

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
Fall 2025: October 1, 2025

Assessment Coordinator Name
Michelle G. Scott

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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

2024-2025

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 68 students enrolled in three sections of HUS 201 OL across the fall 2024 and Spring 2025 semesters. Results were 95 percent 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 five 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 has been met for 5 consecutive years.

In Fall 2025, we have a face-to-face offering of this course (HUS 201) and will begin to collect data in that section to compare with our online section of HUS 201 OL.

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

2024-2025

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

Average of quizzes in selected 200/300 level HUS and major courses. Assessed in courses selected from HUS 235 OL, HUS 322 OL and HUS 322 UOH(hybrid) and two sections of PSYC 212 (f2f).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 101 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 18 students in HUS 235 OL Spring 2025 from quizzes 1-3, with the average grade being 95.8.

Data were collected from 8 students in HUS 322 UOH Fall 2024 with an average quiz score of 91.3 . Data were collected from 29 students in HUS 325 OL Spring 2025, with an average quiz score of 96.7 per cent.

Data were collected from a total of 49 students Fall 2024 and Spring 2025 from two face-to-face sections of PSCY 212. The average quiz score overall was 92.94 per cent, which meet the target.

All data collected indicates the goal is being met.

Comments/Narrative

Results from 104 students across four courses in the 2024-25 academic year yield an overall average quiz score of 92.45. These data indicate the rubric score of 3 is given as the goal is being met.

HUS Director will continue to monitor data results and sustainability of this goal as courses are consistently offered across three modalities.

Collected data from five course sections this year, three online, one hybrid, and one fully face-to-face. Results and collection methods discussed with department faculty.

Note that data was collected from one hybrid course section and an online section of the same course, HUS 322, which revealed similar results. Data will continue to be collected across online and hybrid sections of this course going forward.

For the 2025-26 academic year, we will have additional HUS and SWK course offerings on the main campus, through which data will be collected and compared with online sections.

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 continues to grow.

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 discussed and will continue as is, with the exception of adding additional f2f data.

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.

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 2024-25

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 E-Proficiency Profile (also referred to as the ETS).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data collected from 22 HUS major/minor senior students enrolled in HUS 499 OL Fall 2024 and Spring 2025 online courses indicate the average Critical Thinking score on the ETS was 111 in Fall 2024 (partially meets target) and 106.14 in Spring 2025.

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

1

Overall these results earn a rubric score of 1, indicating the goal is not being met.

Comments/Narrative

Consultation was sought from department faculty and the Associate Dean.

The plan going forward is to increase students preparation for taking the ETS by providing practice questions and resources within the HUS 499 OL course prior to the students taking the test. These resources were not available to students (or faculty) previously. This is the fourth year performance on this standardized test has not met the goal performance standard.

Of note is that students in the Fall 2024 HUS 499 OL section did show an improvement with an overall score of 111. With new resources available, we will continue to use the ETS critical thinking score for this Outcome.

Other options which were ruled out:

The ACAT continues not to be a viable source of data collection, due to the technical difficulties which accompany online delivery of the test.

A comprehensive exam was developed by the CSHSE but contains some content currently not emphasized in this HUS program. The use of a comprehensive exam will continue to be explored.

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 15 students in Fall 2024 HUS 499 OL course, and 20 students in Spring 2025 HUS 499 OL section, utilizing the Popular Media vs. Science assignment.

Frequency of Assessment

Annually

The mean score was 92, indicating the target score has been met.

Data Collected for this Timeframe (Results)
2024-2025

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

Comments/Narrative

Continue to collect data in HUS 499 OL with an updated Critical Thinking assignment (available Spring 2026) in the Popular Media vs Science assignment.

No additional changes will be made, other than the additional support being provided to assist students with the E-Proficiency (ETS) as noted in Outcome 1.

Resources Needed to Meet/Sustain Results

No additional resources needed at this time.

Explanation of How Resources Will Be Used

None known at this time.

Goal Summary

Goal Summary/Comments

Department faculty have previously noted how our students meet goals in critical thinking through non-standardized tests (written assignments). This data is valuable and will continue to be collected.

Changes Made/Proposed Related to Goal

Continue to collect from the HUS 499 OL Critical Thinking assignment, which is being slightly revised for use in Spring 2026. Continue to explore other options for data collection as needed.

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

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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

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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 87 per cent or higher

Performance Target for "Partially Met"

A score of 80-87 per cent

Performance Target for "Not Met"

A score of less than 80 per cent

Assessment Measure Used

Psychoeducation Group Program Design Project

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Data were collected from 48 students enrolled in two sections of HUS 201 OL (Fall 2024 and Spring 2025) with an average score of 87.5 on the Program Design Final Project.

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

3

This average assignment score corresponds with a rubric score of 3. The data indicate the goal is being met.

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, and has been for five consecutive years.

With the addition face-to-face offerings of this course in Fall 2025, additional data will be collected and assessed across modalities.

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

2023-2024

Performance Target for "Met"

A score of 18-20 (90 per cent)

Performance Target for "Partially Met"

A score of 16-17 (80-89 per cent)

Performance Target for "Not Met"

A score of less than 16 (below 80 per cent)

Assessment Measure Used

SOCI 317 OL and UOH: Social History and Case Summary Assignment, two course sections (Fall 2023, Spring 2024).

Frequency of Assessment

Annually

SOCI 322 OL Summer 2024 final policy assignment, one course section.

SWK 311 UOH Fall 2024 Community Service Project assignment.

Data Collected for this Timeframe (Results)

Collected data from Fall 2024 and Spring 2025 sections of SWK/SOCI 317, and SW/SOCI 322 OL (summer 2025) and Fall SW 311 UOH section at UCG.

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

3

Results:

Data were collected from 32 students enrolled across two semesters in SOCI/SW 317 OL Spring 2023 and Spring SW/SOCI 317 UOH on a Case Study assignment with a mean of 94.6 per cent.

Data were collected from 18 students enrolled in SOCI 322 OL Summer 2024 course, in which the mean score on the final assignment was 94 per cent.

Data were collected from SWK 311 UOH Fall 2024, from 7 students scoring an average of 90 percent on the Community Service Project.

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

Comments/Narrative

Data collection will continue in the standardized assignments in SWK/SOCI 317, SOCI 322 OL and SWK 311 UOH, since these courses include case summaries and policy content.

The courses for data collection changed slightly from previous years due to course offerings, and knowing there will be opportunities in 2025-2026 to collect more robust data in these courses as face-to-face and additional hybrid offerings are provided.

In 2025-2026, HUS 300 will be considered again for data collection here, as it will be offered in both face-to-face formats and online.

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 fifth 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 to move forward with the current plan, with the goal of collecting data across modalities.

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.

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.

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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

Major Enrollment

Timeframe for this Outcome

2024-2025

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 five years of the Human Services undergraduate program.

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

3

Major enrollment in the 2024-2025 academic year was 70, with a five-year rolling average of 56.

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

Comments/Narrative

The data from the 2024-2025 academic year show HUS program enrollment of 70 (it reached 75 later in the year), which meets the criteria for this goal being met.

Enrollment 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 sixth 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

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?

Operational Outcome

Enter Outcome

Completions (Degree Awarded)

Timeframe for this Outcome

2024-2025

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)

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

Data was collected from a Human Services program productivity in the 2024-2025 academic year, showing the Human Services program had 23 graduates.

3

Since the program began Fall 2020, there have been 71 degrees awarded.

The five-year rolling average is 56.

In 2020-2021, there was 1 HUS graduate.

Comments/Narrative

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

Resources Needed to Meet/Sustain Results

Continue to monitor growth and degree completions in the Human Services program, and support needed to maintain retention of these students, especially the online and UCG-based students.

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 five years ago. Efforts to monitor and further this growth, and guide students toward degree completion continue to be in place, including the robust offerings of (optional) field placements and internships, and HUS 499 Senior Seminar course.

Changes Made/Proposed Related to Goal

No changes.

Continuation of the current plan utilizing various resources and the HUS 499 course to ready students for degree completion.

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 the human services field and are 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

Students engaged in gaining experience in the human services field.

Timeframe for this Outcome

2024-2025 academic year

Performance Target for "Met"

10% of HUS majors or minors will complete a field placement or internship.

Performance Target for "Partially Met"

9% to 5% of HUS majors/minors complete a field placement or internship.

Performance Target for "Not Met"

4% or less of HUS majors/minors complete a field placement or internship.

Assessment Measure Used

Data collection sources for this goal so far have been HUS 299 OL and HUS 490 OL (Fall 2024 and Spring 2025).

Frequency of Assessment

Annually

With 26 students completing a field placement or internship, (over 30 % of our majors) the target was met.

Data Collected for this Timeframe (Results)

2024-2025

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

3

Comments/Narrative

Now that we have had HUS students complete HUS 490, the department agrees to add the completion of HUS 490 to this goal as well as HUS 299. Taking HUS 299 or HUS 490 are optional for degree completion, but this level of experience is encouraged to better prepare students for career-readiness.

These data results show the goal is being met.

Through the use of HUS 389 Special Populations course, additional opportunities for community-based learning is planned for Fall 2025 and Spring 2026 (tour of Department of Mental Health, creating an inclusive experience for vulnerable population at the UCG College and Candy fest, and more). Additional opportunities are being planned with new HUS/SWK faculty member for f2f students.

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.

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 engaged in professional development.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

10% of all HUS students engaged in a professional development activity

Performance Target for "Partially Met"

9-5% of all HUS students engaged in a professional development activity

Performance Target for "Not Met"

4% or less of all HUS students engaged in a professional development activity

Assessment Measure Used

Participation in a Fall or Spring poster session: 17

Frequency of Assessment

Annually

Attended a virtual national conference (NOHS) Fall 2024: 8 students

Attended and co-presented a poster at a National Conference (NYAR) Spring 2025: 1

Participated in Spring 2025 ACEs training (UCG): 12

Gained QPR Suicide Intervention Training: 11

Total: 40 students (or more) participated in professional development activities.

(note: some students did two activities, and were counted once).

Data Collected for this Timeframe (Results)
2024-25

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

Comments/Narrative

Department faculty concluded this data can be collected from a variety of engagement opportunities offered to Human Services students. Will continue to focus data collection on conference attendance, professional training attendance, and poster session participation, and the addition of a main campus micro-credential in 2025-2026. An Advocacy Day has tentatively been planned for Spring 2026 as well.

Resources Needed to Meet/Sustain Results

Continued support of professional development events which are offered at least once per semester at UCG, with a new plan to offer at least one micro-credential training on the main campus per year (as space allows). Continue support of student attendance at the NOHS national conference (virtually or face-to-face) and poster sessions (UCG, Academic Symposium, others). This may also involve financially sponsoring a speaker or other limited costs related to supporting these student offerings.

Explanation of How Resources Will Be Used

To provide offerings noted above.

Goal Summary

Goal Summary/Comments

Human Services students are engaged in their community and involved in professional growth. As noted, there are multiple ways to measure these outcomes and student progress here.

HUS and Psychology programs 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 micro-credential training and networking opportunities.

Changes Made/Proposed Related to Goal

None made. Continue collecting data in areas as previously mentioned.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Misty L. Jameson

Comments from Dean's Review

This report shows that, even with not meeting Goal 2, Outcome 1 (the Critical Thinking portion of the ETS test), Human Services is a solid program with robust enrollment and graduation rates. One thing that the faculty may want to consider would be how to utilize the NACE competencies (Career and Self

Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology) in program reporting and in recruiting efforts for this program. Clearly, Human Services already has goals tied to Career and Self Development, Critical Thinking, and Professionalism. You can utilize these connections to help you with recruitment and retention so that your students (and potential students) can see how the program develops their workforce skills.

Since you already track career preparation with Goal Five (with Outcome One tracking numbers of students completing a field placement or internship), I am wondering if you could utilize EYE program survey data in your assessment, potentially using the Professionalism measurement, not only to track the number of students participating in internships but also to evaluate their performance. This might be something for the department to discuss.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.