**Annual Departmental Plan Report**

***Amended for 2019-2020 Academic Year to Accommodate and Reflect Disruptions due to Pandemic***

***There are amended instructions through this document to reflect the special circumstances of this academic year (AY19-20), you will find these in red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances. Some of the amended instructions as you to reflect on this for this report. This year’s annual report should also serve as a memorialization of the lessons learned.***

**Program Information**

Program/Department: *Human Services/Behavioral Sciences*

Department Chair: Dr. Christine Shane

Department Assessment Committee Contact: Dr. Lynne Kellner

***This file is to be kept in the department and an electronic file is due to the Director of Assessment by July 15 of 2020.***

**Special section for Spring 2020**

**Department Lessons Learned and Accomplishments**

In thinking through the change this semester report back on how the department adapted to mid-semester disruption. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments before or after the disruption.

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| **Changes made mid-semester:**   * We shifted to a combination of synchronous and asynchronous instruction. * In Interviewing Techniques, students completed their interviews via Google Meet and did peer assessments via Google Forms. * We integrated various alternative assignments to compensate for hours that students could not complete at field placements.   **Lessons Learned:**   * A number of our courses (Diversity in HMSV, Case Management, Professional Issues, and Assessment and Intervention) require the early community building in the classroom that encourages a freedom to share ideas and reflect on the use of self in the helping relationship. * Many of our students are disadvantaged by the remote learning techniques, such as having to juggle time and space in overcrowded households, working extra hours as “essential workers” during the pandemic, and/or returning to households that are not conducive to their emotional health or learning. * We need to be more flexible with students regarding deadlines and provide additional help since they cannot ask questions in class. * We decided to continue to require letter grades in the following core courses (HMSV 2005, 2500, 3600, 3700, 3800, and 4890) after much debate; it appears that this motivated students to continue to do their best. * We needed to work especially closely with our community partners hosting student placements to help them devise new ways of integrating students while protecting their safety; this included special projects, telehealth calls, assisting in updating agency manuals, etc. |

**Program Learning Outcomes (PLOs) (Educational Objectives)**

1. **List all PLOs and the timeline for assessment.**

**For the Spring of 2020 you may leave this blank, unless you have had a major change that you feel requires reporting otherwise previous reports will be used for this year.**

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| **PLO #** | **PLO – Stated in assessable terms.** | **Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** |  |  |  |  |
| **2.** |  |  |  |  |
| **3.** |  |  |  |  |
| **4.** |  |  |  |  |
| **5.** |  |  |  |  |

1. **PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.) Please report on at least one PLO for AY19-20.**

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO #** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| 3 | Article Critique Paper | Sophomores-Juniors | Research Methods Class | Minimum of Proficient Rating | The class went back to using OER with suggested OER texts for those who preferred a hard copy book. Additionally, more case studies were infused to help make the material more applied. While the percentages have dropped slightly, given the impact of COVID-19 and switch to remote learning, this is not unexpected. Moving forward, Dr. Krell is going to create an annotated sample of the article critique, to help show students how to appropriately (and inappropriately) assess an article. This past semester, several students reported using the library's remote librarian service to help them find an appropriate article for this assignment, and found it very helpful. As such, this resource will be directly added into the assignment instructions.  In Fall 2019, 85% (17/20) and in Spring 2020, 83.33% (10/12) scored proficient or higher on the article critique rubric. |
| 4 | Site Supervisor’s Evaluation from Internship | Senior Capstone | All students in Internship | Minimum of 4 on 5-point scale | Student scores averaged 4.08; goal achieved and continue to monitor. While this dropped slightly from previous years, it is understandable given that many internship placements shifted to students working remotely and switching responsibilities mid-semester. Nevertheless. They continued to meet criteria. |
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If applicable report on a PLO affected by the remote teaching disruption. You may report on this in a narrative using the space below, please address as many of the questions on the table as possible.

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| Group Project and Oral presentation in Diversity in HMSV Class: After moving to remote learning, the final project was expanded to include 3 options to accommodate students’ varying needs. A few completed the project as originally conceived, but not enough to collect any reliable data. |

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| **Reflection Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | Our 450-hour internship serves as our capstone course; site supervisors complete an evaluation consisting of 21 items that are rated on a scale and several open-ended questions. Students in Spring 2020 continued to perform well. Out of the 21 items, the average was 4 or above (on a scale of 1-5) on 19/21. The overall average was 4.16. |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** | Internship Coordinator tallies the results of the 21 items at the end of each academic year. Supervising Professors of the Internship Seminars read the open-ended responses each semester. |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | Our students are performing very well; at this point we are not looking at any major changes in curriculum since the slightly lower than average scores can be expected due to the vast changes that students had to accommodate half way through the semester. |

**Assessment Plan for Program/Department**

1. Insert the program or department Assessment Plan
2. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
3. If you do not have a plan, would you like help in developing one?

Yes

**University Data**

1. **SSC Data Complete only if significant interventions were completed.**

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

As above if when you reflect on what the department implemented during this disrupted semester, are there any interventions that may have impacted a student success measure?

1. What was the focus this year?

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| **Student Success Measure**  **(data point from SSC)** | **Implemented Intervention** | **Update on Implemented Intervention**  **(i.e. change in target, satisfied with outcome, not satisfied, will continue or not)** |
| **N/A** |  |  |
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1. What will your focus be for the upcoming year?\*

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| **Student Success Measure**  **(data point from SSC)** | **Rationale for selection** | **Planned or Implemented Intervention** | **Current score/ Target Score** | **This measure was selected because of last Program Review or Accreditation (yes/no)** |
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\*Note: Since a department can monitor or review the same data point over multiple years, if this table is left blank the assumption will be made that the same data point will be monitored next year.

1. **Trend Data**

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement.

Number of graduates, number of majors, credit production, substitutions etc.

Reflect on what the department did this disrupted semester you may identify interesting interventions.

1. What was the focus this year?

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| **Department Performance Measure**  **(data point from Trend Data)** | Implemented Intervention | **Update on Implemented Intervention**  **(i.e. change in target, satisfied with outcome, not satisfied, will continue or not)** |
| Graduation rates for Hispanic students | Increased advising and individual help as needed on assignments | Six-year graduation rates indicate that we have been fairly successful; graduation rates of HMSV majors have consistently been higher than those of FSU as a whole.   |  |  |  | | --- | --- | --- | | Freshman Year | FSU Grad Rate | HMSV Grad Rate | | 09 | 39% | 67% | | 10 | 29% | 50% | | 11 | 50% | 100% | | 12 | 54% | 100% | | 13 | 54% | 71% | |
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What will be the focus next year?\*

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| **Department Performance Measure**  **(data point from Trend Data)** | **Rationale for selection** | **Planned or Implemented Intervention** | **Current score/ Target Score** | **This measure was selected because of last Program Review or Accreditation (yes/no)** |
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\*Note: Since a department can monitor or review the same data point over multiple years, if this table is left blank the assumption will be made that the same data point will be monitored next year.

**Program Review Action Plan or External Accreditation Action Letter/Report**

***Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)***

* 1. **Programs that fall under Program Review:**
     1. Date of most recent Review: May 2016
     2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
| Clarify  Learning  Objectives  in Case  Mgt Class | Revised Syllabus | Lynne Kellner | completed | none |  | Complete |
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* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
     2. Date of most recent accreditation action by each listed agency: May 2016
     3. Date and nature of next review and type of review. June 2021

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| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
| Please see letter for our accreditation organization:  <https://cshse.org/wp-content/uploads/2018/11/VP-Decision-Letter-to-Fitchburg.pdf> | <https://cshse.org/wp-content/uploads/2018/06/CSHSE-National-Standards-Baccalaureate-Degree-2018-1.pdf> | Completed |
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