

Annual Departmental Assessment Report

Department or Program: Family and Human Services (FHS) Program, Department of Counseling Psychology and Human Services

Academic Year of Report: 2020-21

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Section 1: Learning Objectives Assessed for this Report

Since the last assessment report was filed, the FHS curriculum has changed considerably. In 2019, two degree emphases were created, Direct Service Intensive (DSI) and Prevention Science (PS), which resulted in the addition and elimination of courses and changes in course numbers. In addition, all FHS courses were offered remotely this year and, accordingly faculty made changes to class assignments and minor changes to our original assessment plan of student learning objectives.

The **FHS learning objectives** (LO) are:

1. Graduates will understand human services theories and their applications in practice.
2. Graduates will be able to systematically analyze service needs; plan and implement appropriate strategies and services; and evaluate effectiveness of services.
3. **Graduates will develop interpersonal skills and awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.**
4. **Graduates will have knowledge of the legal, ethical and professional standards of human service professions and demonstrate an ability to apply strategies for ethical decision making in human service contexts.**
5. Graduates will understand the conditions deriving from all levels of the social ecological model that promote or inhibit human functioning and health equity, and they will incorporate this knowledge when engaging with families, communities and research participants.

For the **2020-21 academic year**, we focused on assessment of LO3 and LO4.

Section 2: Assessment Activities

Direct Measures

A total of 13 classes (some with multiple sections) offered during fall 2020 and winter 2021 were included as part of this year's assessment. Data from spring 2021 courses were included if assignments that are part of the Assessment Plan had been completed.

All instructors used direct measures of assessment (i.e., student performance on assignments, supervisor evaluations) to gauge students' achievement of LO3 and LO4. **Table 1** is a summary of the overall percentage of students meeting or exceeding the assignment benchmarks used to assess LO3 and LO4.

Table 1. Assessment Methods by Course
Assignment (Score Needed to Establish Competency / Total Possible Points)

LO3: Graduates will develop interpersonal skills and awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.

	Benchmark	Assessment Results % meet or exceed benchmark (# / total)
FHS 213: Issues for Children and Families	Ecological Model Values Project (70 / 100) Book Discussion Forums (Participation in 4 out of 6)	(f) Ecological Model Values Project 83% (145 / 174) (w) Ecological Model Values Project 85% (146 / 168) (f) Book Discussion Forums 84% (146 / 174) (w) Book Discussion Forums 97% (163 / 168)
FHS 215: Exploring Family and Human Services	Book Reflection Paper (35/ 50)	(f) Book Reflection Paper 98% (89 / 91) (w) Book Reflection Paper 96% (44 / 46)
FHS 216: Diversity in Human Services	Cultural Competency Reflection Paper (17.5 / 25) Weekly Discussions (70 / 100) <i>*winter section offered asynchronously</i>	(f) Cultural Competency Reflection Paper 92% (133 / 144) (w) Cultural Competency Reflection Paper 92% (135 / 147) (f) Weekly Discussions 95% (137 / 144)
CPSY 217: Student Health and Wellbeing	Wellness Plan 1 (21 / 30) <i>*2 sections offered winter term</i>	(w) Wellness Plan 100% (24/ 24) (w) Wellness Plan 88% (23 /26)
FHS 328: Human Development in the Family	Genogram and Reflection Paper (6 /10) In-Class Activities (6 / 10)	(f) Genogram/Reflection Paper 99% (110 / 111) (sp) In-Class Activities 78% (47 / 60)
FHS 330: Indiv Interven in Ecological Contexts	Role-Play Direct Observation and Feedback (80 / 100) In-Class Activities (75 / 100)	Role-Play Direct Obs/ Feedback 82% (96 / 119) In-Class Activities 92% (110 / 119)
FHS 331: Group and Community Interventions	Psychoeducation Group Proposal (70 / 100) Community Intervention Proposal (70 / 100)	Psychoeducation Group Proposal 75% (85/114) Community Intervention Proposal 83% (95 / 114)
FHS 420: Research in Human Services	Research Interests Paper (70 / 100) Research Question Paper (70 / 100) Research Summary and Critique Paper (70 / 100)	Research Interests Paper 96% (87 / 91) Research Question Paper 91% (83 / 91) Research Summary and Critique Paper 85% (77 / 91)
FHS 471: Human Services Professional Ethics	Time Ethical Decision-Making Exercise (70 / 100)	Ethical Codes and OR Laws Midterm 99% (86 / 87) Time Ethical Decision-Making Exercise 99% (86 / 87)

FHS 472: Human Services in Practice	Final Site Supervisor Evaluation (meets or exceeds expectations on 13 items assessing professionalism, interpersonal skills, self-awareness, etc.)	Final Site Supervisor Evaluations 96% (80/ 83)
FHS 473: Human Services in Practice Supervision	Final University Supervisor Evaluation (meets or exceeds expectations on 13 items assessing professionalism, interpersonal skills, self-awareness, etc.)	Final University Supervisor Evaluations 98% (81/ 83)
FHS 496: Senior Project Proposal	Project Description Paper (10.5 / 15) Budget and Management Plan (10.5 / 15) Final Senior Project Proposal (56 / 80)	Project Description Paper 92% (56 / 61) Budget and Management Plan 93% (57 / 61) Final Senior Project Proposal 98% (60 / 61)
FHS 497: Senior Project	Final Senior Project Presentation (50 / 60)	Final Senior Project Presentation 100% (23 / 23)

LO4: Graduates will have knowledge of the legal, ethical and professional standards of human service professions and demonstrate an ability to apply strategies for ethical decision making in human service contexts.		
	Benchmark	Assessment Results % meet or exceed benchmark (# / total)
FHS 215: Exploring Family and Human Services	Human Services History Project (42 / 60)	(f) Human Services Project 93% (85 / 91) (w) Human Services History Project 100% (46 / 46)
FHS 216: Diversity in Human Services	Social Justice Reflection Paper (21 / 30) <i>*winter section offered asynchronously</i>	(w) Social Justice Reflection Paper 88% (129 / 147)
FHS 328: Human Development in the Family	In-Class Activities (6 / 10)	(sp) In-Class Activities 78% (47 / 60)
FHS 330: Indiv Interv in Ecological Contexts	At-Risk Paper (70 / 100) In-Class Activities (75 / 100)	At-Risk Paper 97% (116 / 119) In-Class Activities 92% (110 / 119)
FHS 331: Group and Community Interventions	Psychoeducation Group Proposal (80 / 100) Community Intervention Proposal (80 / 100)	Psychoeducation Group Proposal 75% (85 / 114) Community Intervention Proposal 83% (95 / 114)
FHS 420: Research in Human Services	Research Interests Paper (70 / 100) Research Question Paper (70 / 100) Research Summary and Critique Paper (70 / 100)	Research Interests Paper 96% (87 / 91) Research Question Paper 91% (83 / 91) Research Summary and Critique Paper 85% (77 / 91)
FHS 471: Human Services Professional Ethics	Ethical Codes and OR Laws Midterm (136 / 170) Timed Ethical Decision-Making Exercise (136 / 170)	Ethical Codes and OR Laws Midterm 100% (86 / 86) Timed Ethical Decision-Making Exercise 100% (86 / 86)

FHS 472: Human Services in Practice	Final Site Supervisor Evaluation (meets or exceeds expectations on 13 items assessing professionalism, interpersonal skills, self-awareness, etc.)	Final Site Supervisor Evaluations 96% (80/ 83)
FHS 473: Human Services in Practice Supervision	Final University Supervisor Evaluation (meets or exceeds expectations on 13 items assessing professionalism, interpersonal skills, self-awareness, etc.)	Final University Supervisor Evaluations 98% (81/ 83)

Indirect Measures:

The following information are data from indirect assessments of students' learning experiences in FHS 473: Human Services in Practice Supervision winter term 2021. In winter 2021, the full cohort of FHS seniors were enrolled in FHS 472. Spring 2021 data have not yet been collected. Students are required to co-enroll in FHS 473 while enrolled in 472: Human Services in Practice. The FHS 473 curriculum is new and is designed to advance students' interpersonal skills and awareness of how their values, interpersonal styles, etc. affect their work with people in human service agency settings and to advance their application of legal, ethical, and human service professional standards knowledge.

Data are presented by questions that we asked students.

(1) What worked especially well in FHS 407 (*now FHS 473)? What did you like the most.

The program received 83 responses and overall feedback was positive. The class provide an opportunity for students to share their highs and lows as it related to their field work. They appreciated the consistency across the year having the same supervisor and peer group. Additionally, they appreciated the career help, particularly around developing a resumé/CV.

(2) Please rate the following topics from Winter term (N = 83)

#	Question	Excellent		Good		Average		Poor		Terrible		Total
1	Reflection and check-ins	84.09%	37	13.64%	6	2.27%	1	0.00%	0	0.00%	0	44
2	Self-advocacy	68.18%	30	29.55%	13	2.27%	1	0.00%	0	0.00%	0	44
3	Professional relationships and networking	61.36%	27	34.09%	15	4.55%	2	0.00%	0	0.00%	0	44
4	Self-care and vicarious trauma	63.64%	28	27.27%	12	6.82%	3	2.27%	1	0.00%	0	44
5	Job search	41.86%	18	39.53%	17	16.28%	7	2.33%	1	0.00%	0	43
6	Term reflection and check-in	72.73%	32	18.18%	8	9.09%	4	0.00%	0	0.00%	0	44
7	Individual evaluation meetings	77.27%	34	15.91%	7	4.55%	2	2.27%	1	0.00%	0	44
8	Other	83.33%	5	16.67%	1	0.00%	0	0.00%	0	0.00%	0	6
9	Other	75.00%	3	25.00%	1	0.00%	0	0.00%	0	0.00%	0	4

Overall conclusions drawn from these results include: **(a)** the majority of students are achieving competency on program learning objectives, suggesting use of effective instructional practices and appropriate assessment methods and **(b)** some rubrics used to assess performance and grading practices may require recalibration to allow for greater variability of scores. Although not evident in the data presented, other conclusions include: **(c)** courses did not systematically conduct qualitative assessments, which would have allowed them to be summarized for the purpose of this report; **(d)** other indirect measures of student performance (e.g., meetings with academic advisors; individual meetings with their university supervisors for extra support; participation in Plan of Action meetings) are also not systematically tracked, and if tracked could contextualize results; and **(e)** the COVID-19 pandemic and switch to remote instruction greatly affected our ability to carry out the full FHS Assessment Plan because many assignments were changed or eliminated due to the remote format.

Findings from this assessment and a copy of this report will be shared with FHS faculty and GEs via email and will be discussed during a regularly scheduled meeting of the Counseling Psychology and Human Services Undergraduate Council.

Section 3: Actions Taken Based on Assessment Analysis

Faculty will revisit **(1)** what direct assessments and benchmarks from the original Assessment Plan we will retain when the UO returns to in-person instruction, **(2)** how to organize and systematically conduct indirect assessments, such that they may be included in future reports, and **(3)** how use of student success supports can also be assessed to contextualize data, especially for students who do not meet or exceed program learning objective benchmarks.

Section 4: Other Efforts to Improve the Student Educational Experience

FHS faculty have actively engaged in several continuous improvement efforts this academic year directly related to LO3 and LO4. **(1)** We developed a new FHS 473 curriculum to emphasize students' advanced interpersonal and professional skill development and application of legal, ethical, and professional standards while they work in the field. Assessment of students' experiences with this new curriculum is ongoing, and thus far students rate their learning experiences in FHS 473 very positively. **(2)** We created an asynchronous section of FHS 216, which students responded to very positively because it increased their ability to move through the course on their own time, reduce Zoom fatigue, and better negotiate commitments like work, family, etc. **(3)** We allowed students to complete their FHS 472: Human Services in Practice experiences in any part of the United States and will continue to offer this option during AY2021-22. Students shared with instructors and the program director that this option has allowed many of them to return home (because of financial hardship, health concerns, etc.) and continue with their degree. **(4)** We expanded FHS summer course offerings, which allows students to earn their FHS degree in a shorter period of time and to make-up classes that they failed or didn't complete without waiting an entire academic year to re-take.

Section 5: Plans for Next Year

Faculty will make it a priority to review all classes for content overlap and distinction, map the new curriculum competencies to our 5 learning objectives, and finalize an Assessment Plan that is aligned with those learning objectives. In addition, we will restructure classes for AY2021-22 to **(a)** reduce high enrollment sections, **(b)** increase instructor and GE support for more adapted, personal instruction, **(c)** re-route GE instructional assistants to upper-division courses to enhance the quality of these advanced, skills-based classes, **(d)** eliminate the senior project and offer a program honors distinction option for students,

and **(e)** eliminate several pre-requisite courses to ease 'enrollment funnels' that make it difficult for students to progress with required coursework. In addition, **(f)** the program director will complete her service on a state-wide committee that seeks to create a state-wide course transfer map that improves community college students' access to the FHS degree and improves their time-to-graduation.