is a great program! I have learned so much and have enjoyed meeting each of my professors and peers from over the years.

62. I hope more dedicated students will choose this field as it is needed and the field is broad.

63. It's a great program, I have truly learned a lot.

64. I was a main campus student from Fall 2012 until Spring 2015. I completed my internship (HMSV 468) at home as a distance learning student with Kristen Rodriguez.

65. Very good program, however, felt like it was geared more towards counseling careers even though many of us were looking at other careers such as Social Work, which is a little bit different. Big part of that was the counseling background or schooling that our teachers were going through at ODU or before that.

66. A good program for those who want to go into counseling.

67. I really enjoyed the entire program of Human Services I found it to be very interesting and I learned a lot.

68. I learned a lot from this program.

69. I wish there was an option for a more flexible internship for students that have full time jobs.