HMSV Program Evaluation Report 2018-2019

1. History (standard 11): Students will be able to evaluate the historical development of the human services field.
    a. Measure 1: Site supervisor final evaluation (I. Student Intern's Understanding of the Development of the HS Field) (N=249)
    Benchmark: 80% of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on student's understanding of the development of the human services field. MET
        i. For the spring 2018- summer 2019 academic year, approximately 74% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' understanding of the development of the HS field. In addition, approximately 13% of HMSV senior students' supervisors reported that said students were "meeting expectations" (4 out of 5) on the interns' understanding of the development of the HS field. Thus, 87% of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than .5% of site supervisors reported that "expectations were not met" (1 out of 5).
            1. On average, site supervisors rated distance learning student slightly higher on understanding of the development of the human services field. They rated main campus students with an average score of 4.65 and distance learning students with an average score of 4.7.
    b. Measure 2: Student evaluation of program: (I. History) (N=107)
    Benchmark: 70% of students will rate their understanding of HS history as Very Good or Excellent. MET
        i. For the spring 2018- summer 2019 academic school year, approximately 53% of graduating seniors reported excellent satisfaction with understanding of HS history, approximately 35% reported very good satisfaction, and approximately 9% reported a satisfactory response. Thus, 88% of students reported excellent or very good satisfaction. Less than 3% reported minimal satisfaction for understanding HS history.
            1. On average, distance learning and main campus students reported the exact same average satisfaction with understanding HS history: 4.38 out of 5.
    c. Measure 3: Exam grades from 341 Intro to Human Services. (N=240)
    Benchmark: On average, students will score a B+ (88.5%) or higher on the first exam in the Intro to Human Services course, which covers HS history. UNMET
        i. The average score on the first exam in the HMSV 341 course was 85.8%.

Strengths:

1. Site supervisors reported high levels of satisfaction with our senior interns' understanding of the development of the human services field, with little difference between main campus and distance learning student status.
2. Both main campus and distance learning students reported high levels of satisfaction with their understanding of the development of the human services field.

Weaknesses:

1. Student performance on the first exam in their Introduction to Human Services course did not meet the benchmark for an average of a B+ grade. The average, 85.8% falls into the B range. Not all the questions on the first exam relate directly to the development of the human services field. Furthermore, some exam questions may not be reliable or valid. Instructors can work both to emphasize students' understanding of the development of the human services field in their lessons, as well as analyze the exam questions for reliability and validity.

2. Program Planning and Evaluation (standard 15): Students will be able to analyze service needs, plan strategies and interventions, and evaluate outcomes.
    a. Measure 1: Site supervisor final evaluation (V. Student Intern's Knowledge of Program Planning and Evaluation) (N=247)
    Benchmark: 80% of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on "student Intern's Knowledge of Program Planning and Evaluation" section. MET
        i. For the spring 2018- summer 2019 academic year, approximately 59% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' knowledge of program planning and evaluation. In addition, approximately 33% of senior students' supervisors reported that said students were "meeting expectations" (4 out of 5) on the interns' knowledge of program planning and evaluation. Thus, 92% of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than .4% of site supervisors reported that "expectations were not met" (1 out of 5).
            1. On average, site supervisors rated main campus student slightly higher on knowledge of program planning and evaluation. They rated main campus students with an average score of 4.51 and distance learning students with an average score of 4.47.
    b. Measure 2: Student evaluation of program: (V. Program Planning and Evaluation (N=108)
    Benchmark: 70% of students will rate knowledge of program planning and evaluation as Very Good or Excellent. MET
        i. For the spring 2018- summer 2019 academic school year, approximately 51% of HMSV students found his or her knowledge of program planning and evaluation to be "excellent," 34% "very good." Thus, 85% of students

reported excellent or very good satisfaction. Less than 2.78% of students found this knowledge minimally satisfactory.

1. On average, main campus students reported a higher level of satisfaction for knowledge of program planning and evaluation. On average, main campus students reported 4.4 out of 5, while distance learning students reported, on average, 4.2 out of 5.

c. Measure 3: Final grades for 440W. (N=215)
Benchmark: On average, students will score a B+ (88.5%) or higher in their 440W course Program Evaluation. UNMET

ii. The average grade for the 440W course was 86.3%.

Strengths:

1. Site supervisors reported high levels of satisfaction with our senior HMSV interns' knowledge of program planning and evaluation with little difference between main campus and distance learning student status.
2. Both main campus and distance learning students reported high levels of satisfaction with their knowledge of program planning and evaluation.

Weaknesses:

1. Student performance in the Program Evaluation course did not meet the benchmark for an average of a B+ grade. The average, 86.3% falls into the B range. Students may need more base knowledge or scaffolding of assignments to perform in this challenging course.

3. Self-Development (standard 20): Students will be able to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations as part of producing effective interactions with clients.

a. Measure 1: Site supervisor final evaluation (X. Student Intern's Self-Development) (N=247)
Benchmark: 80% of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on " Student Intern's Self-Development " section. MET

i. For the spring 2018- summer 2019 academic year, approximately 77% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' self-development. In addition, approximately 18% of senior students' supervisors reported that said students were "meeting expectations" (4 out of 5) on the interns' self-development. Thus, 95% of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than .5% of site supervisors reported that "expectations were not met" (1 out of 5).

1. On average, site supervisors rated distance learning student slightly higher on the interns' self-development. They rated main campus

students with an average score of 4.65 and distance learning students with an average score of 4.73.

b. Measure 2: Student evaluation of program: (X. Self-Development) (N=106)
Benchmark: 70% of students will rate their self-development as Very Good or Excellent. MET
    i. For the spring 2018- summer 2019 academic school year, approximately 71% of HMSV students found his or her self-development to be "excellent," 28% "very good." Thus, 96% of students reported excellent or very good satisfaction. No students found this course minimally satisfactory for developing interpersonal skills.
        1. On average, main campus students report a slightly higher level of satisfaction with self-development. On average, main campus students reported 4.72 out of 5, while distance learning students reported 4.64 out of 5.

c. Measure 3: 346 Personal Reflection Paper. (N=196)
Benchmark: On average, students will score a B+ (88.5%) or higher on on their Personal Reflection Papers in 346. MET
    iii. The average score on the Personal Reflection Paper was 90.8%.

Strengths:

1. Site supervisors reported high levels of satisfaction with our senior HMSV interns' self-development with little difference between main campus and distance learning student status.
2. Both main campus and distance learning students reported high levels of satisfaction with their self-development.
3. Average student grades on their Personal Reflection Papers exceed the current standard of a B+ or higher.

Weaknesses:

2. Future evaluations can tease out the ways in which students are developing self-awareness.

4. Field Experience (standard 21): Students will be able to integrate knowledge, theory, skills, and professional behaviors in a human services field experience.
    a. Measure 1: Site supervisor final evaluation (Student's score out of 35 points) (N=239)
    Benchmark: 80% of student interns will be rated with 32/35 or higher by their site supervisor. MET
        i. For the spring 2018- summer 2019 academic year, approximately 92% of HMSV senior students' supervisors reported that said students received a grade of 32 or better on their final evaluation of the student intern.
    b. Measure 2: Student evaluation of program: (XI. Field Experience) (N=108)

Benchmark: 70% of students will rate field experience as Very Good or Excellent. MET

i. For the spring 2018- summer 2019 academic school year, approximately 60% of HMSV students found his or her field experience to be "excellent," 31% "very good." Thus, 91% of students reported excellent or very good satisfaction. Less than 2% of students found field experience minimally satisfactory.

1. On average, main campus students report a slightly higher level of satisfaction with field experience. On average, main campus students reported 4.53 out of 5, while distance learning students reported 4.45 out of 5.

c. Measure 3: 468 Case Presentation grades. (N=112)
Benchmark: On average, students will score a B+ (88.5%) or higher on their Case Presentations in 468. MET

iv. The average score on the Case Presentation was 92.34%.

Strengths:

1. Site supervisors report high levels of satisfaction for our student interns' field experience performance.
2. Both main campus and distance learning students report high levels of satisfaction for their field experience.
3. Student performance on the Case Presentation in the Internship Course exceeds the B+ benchmark.

Weaknesses:

1. Future evaluations may also report on the final grade in the Internship Course.

HMSV Advisor Board

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.

Continued Recommendations:
1. Need for students to gain and practice advanced information technology skills, professional writing skills, networking skills, program development skills, public speaking and interview skills, and problem-solving skills.
2. Recommended utilizing interest assessments so that the students are given the opportunities to further explore their career interests and goals.
3. Recommended to encourage students to continuously engage in self-reflection and exercise self-care. 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. 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.
4. 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.
5. Recommended that the ODU CHS website include the HMSV Advisory Board Members, agency website links, so that students may explore potential internship opportunities.
6. 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 students' self-awareness on social stigma, and developing skills to identify, locate, and connect clients with available resources.
7. 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).

New Recommendations:
1. Evidence-based practice should be taught in classes and in internship. As much hands-on learning should be used.
2. Working practitioners should speak to students about their experiences and teach students the practical implications of working in the field.
3. Students should be prepared with direct client service skills, but also administrative skills in research, surveys, and needs assessments.

4. Students should be knowledgeable of their parts in non-profit fundraising. Student should understand how funding works at both the macro and micro levels.

Addressing Weak Areas:

1. The HMSV Program has established an Advisory Board comprised by local professionals and supervisors working in the field. Meetings with the Board are held bi-annually and their recommendations are reported to the Program and include in our annual program evaluation.
2. The HMSV Program Evaluation outcomes have been directly aligned with the standards of our accrediting body CSHSE.
3. Direct measures, i.e., student grades and outcomes on assignments and in coursework, have been incorporated into the Program Evaluation, in addition to indirect measures, i.e., reports from site supervisors and student self-report.
4. The HMSV Program is aligning its online and on-campus versions of its Internship course in order to ensure standardized outcomes for students, and will be reflected in the Program Evaluation.
5. Students in Internship are trained on resume and cover letter writing, as well as interviewing strategies, through a presentation conducted by Career Development Services.