Annual Departmental Assessment Report

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

Academic Year of Report: 2018-2019

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Section 1: Learning Objectives Assessed for this Report

The FHS curriculum encompasses a set of 10 specific student learning objectives (LO). The objectives are organized into 5 categories:

Core Skills:
- LO1. Graduates will have knowledge of theories of interaction of human systems including: individual, interpersonal, group, family, organizational, community and societal.
- LO2. Graduates will understand human services ethics and their application in practice.
- LO3. Graduates will develop awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.

Core Knowledge:
- LO4. Graduates will understand the scope of conditions that promote or inhibit human functioning.
- LO5. Graduates will understand the historical development of human services.

Professional Skills:
- LO6. Graduates will have knowledge and skills in information management.
- LO7. Graduates will develop their interpersonal skills.
- LO8. Graduates will have knowledge and skills in direct service delivery and appropriate interventions.

Administrative and Management Skills:
- LO9. Graduates will have knowledge and skills in the administrative aspects of the service delivery system.

Professional Products:
- LO10. Graduates will have knowledge and skills in systematic analysis of service needs; planning appropriate strategies, services and implementation; and evaluation of outcomes.

For the **2018-2019 academic year**, we opted to focus on assessment of learning objectives under the category of **Professional Products (LO 10)** for the purpose of this report.

Section 2: Assessment Activities

A total of six classes (one with two sections) were included as part of this year's assessment. All courses utilized direct measures of assessment (i.e., student performance on assignments) to gauge students' achievement of learning objectives (see **Table 1** for a description of assignments by course, as well as benchmarks for achievement of competency on LO 10).

	Table 1. Assessment Methods by Course Assignment (Score Needed to Establish Competency/Total Possible Points)
	LO10: Graduates will have knowledge and skills in systematic analysis of service needs; planning appropriate strategies, services and implementation; and evaluation of outcomes.
FHS 330: Individual Interventions in Ecological Contexts	At-Risk Paper (45 / 60)
FHS 331: Group and Community Interventions	Psychoeducation Group Manual and Presentation (80 / 100)
FHS 482: Prevention of Youth Violence	Weekly Reading Quizzes (49 / 70) Guest Speaker Reflection Papers (11 / 15) Final Paper and Presentation (18 / 25)
FHS 492: Junior Professional Practices/Issues II	Assignment 3: Part 1 (5 / 8) Assignment 3: Part 2 (4 / 6) Assignment 4 (10 / 14) Assignment 9 (10 / 14) Midterm Exam (14 / 20) Final Exam (28 / 40)
FHS 496: Senior Project Proposal	Rationale and References Paper (28 / 40) Project Description Paper (22.5 / 30) Budget and Management Plan (14 / 20) Final Senior Project Proposal (52.5 / 75)
FHS 497: Senior Project	Final Senior Project Presentation (22.5 / 30 or 30 / 40; *75% threshold consistent, though the rating scale was different across terms*)

Data from each course were organized by assignment and sent to the Program Director in Excel format. The Program Director imported and combined data across courses into SPSS for analysis. Sixteen variables were created denoting the difference between each student's raw score and the benchmark. These variables were used to examine the distribution of scores by assignment relative to competency benchmarks (see **Appendix A** for relevant histograms) and to calculate the overall percentage of students meeting the benchmark by assignment (see **Table 2**).

	Table 2. Assessment Results
	LO10: Graduates will have knowledge and skills in systematic analysis of service needs; planning appropriate strategies, services and implementation; and evaluation of outcomes.
Overall	**% exceeding benchmark (# / total)**
FHS 330: Individual Interventions in Ecological Contexts	At-Risk Paper **96%** (97/1010)
FHS 331: Group and Community Interventions	Psychoeducation Group **100%** (81/81)
FHS 482: Prevention of Youth Violence	Weekly Reading Quizzes **96%** (108/113) Reflection Papers **85%** (96/113) Final Paper/Presentation **94%** (106/113)
FHS 492: Junior Professional Practices/Issues II	Assignment 3: Part 1 **95%** (89/94) Assignment 3: Part 2 **90%** (85/94) Assignment 4 **98%** (92/94) Assignment 9 **93%** (87/94) Midterm Exam **98%** (92/94) Final Exam **95%** (89/94)
FHS 496: Senior Project Proposal	Rationale and References Paper **82%** (86/105) Project Description Paper **91%** (95/105) Budget and Management Plan **97%** (102/105) Final Senior Project Proposal **98%** (103/105)
FHS 497: Senior Project	Final Senior Project Presentation **98%** (103/105)

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. Without exception, score distributions relative to the benchmark were moderately to significantly negatively skewed. 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; and **(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. For example, such data could help us answer research questions including "Are students who access program supports more or less likely to achieve benchmarks?"

Findings from this assessment and a copy of this report will be shared with FHS faculty 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 discuss how to organize and systematically conduct indirect assessments, such that they may be included in future reports, and 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 has actively engaged in several continuous improvement efforts this academic year directly related to the learning goal above. Principal among these efforts has been a proposal to revise the FHS curriculum, including creation of two emphasis areas that would allow students to complete a capstone experience that is either more research-focused or more similar to the existing FHS 497 class project (which emphasizing implementing a sustainable improvement project within a specific community agency). These changes were approved by the UO Senate in Spring 2019, and build on changes that were approved in Spring 2017. Collectively, these changes were made to increase flexibility for students to pursue depth and breadth of training in areas most relevant to a given student's career goal within human services. It is believed that these changes will ultimately allow the program to facilitate stronger alignment of program course content with the expertise of tenure track faculty members and better balance a focus on practice with a focus on research.

Section 5: Plans for Next Year

With the aforementioned program changes, FHS faculty engaged in a process of re-evaluating our overarching learning objectives and associated competencies. The existing 10 learning objectives were reconceptualized as 5 learning objectives across 3 categories. Mapping of competencies to these new learning objectives is ongoing, and a new 5-year assessment plan is forthcoming. It is expected that future annual reports will include an assessment of every student in 5-6 classes across all 5 learning objectives.

Appendix A: Distribution of Scores by Learning Objective by Class
by Assignment Relative to Competency Benchmark

Note: In all histograms, "0" means the student received the benchmark score on that assignment. Scores greater than 0 indicate that the student's score exceeded the benchmark, and scores less than 0 indicate that the student's score was below the benchmark.

FHS_330_FQ_At_Risk_Paper_DIFFSCR

Mean = 8.48
Std. Dev. = 8.666
N = 101

FHS_331_WQ19_Psychoeducation_Manual_DIFFSCR

Mean = 15.64
Std. Dev. = 3.222
N = 81

FHS_482_WQ19_Weekly_Quizzes_DIFFSCR

Mean = 14.78
Std. Dev. = 6.813
N = 113

FHS_482_WQ19_GtSpeaker_Refl_Paper_DIFFSCR

Mean = 2.09
Std. Dev. = 2.64
N = 113

FHS_482_WQ19_GtSpeaker_Refl_Paper_DIFFSCR

FHS_482_WQ19_Final_Paper_DIFFSCR

Mean = 4.41
Std. Dev. = 3.546
N = 113

FHS_482_WQ19_Final_Paper_DIFFSCR

FHS_492_WQ19_Assign_3_1_DIFFSCR

Mean = 2.16
Std. Dev. = .987
N = 94

FHS_492_WQ19_Assign_3_2_DIFFSCR

Mean = 1.23
Std. Dev. = 1.393
N = 94

FHS_492_WQ19_Assign_4_DIFFSCR

Mean = 3.70
Std. Dev. = 1.372
N = 94

FHS_492_WQ19_Assign_9_DIFFSCR

Mean = 3.08
Std. Dev. = 2.702
N = 94

FHS_492_WQ19_Midterm_DIFFSCR

Mean = 3.18
Std. Dev. = 2.346
N = 94

FHS_492_WQ19_Final_DIFFSCR

Mean = 6.86
Std. Dev. = 3.503
N = 94

FHS_496_1819_Rationale_Refs_DIFFSCR

Mean = 3.26
Std. Dev. = 7.373
N = 105

FHS_496_1819_Proj_Desc_DIFFSCR

Mean = 3.54
Std. Dev. = 4.637
N = 105

FHS_496_1819_MP_Budget_DIFFSCR

Mean = 4.31
Std. Dev. = 3.445
N = 105

FHS_496_1819_Proposal_DIFFSCR

Mean = 18.14
Std. Dev. = 10.518
N = 105

FHS_497_1819_Senior_Project_DIFFSCR

Mean = 8.73
Std. Dev. = 4.545
N = 105