

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Human Services, B.S.

Submission Due Date
2023-2024

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Knowledgeable students who understand career options.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students demonstrate understanding of Human Services-related career pathways.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

At least 70% of students with a rubric score of 2 "satisfactory" or higher

Performance Target for "Partially Met"

60-69% of students with a rubric score of 2 "satisfactory" or higher

Performance Target for "Not Met"

Less than 60% of students with a rubric score of 2 "satisfactory" or higher

Assessment Measure Used

Professional Interview Assignment in HUS 201 OL course

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 75 students enrolled in four sections of HUS 201 OL across the fall 2022 and Spring 2023 semesters. Results were 96% received a rubric score of 2 or higher indicating the goal is met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The Professional Interview Assignment has been standardized to be given in all sections of HUS 201 in every semester. Standardizing the assignment has provided for the continuation of solid data collection. Additional resources are not deemed necessary at this time. With this program being only three years old, on-going monitoring of this outcome will continue and sustainability will be more clear as comparisons can be drawn with future collected data.

Data indicate the goal is being met. The goal has been met for three consecutive years.

Resources Needed to Meet/Sustain Results

No additional resources needed at this time.

Explanation of How Resources Will Be Used

None needed.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students develop a working knowledge of human services' content domains.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Average score of 70% or more for all students combined on composite of all quiz/test scores

Performance Target for "Partially Met"

Average score of between 60-69% for all students combined on composite of all quiz/test scores

Performance Target for "Not Met"

Average score of less than 60% for all students combined on composite of all quiz/test scores

Assessment Measure Used

Average of quizzes/tests in selected 200/300 level HUS and major courses. Assessed in courses selected from HUS 201 OL, PSYC 212 OL, HUS 322 OL.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 72 students total for this outcome. Data indicate goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Data were collected from students in two HUS 201 OL Fall 2022 sections, with an average quiz score of 88 per cent.

Data were collected from 10 students in HUS 322 OL Summer 2023 with an average quiz score of 91 per cent.

Data were collected from 12 students in HUS 322 UOH (hybrid course UCG) Fall 2022, with an average quiz score of 95 per cent.

Data were collected from 21 students for PSYC 212 OL Fall 2022 on a course skills quiz, with a mean score of 92 per cent.

The mean quiz score overall was 91.50%, well within the performance target to meet this goal.

Comments/Narrative

Results from 72 students across three courses in the 2021-2022 academic year yield an overall average quiz score of 91.50%. These data indicate the rubric score of 3 is given as the goal is being met.

HUS Coordinator will continue to monitor data results and sustainability of this goal as program

continues and grows across three modalities (online, in-person, hybrid).

Collected data from five course sections this year, to create a more robust data collection. This included PSYC 212, which is an applied skills course in the major curriculum. This broadened our pool of quiz data and further ensured applied knowledge was being measured.

Data was collected from a hybrid course section and an online section of the same course, HUS 322, which revealed similar results. Will continue to monitor and explore ways to maintain standardization in online, hybrid-based, and fully in-person sections of the same courses as the program grows. For example, next year data will be collected from an in-person PSYC 212 course as well as continue collection of data from the online PSYC 212 section.

Data from PSYC 203 Developmental Psychology course will also be considered for collection, as it is taught across two delivery modes and is required for all HUS majors.

Resources Needed to Meet/Sustain Results

None identified at this time.

Explanation of How Resources Will Be Used

None needed.

Goal Summary

Goal Summary/Comments

The current plan of data collection was agreed upon by the department faculty, so the plan will continue with the addition of data from one or more fully in-person sections next year.

Changes Made/Proposed Related to Goal

Adding data to cover all three course section modalities (online, fully in-person, hybrid) is the only area of change to these existing outcomes. Further development of an outcome for assessing strengths and weakness is still being considered.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Critical thinkers who are adaptable in the field of human services.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Engage in innovative and integrative thinking, and problem-solving

Timeframe for this Outcome

Upcoming academic year 2022-2023

Performance Target for "Met"

A mean score of greater than 112

Performance Target for "Partially Met"

A mean score of 111 to 112

Performance Target for "Not Met"

A mean score of less than 111

Assessment Measure Used

Critical Thinking score from the ETS Proficiency Profile

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data collected from 16 HUS major senior students enrolled in HUS 499 OL Fall 2022 and Spring 2022 online courses indicate the average Critical Thinking score on the ETS was 104. These results earn a rubric score of 1, indicating the goal is not being met.

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

Department faculty were consulted, and assisted in formulating a plan going forward.

There is a plan in place to continue collecting this data in the HUS 499 courses every semester, through the administration of the online ETS Proficiency Test. This is the second year performance on this standardized test has not met the goal performance standard.

It was determined again this year that the ACAT is no longer a viable source of data collection, due to the technical difficulties which accompany online delivery of the test.

Resources Needed to Meet/Sustain Results

No current need for additional resources.

Explanation of How Resources Will Be Used

None needed at this time.

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Think critically and analytically

Timeframe for this Outcome

Assessed every year

Performance Target for "Met"

At least 70% of the students with a score of 85 or more.

Performance Target for "Partially Met"

At least 60-69% of students with a score of 85 or more.

Performance Target for "Not Met"

At least 59% of students with a score of below 85.

Assessment Measure Used

Data were collected from 16 students across Fall 2022 and Spring 2023 HUS 499 OL course, from question 4 (written response) on the final quiz. The mean score was 94 per cent.

Frequency of Assessment

Annually

Data were collected from 16 students in HUS 499 OL for Popular Media vs. Science Critical Thinking written assignment. The mean score was 92 per cent. These data indicate the goal was met.

Data Collected for this Timeframe (Results)

2022-2023

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

As previously noted in the 2021-2022 assessment: With consultation from the department faculty, it was decided offering the online version of the ACAT assessment is not a viable option going forward for the online course HUS 499.

As an alternative to the ACAT, the HUS Coordinator further developed a written assignment in HUS 499

Senior Seminar regarding Social Media vs. Science assignment (involving critical thinking and analysis). This assignment was used for data collection in this section.

Furthermore, research continues on the option of developing a comprehensive exam to administer to all graduating HUS students. An alternative to the comprehensive exam which has been explored, is the implementation of administering an exam such as the Human Services- Board Certified Practitioner exam. One of these alternatives will be chosen and utilized by the next academic year.

Resources Needed to Meet/Sustain Results

No additional resources needed at this time unless support is required to access a chosen Human Services comprehensive exam.

Explanation of How Resources Will Be Used

None known at this time.

Goal Summary

Goal Summary/Comments

Due to the program having just started Fall 2020, and the HUS 499 course starting in Fall 2021, options for data collection have been limited thus far. With the adjustments being made (noted previously) it appears data collections will be well supported going forward.

Changes Made/Proposed Related to Goal

Clearly identified methods to collect data for this goal and corresponding outcome for future assessment reports. Discontinued use of the ACAT for this goal.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students with the ability to apply knowledge to different career settings

Pillar of Success Supported

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Outcomes

Outcome 1

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Demonstrate application of human services knowledge to basics of program design

Timeframe for this Outcome

Assessed every year in HUS 201

Performance Target for "Met"

A score of 18-20

Performance Target for "Partially Met"

A score of 16-17

Performance Target for "Not Met"

A score of less than 16

Assessment Measure Used

Psychoeducation Group Program Design Project

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 54 students enrolled in two sections of HUS 201 OL (Fall 2021 and Spring 2022) with an average score of 18 on the Program Design Final Project. This average assignment score 18 corresponds with a rubric score of 3. The data indicate the goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The students consistently demonstrated application of knowledge to create a client-focused program for this assignment. Continued use of this standardized assignment across all HUS 201 sections is planned. The data indicate this goal is being met.

Resources Needed to Meet/Sustain Results

No additional resources or costs.

Explanation of How Resources Will Be Used

None needed at this time.

Outcome 2

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Demonstrate application of human services knowledge to varying career settings and towards specific policy areas.

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

A score of 18-20

Performance Target for "Partially Met"

A score of 16-17

Performance Target for "Not Met"

A score of less than 16

Assessment Measure Used

SOCI 317: Social History and Case Summary Assignment, two course sections.

Frequency of Assessment

Annually

HUS 300: Non-Profit Program Evaluation Project, one course section.

Soci 322 OL Fall 2022 final assignment, one course section.

Data Collected for this Timeframe (Results)

Collected data from SOCI 317 Social History and Case Summary Assignment, HUS 300 Non-Profit Program Evaluation Project and SOCI 322 OL Final Assignment Mental Health and the Influence of the Social Environment.

Score (Met=3, Partially Met=2, Not Met=1)

3

Results:

Data were collected from 27 students enrolled in SOCI 317 OL Spring 2023 and Summer 2023 who had an average assignment score of 90 per cent.

Data were collected from students enrolled in HUS 300, in which the mean Final Project assignment score was 86 percent.

Data were collected from 21 students enrolled in Soci 322 OL Fall 2022 course, in which the mean score on the final assignment was 88 per cent.

These data indicate a rubric score of 3, the goal is being met.

Comments/Narrative

Data collection will continue in the standardized assignments in both SOCI 317, HUS 300, and SOCI 322.

Faculty members were consulted and it was advised to also consider the option of data collection from assignments in SOCI 315 OL and an in-person section, which includes a standardized social policy question on a project.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Explanation of How Resources Will Be Used

None needed.

Goal Summary

Goal Summary/Comments

Based on the data collected during this third year of the HUS program, the goal is being met.

Changes Made/Proposed Related to Goal

Collaborated with department faculty to discuss options for data collection and agreed upon above plan. The assignment in HUS 300 entitled Non-profit Program Evaluation Narrative to strengthen the data collection from the previous year. Data from SOCI 322 was also added. These additions were successful in adding meaningful data and results to this assessment section.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

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performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2022-2023

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

Not applicable.

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Enrollment data was collected from the first three years of the Human Services program.

Score (Met=3, Partially Met=2, Not Met=1)

3

Major enrollment in the 2022-2023 academic year was 81, with a five year rolling average of 54.7.

This continues to exceed the performance target indicating the goal is Met.

In Fall of 2021, enrollment was at 60, with the five year rolling average of 43. The goal was met.

The major enrollment was 23 in Fall 2020, with a rolling average then of 23.

Comments/Narrative

The data from the 2022-2023 academic year show HUS program enrollment of 81, which meets the criteria for this goal being met.

The HUS program enrollment has increased more than 25% in size since the previous year's assessment. Student numbers have increased in online, on-campus and with UCG-based students. Marketing and outreach efforts continue to promote the HUS program and recruit transfer students. Lander has engaged in additional articulation agreements with numerous technical colleges across the

state of SC. The HUS program is now entering its fourth year. Enrollment growth and continued success in this program is anticipated.

Resources Needed to Meet/Sustain Results

Continued support in offering outreach events and recruiting opportunities.

Explanation of How Resources Will Be Used

Resources will be requested on an as needed basis. No further resources are anticipated at this time.

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degree Awarded)

Timeframe for this Outcome

2023-2023

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data was collected from a Human Services program productivity in the 2022-2023 academic year, showing the Human Services program had 16 graduates.

Score (Met=3, Partially Met=2, Not Met=1)

3

In 2021-22 the Human Services program had 9

students to complete their degree.

In 2020-2021, there was one HUS graduate.

Comments/Narrative

As the program has grown in enrollment and degree completions, with expectations to maintain and/or increase in subsequent years.

Degree completions increased from 1 in the 2020-21 academic year, to 16 in the 2022-23 academic year. This growth indicates the enrollment goal is being met.

Please see comments above related to enrollment growth and related outreach efforts, as these relate to degree completion as well.

Resources Needed to Meet/Sustain Results

Continue to monitor growth and degree completions in the Human Services program.

Explanation of How Resources Will Be Used

None noted.

Goal Summary

Goal Summary/Comments

The Human Services program has shown continued growth in enrollment since it began three years ago. Efforts to monitor and further this growth, and guide students toward degree completion, are now in place, including the development of optional field placements and the HUS 499 Senior Seminar course.

Changes Made/Proposed Related to Goal

Continuation of the current plan utilizing various resources and the HUS 499 course to ready students for degree completion. Continue monitoring outreach efforts, the transfer process, HUS program enrollment and degree completions for 2022-2023.

Upload Rubrics/Other Files

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students who are engaged in their Lander community and involved in professional growth.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,

skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

HUS students engaged in their community and involved in professional growth, to meet criteria for goal being Met.

This outcome may be further developed.

Timeframe for this Outcome

Spring 2024

Performance Target for "Met"

To be determined.

Performance Target for "Partially Met"

To be determined

Performance Target for "Not Met"

To be determined

Assessment Measure Used

Data collection sources are still being determined but will start with measuring engagement in classwork, service opportunities, and professional training offered through the HUS program. Data can be from courses such as SWK 311, SOCI 315, HUS 299, HUS 337, HUS 490, across all delivery modalities, as well as participation in professional trainings and networking.

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Not collected yet. Will begin collection by Spring 2024.

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

This was discussed by the department and determined to be a fitting goal for the HUS program in the upcoming year. These data results will be reported in the next assessment report (2023-2024 AY).

Resources Needed to Meet/Sustain Results

Continued support for outreach and professional development opportunities, with special consideration for online and UCG-based students, for all HUS majors and minors. This requires periodic collaboration with admissions and other groups to pool resources.

Explanation of How Resources Will Be Used

Continue current plan.

Goal Summary

Goal Summary/Comments

Students engaged in their community and involved in professional growth. As noted, there are multiple ways to measure these outcomes and student progress here. HUS Coordinator and faculty will continue providing and enhance ample opportunities for engagement with others in the HUS program, within the Lander community (online, hybrid/UCG, main campus) and through professional training and networking opportunities.

Changes Made/Proposed Related to Goal

None made due to new goal.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Signature of Dean

Comments from Dean's Review