

**Fitchburg State University Human Services Program
Student Achievement Indicators
Updated: July 2018**

**Enrollment by Race/Ethnicity/Gender
Academic Years 2016-2017, 2017-2018**

Race/Ethnicity	2016-2017	2017-2018
Asian	4	4
Black	16	16
Hispanic	27	27
More than one	8	8
White	83	83
Unknown	1	1
Female	124	119
Male	15	20
Total	139	139

Graduates

Academic Years 2015-2016, 2016-2017

Academic year 2016-2017: 37

Academic Year 2017-2018: 37

Internship Student Evaluations – Completed by Internship Supervisor

Seniors complete 450 hours at community-based agency (n=22)

Evaluation Question	Average Ratings for Spring 2018 (1-5 scale)
Showed understanding of organization's mission and goals	4.53
Worked within the structure and the system of the internship site	4.74
Was punctual and reliable	4.74
Dressed appropriately	4.68
Followed through consistently and thoroughly on tasks	4.79
Engaged in clear and open communication with supervisor	4.68

Used supervision / feedback effectively to improve skills	4.73
Sought direction / supervision as appropriate	4.63
Practiced agency standards of confidentiality	4.62
Showed initiative	4.42
Invested in creating an internship that maximized learning potential	4.93
Communicated effectively with agency personnel, including support staff	4.58
Communicated effectively with outside professionals	4.54
Demonstrated awareness of contemporary issues and trends in the field	4.36
Effectively negotiated ethical dilemmas	4.42
Maintained appropriate boundaries in interpersonal relationships	4.63
Worked within the level of personal competencies	4.64
Worked as a team player, when appropriate	4.68
Established rapport with clients of varying needs and perspectives	4.54
Focused on individual's needs effectively	4.38
Established goals with individuals/families	4.38
Completed all required paperwork up to agency standards	4.50
Demonstrated level of confidence appropriate for student at this point	4.47

Case Management Practicum Evaluations by Supervisors

Students complete a 90-hour practicum at a community-based agency

Criteria	Average Ratings (1-5 Scale)	
	Fall 2017 (N =23)	Spring 2018 (N = 15)
Punctual and reliable	4.6	4.7
Dressed appropriately for setting	4.5	4.9
Used supervision to further professional growth	4.7	4.7
Adhered to ethical standards in the field	4.4	4.9
Adhered to agency policies and procedures	4.7	4.8
Showed appropriate level of engagement	4.6	4.8
Communicated respectfully and clearly with placement staff	4.8	4.9
Communicated respectfully and clearly with service recipients	4.8	4.8
Accurately assessed limits of one's own competence	4.3	4.9
Established rapport with service recipients	4.7	4.9
Respected others' points of views	4.9	5.0
Maintained appropriate boundaries	4.8	5.0
Able to identify needs of service recipients to develop service plans (ISP, IEP, 504, etc.)	4.0	4.4
Able to identify appropriate referrals	3.9	4.6
Demonstrated level of competence appropriate for level of training at this point	4.6	4.7

Supervisors' Assessment of How Well FSU Students Perform on Criteria

Data collected Spring 2016-Spring 2017 (n=13)

	1 - Not Well	2	3	4	5 - Very Well	Not Applicable
Provide basic helping skills	0.00%	0.00%	0.00%	46.15	58.85%	0.00%
Understand legislation, entitlements and regulations as applied to program services	0.00%	23.08%	23.08%	30.77%	7.69%	15.38%
Provide adequate support to persons of diversity	0.00%	0.00%	7.69%	23.08%	61.54%	7.69%
Provide adequate support to persons with disabilities	0.00%	0.00%	0.00%	23.08%	61.54%	15.38%
Understand the individual within larger contexts of family and environment	0.00%	0.00%	16.67%	50.00%	33.33%	0.00%
Technological and information management skills	0.00%	0.00%	41.67%	16.67%	41.67%	0.00%
Understand components of program evaluation	0.00%	7.69%	38.46%	23.08%	0.00%	30.77%
Maintain professional boundaries	0.00%	0.00%	7.69%	46.15%	46.15%	0.00%
Design and implement interventions that respect the rights of service recipients	0.00%	0.00%	0.00%	61.54%	15.38%	23.08%
Understand supervisory roles and skills	0.00%	0.00%	15.38%	38.46%	23.08%	23.08%
Use self-reflection for professional growth	0.00%	0.00%	15.38%	38.46%	46.15%	0.00%

Students Responses: Perceived Usefulness in Preparing for a Career in Human Services
 Data collected AY 2017-2018 (n=30)

Course	Perceived Usefulness (1-5 scale)
Introduction to Human Services	4.33
Research Methods	3.54
Interviewing Techniques	4.83
Social/Cultural	4.0
Managing the Nonprofit Agency	4.71
Building Community Supports	4.6
Assessment and Intervention	3.92
Professional Issues	4.69
Case Management	4.85
Addictive Behaviors	3.4
Crisis Intervention	4.78
Abuse and Neglect in the Family	5.0
Internship Seminar	4.31

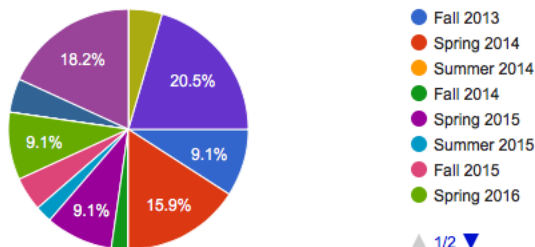
In an Online Survey of Students Upon Graduation, they reported:
 Data collected: AY 2017-2018 (n=15)

- 33.33% secured full-time employment prior to graduation
- 26.7% secured part-time employment prior to graduation
- 53.3% were offered paid positions by internship placement
- 33.3% were attending graduate school next year
- 93.3% were considering graduate school in the next 5 years

Alumni Follow-up Survey After Two Years

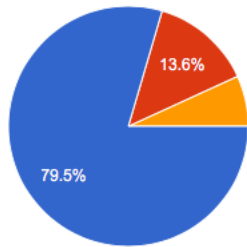
Graduation Date

44 responses



Are you currently employed?

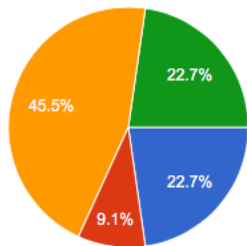
44 responses



- Yes, full time.
- Yes, part time.
- Not currently employed.

Are you currently in graduate school?

44 responses



- Yes.
- No, but will start next semester.
- No, but plan to go within the next 5 years.
- No.

Graduate School Enrollment

- Of the 14 students currently in Graduate School: 12 attend institutions within the State University system; 2 attend private schools
- Graduate Programs: 5 School Counseling, 4 MSW, and 1 each in Human Services, Higher Education Management, MBA, Early Childhood Education, and Mental Health