

# Bronx Community College Division of Academic Affairs

## HUMAN SERVICES PROGRAM ASSESSMENT PLANNING TEMPLATE

DRAFT-May 14, 2009

(See the *Assessment Planning Guidelines*. Use as much space as needed below.)

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Course	HSC 12

### INTRODUCTION

The College's Human Services program is periodically reviewed for re-accreditation by the Council for Standards in Human Service Education. The Social Science Department will submit a self-study report in support of re-accreditation in July, 2011.

The proposed work plan for the self-study includes plans to assess three courses, HSC 91, SOC 37, and HSC 12.

The findings of the assessments of the three courses will be added to the self-study report.

This assessment planning template is for one of the courses to be assessed, HSC 12, "Methods and Skills in Human Services".

### 1. What student learning outcomes will be assessed?

The student learning outcomes to be assessed are for HSC 12--Methods and Skills in Human Services.

- Upon the completion of the course, the students will be able to:
  - a. Identify and explain the key stages of the helping process.
  - b. Apply skills to analyze the needs of clients.
  - c. Develop goals, design and/or implement a plan of action.

- d. Engage the clients through open dialog and by listening carefully to their needs and concerns through interviews.
- e. Discuss and assess problematic situations with the clients.
- f. Assist the client in formulating solutions and strategies through problem solving and oral communication.
- g. Identify and describe the ethical behavior (confidentiality, respect, sense of fairness) and cultural competence (non-judgmental behavior and cultural diversity) foundations to be an effective helper.
- h. Identify and examine through self-reflection one's own qualities and characteristics needed to practice in a human service environment.
- i. Formulate solutions to situations described in case studies.

- ***What Program/course teaching goals do these outcomes fulfill?***

The outcomes fulfill the HSC 12 course teaching goals; it prepares the student for the internship experience, during the subsequent HSC 91 and HSC 92 courses and primary goal of the Human Services Program. Each outcome is linked to a specific course objective, (see following page). Thus, the outcome will inform the degree of achievement of the course objective.

One of the program goals is to prepare students for effective practice in human service settings. The stated outcomes help to fulfill these goals by ensuring that the students have knowledge of the skills and values essential to be able to practice effectively.

This particular program goal is sanctioned by our accrediting body, CSHSE. In assessing HSC 12, four CSHSE standards which relate to the program goal are addressed:

Standard #14-...Application of skills to analyze the needs of clients, develop goals and design and implement a plan of action...

Standard #16-...Theory and knowledge basis for interventions...

Standard # 17-...Critical Thinking for analysis, problem solving, synthesis decision making and prediction outcomes...

Standard #19-...Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity...

## HSC 12 COURSE OBJECTIVES

The students will be able to:

1. Categorize the key stages of the helping process: beginning, working, implementing and ending.
  2. Demonstrate the use of helping skills essential to analyzing the need of clients.
  3. Demonstrate the ability to construct goals and to design/implement a plan of action.
  4. Demonstrate the ability to engage clients by listening carefully and communicating effectively.
  5. Demonstrate the ability to assess problematic situation through observation and evaluation.
  6. Demonstrate the ability to aid clients in developing problem solving strategies through critical thinking and oral communication.
  7. Develop an understanding of the ethical behavior, (confidentiality, respect, sense of fairness) and cultural competence (non-judgmental behavior and cultural diversity) foundations of helping skills and methods.
  8. Examine and list one's qualities and characteristics suitable for human service practice.
  9. Develop the ability to resolve problems through case study analysis.
- *In what courses will these outcomes be addressed?*

As has been stated, these outcomes are addressed in HSC 12.

- *Identify any of these outcomes that speak to the College's General Education Goals and Proficiencies, and explain this relationship.*

Communication, Reasoning and Analysis, Information literacy, and Personal Growth/Professional Development are the principal General Education Proficiencies that are embedded in the learning outcomes.

- a. Students will acquire skills in interviewing, listening, and initiating open dialog with clients (**Communication**).
- b. Students will learn assessment skills and problem solving methods so that they can evaluate client's problems and aid clients in formulating well thought-out solutions for problem resolution, (**Reasoning and Analysis**).

- c. Students will use computers, databases, etc., to gather information and resources for clients (**Information Literacy**).
- d. Students will learn ways to identify their strengths and weaknesses through self-reflection as well as strengthen their values/skills pertaining to helping others and treating individuals fairly, (**Personal Growth and Professional Development**).

Assessing the key components of human service practice will validate the overall outcomes.

## 2. What is the rationale for assessing them?

The rationale for assessment of these outcomes is that collectively they are important in the training of beginning human service workers, who will need the knowledge and primary values related to perform basic helping skills.

Effective human service workers are viewed as having skills, which help individuals, families, and groups to address personal, social, mental health and other problems. Acquisition of these basic skills and methods are necessary in order to assist persons in need. Thus, knowing the extent of course goals achievement is important.

- *What problems or issues regarding student learning need to be addressed in your department? Why?*

In 2006, the Council for Standards in Human Service Education stated:

1. The implementation of a New Course--A methods and skills course needed to be developed in order to prepare students for their internships.
2. Inadequate Resources--There is a need for improved library resources, audio-visual equipped classrooms, smart rooms, and improved information technology, (student's use of podcasts, etc.).
3. Skills Components--Courses need to stress more the "how," as compared to the "what" of helping skills. This includes group facilitation, advocating, etc.

- *What curriculum components—including those in recently implemented , new ,or revised courses appear to be most challenging for the student?*

Students continue to have difficulty in:

1. Log recording and other written assignments which continue to be poorly written.

2. Identifying their shortcomings related to helping people.
  3. Identifying their prejudices continues to be formidable challenges.
- *Are the issues related to student learning or performance that have been raised by accrediting or other external evaluators? What are these issues?*

Council for Standards in Human Service Education has cited inadequate resources and the need for a skills course (HSC 12) as issues. It was felt that a skills course needed to be created and to serve as a requisite for the beginning internship course.

### 3. What methods will be used to evaluate student work?

Three assessment instruments will be used to measure student performance in HSC 12. They are:

1. Midterm exam-Part I: 20 multiple choice items.
  2. Final Exam-Part I: 20 multiple choice items.
  3. Case study analysis-“The Jones Family”.
- Mid-Term Exam-The exam will be used to measure student’s comprehension of subject matter discussed during the first half of the semester. The 20 multiple choice items of the mid-term exam will be used for course assessment.
  - Final Exam-The Final Exam’s 20 multiple choice items will be used to measure student’s understanding of subject matter introduced during the second half of the semester.

Mid-Term and final exams are existing assessment instruments. The exam format consists of Part One-Twenty multiple choice questions and Part Two-two essays. The essays will not be part of the assessment, in order to avoid subjective rating by the instructor.

- Case Study Analysis-During the second half of the semester the students will review a case study (see Attachment A-The Jones Family). Based upon an analysis of the case, the students will provide written responses to the case-related questions. The questions will measure the students’ abilities to assess and to “problem-solve.” This is an existing instrument. In the past, student’s responses were graded by the instructor. During the forthcoming course assessment, a panel of “experts” will rate the student responses.

- **Various measurement standards will be used to evaluate levels of course work performance by student. The standards include:**

Multiple choice questions section of mid-term and final exams: The criteria for these instruments will be based upon factual and conceptual knowledge contained in course texts and assignments.

Each multiple choice item has been constructed in order to link with one or more course learning outcomes and related Gen Ed proficiencies.

To illustrate, two questions follow. One item would appear on the mid-term exam and one item would appear on the final exam.

#### Mid-Term-Multiple choice question

Engagement skills involve:

- a) Developing rapport with client
- b) Expressing empathy
- c) Showing respect of the client
- d) All of the above

Answer: D  
Learning Outcomes-Engage the client through open dialog and by listening carefully to their needs and concerns through interviews.

Gen Ed Proficiency-Communication

#### Final Exam-Multiple choice question

During the termination stage, the worker should be aware of possible:

- a) Feelings of separation by the clients
- b) Making sure client fees are paid
- c) Feelings of separation by the worker
- d) A + C

Answer: D  
Learning Outcomes-Identify and explain the key stages of the helping process  
Gen Ed Proficiency-Personal Growth/Professional development and Reasoning and Analysis.

Attachment B contains the forty multiple choice questions for assessment

Attachment C contains charts aligning multiple choice questions with learning outcomes and Gen Ed Proficiencies.

Case Study Analysis: Using a rubric based rating form; a “panel of experts” will “score” student responses. Rating items will gauge the students’ comprehension of problem solving, interviewing and assessment skills.

See Attachment D for Rubric for the The Jones Family

- The scoring guide or rubric consists of four levels:

Rubric Level	Points
Exceptional	90-100
Admirable	80-90
Acceptable	70-80
Attempted	Less than 70

Problem identification, problem assessment, problem solving process and organization constitute the criteria for determining the rubric.

The principal learning outcomes related to the Jones Family case study are:

- Develop goals, design and/or implement a plan of action
- Formulate solutions to situations described in case studies

Gen Ed Proficiencies-Communication, Reasoning and Analysis

Three members of the panel will rate/score each student’s written response. The mean of the experts’ total points will determine the final rating.

As can be noted, the criteria have differential weights in the point system. This was based upon the instructor’s anecdotal experiences in teaching the course.

- Rubric design is based upon documents developed by The University of Delaware’s School of Psychology’s comprehensive case study rubric, University of Vermont’s School of Social Work’s rubric for assessing professional development and materials gathered by Doreen and Jeanine.

- *How many students will be involved?*

During each semester, two sections of HSC 12 are offered. All of the students in both sections will be part of the target population for assessment. It is estimated that the target population will consist of about forty students.

- *Which faculty will be involved?*

The HSC 12 Instructor, Monte Gray, will be involved in the assessment process. The panel of experts will include two adjunct instructors, Gregory Cobb, Carlton Mitchell, and two Human Service administrators, Joseph Washington and Miriam Roman.

The HSC-12 Instructor will conduct an “orientation” session pertaining to the case study. The session will attempt to ensure that “experts” have a common understanding of the rubric related criteria and the utilization of the point system.

#### 4. What is the timeline for assessment implementation for HSC 12?

	<u>Element</u>	<u>Timeline</u>
1.	Program/course goals	April, 2009
2.	Learning outcomes	April, 2009
3.	Assessment instruments	April, 2009
4.	Measurement criteria in rubrics or other assessment tools.	April, 2009
5.	Collection of data	Fall, 2009
6.	Analysis of data	Fall, 2009
7.	Sharing findings with department faculty	December, 2009
8.	An action plan based upon findings	December, 2009
9.	Reporting assessments findings and action plan	December, 2009