



UNIVERSITY *of* ALASKA ANCHORAGE

**Bachelor of Human Services
Associate of Applied Science in Human Services**

Academic Assessment Plan

Adopted by

The Human Services faculty: January 2023

Review by the COH Curriculum Committee: February 3, 2023

Review by the Academic Assessment Committee: March 3, 2023

On the Faculty Senate Agenda as an information item: (April 7, 2023)

MISSION STATEMENT

The mission of the Department of Human Services is, "To prepare human service generalists through a competency-based, community-oriented program encompassing classroom and practical learning opportunities."

PROGRAM STUDENT LEARNING OUTCOMES – Bachelor's degree

Students graduating with a Bachelor of Human Services degree will be able to:

- Demonstrate knowledge of the history of human services, how various types of services evolved, and the forces that influenced their development.
- Demonstrate skills in assessing needs and providing direct and indirect services to individuals, families, groups, and communities.
- Demonstrate knowledge of the main theories that provide the conceptual framework and underlying philosophy of the Human Services bachelor's degree program.
- Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.
- Demonstrate skills in research design, data collection, analysis, and evaluation.
- Demonstrate a high level of self-awareness, knowledge, and skills in the complexities of multiculturalism.
- Demonstrate skills to effectively intervene with individuals from diverse populations.

PROGRAM STUDENT LEARNING OUTCOMES – Associate of Applied Science Degree

Students graduating with an Associate of Applied Science in Human Services degree will be able to:

- Apply the skills and competencies necessary to assess clients' individual needs: develop and implement a plan of action.
- Demonstrate knowledge of the National Organization for Human Services (NOHS) Standards for Ethical Behavior in their professional work.
- Demonstrate active listening, counseling skills, dealing effectively with conflict, clarifying expectations, and establishing rapport.
- Apply knowledge to working in community-based human services organizations.

PROGRAM INTRODUCTION

The Department of Human Services offers both an Associate of Applied Science (AAS) degree and a Bachelor of Human Services degree (BHS). The Bachelor of Human Services at UAA is recognized as the only nationally accredited Bachelor of Human Services degree in Alaska, making the program vital to the human services industry and the Alaska workforce. The Associate of Applied Science in Human Services degree is also nationally accredited through the Council for Standards in Human Service Education (CSHSE). Students have abundant opportunities after graduating with an AAS degree and are even more competitive in the workforce with a BHS degree.

The Department of Human Services is in the College of Health. Professional programs housed within the College of Health share a common interest in issues that affect the development, health, and well-being of individuals and communities. The instructional, service, and scholarship efforts of the faculty are enhanced and supported by collaborative research and service activities. There is a strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.

Effective Fall 2019, admissions to the BHS degree no longer require students to complete an AAS in Human Services, or the equivalent of an associate degree in a related field, from an accredited institution. Students are admitted to the 4-year bachelor's program upon admission to the human services program rather than having to be admitted initially to the AAS program. The AAS remains an option for those students who seek to obtain a two-year degree and is recommended for those seeking a 4-year degree as well. Both degree programs are accredited by the Council for Standards in Human Service Education (CSHSE).

The AAS and BHS degree programs are directly related to social service workforce needs in the State of Alaska (SOA) and within the United States. The employment statistics provided through the SOA Department of Labor and Workforce Development estimate that graduates with a degree related to a BHS (Social and Human Services Managers) are compensated with an average annual salary ranging from \$45,000 - \$75,000. The SOA Department of Labor and Workforce Development studies reveal that graduates of an AAS and BHS degree are hired into degree related careers at remarkably high rates within the health care, social assistance, and public and private industry sectors. Job growth in community and social service occupations project growth in jobs increasing by 11% - 18% from 2016 to 2026, which is faster than the average for all occupations, adding 371,900 jobs nationally.

ASSESSMENT PROCESS OVERVIEW

To align more closely to UAA's core competencies, the National accreditation standards for human service programs, and prevailing workforce needs within Alaska, Human Services has completely revised its vision and structure for assessment. Assessment will no longer be focused on individual courses, but rather on the combined knowledge and skill a student has mastered at four critical points: the end of their three practicum placements, and the end of their Capstone course. The focus moves from a course level to a program level and focuses on the competencies a student should have when graduating from these degree programs. The OEC certificates are blended into the assessment plan, creating a unified plan is within the curriculum.

ASSESSMENT PROCESS

The assessment process provides a logical way to gather information to inform decisions on program changes.

- At the end of each practicum course (HUMS A295A, HUMS A295B, & HUMS A495), students will assess their knowledge and skills learned to that point in their degree program. Each student will present that information in their e-portfolio. A faculty assessment will be completed as well as an assessment from their agency field instructor.
- As faculty review the data from the e-portfolio assessments, they will develop a plan for any program changes. Assessment tools are located in the appendices.
- The national accreditation body, the Council for Standards in Human Service Education (CSHSE), also requires programs to conduct a formal program evaluation every five years. The formal evaluation includes student surveys, agency surveys, graduate follow-up surveys, active

participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution.

APPENDIX A
Student Self-Assessment of the Quality of the Practicum Experience

Student Self-Assessment of the Quality of the Practicum Experience

Item #	Statement	Very True for Me	True for Me	Somewhat True for Me	Not True for Me At All
Satisfaction with Practicum					
1	I am very satisfied with practicum.				
2	I am very satisfied with the amount of experience I obtained in the practicum up until now				
3	I am very satisfied with the connection between experiential learning and practicum seminar				
4	I am satisfied with the skills I gained in practicum				
5	I feel that this is a very good practicum placement for other students				
Challenges I Experienced in Practicum					
6	I find the practicum challenging enough to motivate my learning				
7	I find that the knowledge I gain in practicum seminar helps me to learn from the challenges I face at the agency				
8	I feel little boredom since the practicum is challenging for me				
9	Overall, I would say that this practicum challenges my learning in a positive way				
10	Overall, I have faced challenges that I feel are important to share with students in practicum seminar				
Impact of Learning					
11	I learned a great deal about how to be an effective human service practitioner				
12	I learned a great deal about the helping process in human service practice				
13	I would say that the practicum experience is transforming me in very positive ways				
14	I would say that I am gaining a lot of insight into myself as a human service practitioner				
15	I would say that I find the practicum experience very fulfilling				
Involvement in the Life of the Practicum Organization					
16	I gained considerable insight into how the practicum organization works in action				
17	I feel welcomed in the practicum organization				
18	I feel that staff members go out of their way to include me in the work of the organization				
19	I feel a deep connection with the organization				
20	My involvement in the organization is a very positive experience for me				
The Quality of the Practicum Supervision					
21	The practicum supervision I receive weekly is of very high quality				
22	I feel that my practicum supervisor really cares about my learning				
23	I learn a great deal from my practicum supervisor				
24	I feel like my practicum supervisor is very invested in me as a learner				
25	The practicum supervisor takes enough time with me to promote my learning				

APPENDIX B: Student ePortfolio Presentation Rubric

Criteria	4.0	3.0	2.0	1.0
Organization	Student presents stages of progressive skill development, identifies linkages between didactic and applied learning.	Student presents progressive skill development, identifies some linkages between didactic and applied learning.	Student presents some skill development and is not able to link didactic and applied learning.	Skill development is unclear and there is absence of linkages between didactic and applied learning.
Subject Knowledge	Student demonstrates effective communication skills, uses reflections and critical thinking to evaluate learning experience, answers questions with additional explanations and elaboration.	Student demonstrates effective communication skills, uses reflections and critical thinking to evaluate learning experience, answers questions with no additional explanations and elaboration.	Student communication skills are not effective, has difficulty evaluating learning experience, answers some questions.	Student lacks effective communication skills, is not able to answer questions.
Writing Conventions	Presentation is free from spelling, punctuation, and grammatical errors.	Presentation has minor spelling, punctuation, and grammatical errors.	Errors take attention away from the quality of the material.	Presentation has numerous errors and lacks coherence.
Artifacts	Student uses a wide variety of meaningful artifacts utilizing different multimedia components directly related to the purpose of ePortfolio.	Student uses meaningful artifacts utilizing a limited variety of multimedia components that are directly related to the purpose of ePortfolio.	Student occasionally uses artifact utilizes some multimedia components that somewhat relate to the purpose of ePortfolio.	Student uses rudimentary artifacts that do not relate to the purpose of ePortfolio.
Articulation	Student uses a clear voice, delivers presentation eloquently and with confidence, does not use notes.	Student uses clear voice, delivers presentation with confidence, occasionally returns to notes.	Student delivers presentation with limited enthusiasm, incorrectly pronounces some words, frequently reads notes.	Student mumbles, incorrectly pronounces words, lacks confidence and reads notes.
	Exemplary	Accomplished	Developing	Emerging