

2018-2019
FSW Social and Human Services Program
Student Achievement Indicators

MISSION

The mission of the Social and Human Services program is to provide the highest quality education to future and current Human Service Professionals by providing a learning environment that supports the development of culturally competent, compassionate and accountable professionals. Our program prepares graduates who are dedicated to the autonomy, dignity, and diversity of the people they serve.

PHILOSOPHICAL STATEMENT

We believe that to be effective Social and Human Services Professionals, FSW Social and Human Services Program graduates must have:

- **knowledge of how different human services emerged and how social policy and other conditions influenced their development. The history of human services provides the context in which the profession evolved; a foundation for assessment of present conditions in the field; and a framework for projecting and shaping trends and outcomes in the future.**
- **an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.**
- **the skills to identify, address, and provide access to resources that will assist in promoting healthy conditions and reducing the outcomes that inhibit optimal human functioning. Identifiable human conditions include, among others: trauma, abuse, aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities.**
- **the ability to apply knowledge, theory and skills to integrate various forms of information including client and statistical data to implement best practices. This requires investigative skills including interviewing, active listening, consultation, research, and observation. Students must be able to accurately organize, assess, document, and disseminate this information to others while maintaining rigorous client confidentiality.**

- **the ability to apply knowledge, theory and skills to assess the needs of clients and client groups and plan programs and interventions that promote optimal functioning, growth, and goal attainment. The graduate will be able to evaluate client outcomes of programs and interventions, and make necessary adjustments at regular intervals.**
- **the ability to apply knowledge, theory and skills to function as advocates for change and provide effective direct services and interventions to clients and client groups.**
- **the ability to apply knowledge, theory, skills, professional behaviors, and best practices to create and maintain genuine empathic relationships and relationships of mutual respect with others that are central to the human services profession.**
- **the ability to integrate the ethical standards and fundamental values, professional behaviors, characteristics, and attitudes intrinsic to the profession that have been agreed upon in the National Organization of Human Services Ethical Standards for Human Services Professionals.**
- **the ability to apply knowledge, theory and skills for understanding and helping clients meet their goals. This requires an awareness of one's own values, cultural biases, philosophies, personality, personal boundaries, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.**
- **a residency experience that provides an environment and context to integrate the knowledge, theory, skills, techniques, and professional behaviors concurrently being taught in the classroom as it relates to the student's specialty track. The residency must be an integral part of the human service education process.**

STUDENT LEARNING OUTCOMES

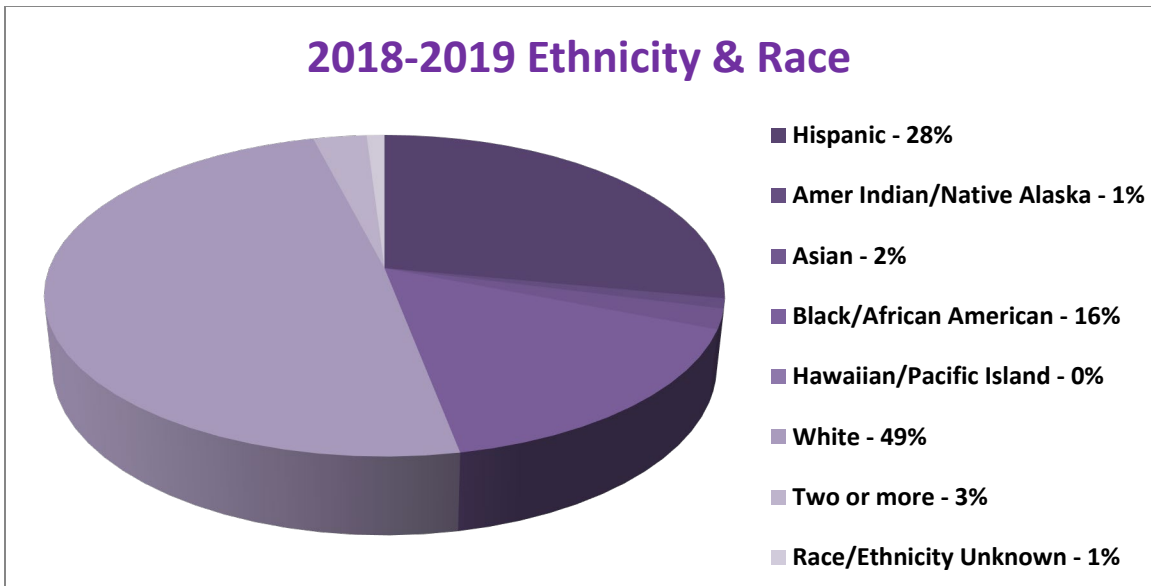
- **Student Learning Outcome #1:** Articulate the history of human services as a context for assessing present conditions in the field of Social and Human Services and as a framework for projecting and shaping trends and outcomes in the future.
- **Student Learning Outcome #2:** Exhibit knowledge and theory of the interaction of human systems, including individual, interpersonal, group, family, organizational, community, and societal.
- **Student Learning Outcome #3:** Recognize the human conditions that promote or inhibit optimal human functioning and apply the major models used to conceptualize and integrate prevention, maintenance, interventions, rehabilitation, and healthy functioning.
- **Student Learning Outcome #4:** Display information management skills including obtaining client data and statistical information through interviewing, active listening, consultation, research, and observation; and accurately organizing, assessing, recording, and disseminating that information to others.
- **Student Learning Outcome #5:** Use a strength-based approach to analyze service needs; plan appropriate strategies, services and implementation; and evaluate client or programmatic outcomes at regular intervals.
- **Student Learning Outcome #6:** Develop the core knowledge, theory, and skills necessary to provide clients with direct services and appropriate interventions.
- **Student Learning Outcome #7:** Demonstrate proficiency in interpersonal skills necessary for creating genuine and empathic relationships with others.
- **Student Learning Outcome #8:** Integrate human services ethics, values, and attitudes as governing principles of professional practice.
- **Student Learning Outcome #9:** Develop self-awareness of personal characteristics (values, personalities, reaction patterns, interpersonal styles, and limitations) and how they affect client care.
- **Student Learning Outcome #10:** Integrate the knowledge, theory, skills, and professional behaviors taught from the classroom to residency/clinical experience.

STUDENT DEMOGRAPHICS

Student Enrollment	
Includes only A.S. degree, SOHS as primary major.	
Fall 2013 Enrollment	59 Students
Fall 2014 Enrollment	58 Students
Fall 2015 Enrollment	80 Students
Fall 2016 Enrollment	63 Students
Fall 2017 Enrollment	91 Students
Fall 2018 Enrollment	100 Students

Student Enrollment Status	Full Time	Part-Time
Fall 2013 Enrollment	42.4%	57.6%
Fall 2014 Enrollment	36.2%	63.8%
Fall 2015 Enrollment	31.3%	68.8%
Fall 2016 Enrollment	36.5%	63.5%
Fall 2017 Enrollment	38%	62%
Fall 2018 Enrollment	34%	66%

2018-2019 Ethnicity & Race



U.S. Census July 1, 2018 Lee County FL demographics: Hispanic -21.9%, American Indian/Native Alaskan - .5%, Asian – 1.8%, Black/African American – 9.1%, Native Hawaiian/Pacific Islander – 0.1%, White – 66.8, Two or more – 1.8%

- Many students receive some type of financial assistance. Last year, 56% received a Pell Grant and 67% received financial aid.
- Our students tend to be older than the traditional student. Last year, the average age of our students was 28.8 years.
- Freshmen entering the Social and Human Services Program had an average high school GPA of 2.84.

STUDENT ACHIEVEMENT & PROGRAM EVALUATION

STUDENT PERFORMANCE ON THE HUMAN SERVICE-BOARD CERTIFIED PRACTITIONER EXAM

	2016-2017	2017-2018	2018-2019
Completed the HS-BCP Exam	8	1	6
Passed the HS-BCP Exam	2	1	2
Pass rate	25%	100%	33%
Minimum Passing Score	66	66	66
Average Score - FSW	61.38	71	61.83
Average Score - Nationally Accredited Programs	58.55	56.96	57.96
Average Score – Member Only Schools	58.31	65.87	58.59

GRADUATE PLACEMENT DATA (AS DEGREE) - 6 Months Post Graduation

	2015-2016	2016-2017	2017-2018	2018-2019
Number of AS Degrees Conferred	4	6	2	4
AS Graduates Employed in Social and Human Services 6 Months Post Graduation	3 (75%)	3 (50%)	2 (100%)	1
AS Graduates Pursuing Higher Degree 6 months Post Graduation	4 (100%)	4 (66%)	1 (50%)	1
Employed in the Field or Pursuing Higher Degree 6 Months Post Graduation	4 (100%)	6 100%	2 (100%)	2 (50%) 2 unknown

GRADUATE PLACEMENT DATA (CERTIFICATES) - 6 Months Post Graduation

	2015-2016	2016-2017	2017-2018	2018-2019
Number of Students Awarded College Credit Certificates	8	4	3	8
Certificate Students Employed in Social and Human Services 6 Months Post Graduation	6 (75%)	1 (25%)	3 (100%)	3 (37.5%)
Certificate Students Pursuing Higher Degree 6 Months Post Graduation	7 (88%)	4 (100%)	2 (67%)	4 (50%)
Employed in Field or Pursuing Higher Degree 6 Months Post Graduation	8 (100%)	4 (100%)	3 (100%)	5 (62.5%) 3 unknown

2018-2019 Student Learning Outcomes – Residency I/Residency II - Part I

	SLO #1 History	SLO #2 Human Systems	SLO #3 Human Service Delivery Systems	SLO #4 Information Literacy	SLO #5 Program Planning and Evaluation	SLO #6 Employ knowledge, theory & skills to provide clients with direct services & appropriate interventions	SLO #6 Demonstrate knowledge and skill development in: Case management	SLO #6 Demonstrate knowledge and skill development in: Intake interviewing	SLO #6 Demonstrate knowledge and skill development in: Individual counseling
Student #1	4/4	4/4	4/4	4/4	4/4	4/4	--/4	4/4	--/4
Student #2	N/A*	2*	2*	2*	2*	2*	1*	N/A*	2*
Student #3	3/3	2/4	3/3	3/3	3/3	3/3	3/3	3/4	3/4
Student #4	N/A	3*	2*	N/A*	3*	3*	N/A*	N/A*	N/A*

4 = Exceeds Mastery, 3 = Meets Mastery, 2 = Near Mastery, 1 – Below Mastery, 0 = Well Below Mastery

Student Learning Outcomes – Residency I/Residency II - Part II

	SLO #6 Demonstrate knowledge and skill development in: Group facilitation & counseling	SLO #6 Demonstrate knowledge and skill development in: Location and use of appropriate resources & referrals	SLO #6 Demonstrate knowledge and skill development in: Use of consultation	SLO #7 Interpersonal Communication	SLO #8 Provide least intrusive intervention in least restrictive environment	SLO #8 Respect client self- determination	SLO #8 Maintain confidentiality of information	SLO #8 Validate the worth and uniqueness of the individual
Student #1	--/--	4/4	4/4	4/4	4/4	4/4	4/4	4/4

Student #2	1*	N/A*	2*	3*	1*	3*	3*	3*
Student #3	3/3	2/3	3/3	3/3	3/4	3/4	3/4	3/3
Student #4	3*	3*	3*	3*	3*	4*	4*	4*

4 = Exceeds Mastery, 3 = Meets Mastery, 2 = Near Mastery, 1 – Below Mastery, 0 = Well Below Mastery

Student Learning Outcomes – Residency I/Residency II - Part Iii

	SLO #8 Believe individuals, service systems & society can change	SLO #8 Value interdisciplinary team approaches to problem-solving	SLO #8 Maintain appropriate professional boundaries	SLO #8 Integrate NOHS and CSHSE Ethical standards	SLO #9 Exhibit conscious use of self	SLO #9 Clarify personal & professional values	SLO #9 Exhibit awareness of diversity	SLO #9 Portray appropriate strategies for self-care	SLO #9 Reflect on professional self	SLO #10 Integrate knowledge, theory, skills & professional behaviors taught in classroom
Student #1	4/4	4/4	4/4	4/4	4/4	4/4	4/4	4/4	4/4	4/4
Student #2	3*	3*	3*	3*	3*	3*	3*	3*	3*	3*
Student #3	3/3	3/3	3/4	3/3	3/4	3/4	3/4	3/4	3/4	3/4
Student #4	4*	2*	4*	4*	3*	4*	4*	3*	2*	3*

4 = Exceeds Mastery, 3 = Meets Mastery, 2 = Near Mastery, 1 – Below Mastery, 0 = Well Below Mastery

Additional Feedback, Residency I:

- [Student #1] has been an asset to our team here at [her residency site.] He/She has performed great at every task assigned to him/her. We are looking forward to working with him/her in the next quarter.
- [Student #2] has exhibited the desire to learn as much as possible about the field of counseling, has been participating in individual sessions and had some exposure to group therapy. Client has shown the willingness to step up and become engaged in all of the activities and interventions being offered to our clients. His/Her innate understanding and natural empathetic attitude give him/her the foundational aptitude to become successful in this field.

Additional Feedback, Residency II:

- It has been a wonderful experience having [Student #1] complete his/her residency with us. He/She is a great student and has been a wonderful asset to our agency and the clients we serve.
- [Student #3] has maintained all confidentiality of information while with [our agency] and is learning every day how important it is to learn resources and referrals. His/Her groups are growing with positive feedback from clients. He/She understands how important it is and the role of case management. I am very happy to have him/her a part of our team with [this agency]. He/She brings to the table a lot of hope to the hopeless.

* Student #2 & 4 - Student's supervisor used previous evaluation form for Residency II. The previous form has been removed from Canvas to prevent this from occurring in the future.

2018-2019 POST GRADUATION SURVEY

**Student- & Employer-Reported Achievement &
Evaluation of Program Six Months Post-Graduation on a Scale of 0 to 4.0
1 Student Out of 4 Graduates – 25% Response Rate**

Working in the Field?	Pursuit of Higher Degree?	Pursuit of Certification?	SLO #1 History	SLO #2 Human Systems	SLO #3 Human Service Delivery Systems	SLO #4 Information Literacy	SLO #5 Program Planning and Evaluation	SLO #6 Client Interventions and Strategies	SLO #7 Interpersonal Communication	SLO #8 Client –Related Values and Attitudes	SLO #9 Self-Development	SLO #10 Field Experience
Yes	No	No	2	3	2	3	2	2	4	4	4	2

4 – Exceptionally Well Prepared, 3 – Well Prepared, 2 – Adequately Prepared, 1 – Not Well Prepared, 0 – Inadequately Prepared

Additional Student Feedback:

I feel like there was confusion and miscommunication between my advisor and myself with the curriculum and the track I was on. My advisor did not correctly guide me for the courses I needed to take at specific times of the semester, therefore it delayed my graduation. I thought I was on the generalist track however I found out the semester before my residency that I was on the youth track. I did not want to take additional courses because I thought I had taken what was required for the generalist track and the semester had already begun. My primary instructor was great and I learned a lot from her. However, the program itself was confusing and frustrating to navigate at times.

2018-2019 STUDENT OPINION SURVEY RESULTS

	Fall 2018 Mean	Spring 2019 Mean
• The course helped me to improve my understanding of and/or skills in the subject.	3.80	3.80
• My professor is helpful when I have questions or need help.	3.83	3.79
• My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	3.74	3.78
• My professor created a positive academic environment where I was comfortable to ask questions.	3.81	3.77
• The tests, written assignments, homework, observations, etc., reflected the course content.	3.84	3.77
• The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.	3.76	3.73
• The course activities (assignments, labs, projects, etc.) helped me learn.	3.80	3.71
• My professor was knowledgeable about the subject matter.	3.86	3.83

4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree