

Program Assessment Report

Program: Youth Services - Advanced Certificate

Year: 20/21

Division: Social Sciences

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Actions Taken in Response to Last Year's Report

Data collection occurred for Outcome #1, "Apply social science theories to human behavior as it relates to human behavior as they relate to children & youth." As follow up to the 2020 Youth Services Assessment, we have now finished our second year of collecting data for this outcome. Information was collected over a two year period (2019-2021) so that enough cases could be analyzed for Youth Services Certificate Students and Advanced Youth Services Students from the PSY/SOC 300 courses. Information was collected from students self-identifying as Youth Services Students in 6 sections during the 2019-2021 Academic Years. There was a total of 8 cases during the 2019-2020 AY and 8 additional cases for the 2020-2021 AY, for a total of 16 cases for this assessment.

Rationale for Current Assessments

Assessment 1 of 2

Goal / Project

Outcome(s)

Demonstrate awareness of diverse populations. (17/19)

Standard / Objective

Method of assessment

Course Embedded Paper(s)/Projects

Comment/Details about the method of assessment

For Outcome #5, "Demonstrate an awareness of diverse populations", an embedded final exam essay question answers were collected for the two academic years from Advanced Youth Services Students only in SOC 212, SOC 215, SOC 231, and SOC 250 courses. The Sociology Faculty created a 3-part essay question that could be used in all three courses: a) In the context of this course, define "diversity". b) What instances of diversity have you become aware of from the course material? c) What are some of the benefits and challenges of diversity as it relates to your career? A rubric was devised to assign each section 3 points (0 = did not answer or answer completely on wrong track; 1 = partial understanding of diversity and/or has 2 or more errors/omissions; 2 = acceptable understanding of diversity, but had one glaring error/omission; 3 = shows adequate understanding of diversity in society. The points are then added together for a total score 9. Students needed a score of 7 - 9 points to pass the benchmark of earning at least 75% on the essay answer. A score of 0 - 6 resulted in a fail. For Outcome #5, 22 students "passed", while 4 students "failed"; therefore with 85% of students passing, with a 75% or higher, so the benchmark was achieved.

Courses Affected

SOC 212, 215, 231 & SOC 250 for Outcome 5

Time Frame

Submitted By

Result

Result

Data Collection (general or specific stats regarding results)

What We Learned (areas for improvements, strengths, etc.)

Use of Data to Improve Student Success

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other

Assessment 2 of 2

Goal / Project

Outcome(s)

Perform basic attending, counseling, and crisis intervention skills in simulated client situations.

Standard / Objective

The benchmark for this outcome was for at least 75% of students to receive a "pass" score on their essay answers.

Method of assessment

Course Embedded Paper(s)/Projects

Comment/Details about the method of assessment

Outcome #1, "Apply social science theories to human behavior as they relate to children and youth", was used in each section of the SOC/PSY 300 courses. Youth Services Students were required to answer an embedded Essay Theory Question in the Mid-Term Exam. A case scenario on a youth named Sara was provided to students. It was a two-part question, but only the second question was used to assess this outcome, which was, "Explain how you as the social worker, would apply the Life Model of Social Work Practice Theory to Sara's situation and include several types of interventions from this theory you would use to help Sara." Essay answers were placed into 2 categories, either "pass" or "fail". A "pass" entailed Students demonstrating adequate application by being able to apply key terms/concepts from the theory accurately to Sara's situation, as well as creating relevant examples of interventions as related to the theory, with only one major error/omission. No answer, or a partial answer due to 2 or more major errors/omissions, was categorized as a "fail". The benchmark for this outcome was for at least 75% of students to receive a "pass" score on their essay answers.

Courses Affected

SOC/PSY 300 courses for Outcome 1

Time Frame

2019-2020 AY & 2020-2021 AY

Submitted By

Susan Steiss

Result

Result

(1) Results did not meet expectation/standard

Data Collection (general or specific stats regarding results)

In regard to Outcome #1, which was being assessed for both the Certificate of Achievement and the Advanced Youth Services Certificate, the goal was for at least 75% of the cases to achieve a "pass" rating on their essays answers. There were 16 total cases to examine. From the total, 11 "passed", while 5 "failed". The benchmark was missed by one case, as only 69% of student answers "passed". It should be noted that COVID-19 occurred during 3 of 4 semesters in which the data were collected, so it is not certain if the transition from all in person classes to a blended model had any bearing on student performance; nevertheless, this is an area for interventional focus.

What We Learned (areas for improvements, strengths, etc.)

One area to focus upon, which became apparent from the essay answers in the "fail" category, was a lack of utilizing the Life Model Theory's language in the application. These students did not use the key terms/concepts from this specific theory in their answers. This is an area for improvement. A strength is that the 11 students in the "pass" category showed skill in being able to take a specific theory to the next level by adequately applying it to a specific situation.

Use of Data to Improve Student Success

The data will be used to develop a group activity (instead of the individual one that is currently used) in class to practice applying a different theory to a different case scenario. Hopefully by working in groups, the students who have skills in this area can show other group members how it is done, followed by full class discussion. This group activity will be used in the 3 sections of PSY/SOC 300 courses during the 2021-2022 AY.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input checked="" type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Discipline faculty will be updated on the assessment of Outcome #1 when we gather for our Discipline Meeting during Fall Learning Days in August 2021.

Advisory Board Comments

The plan is to update the Youth Services Advisory Board meeting in the coming academic year.

Assessment Committee Comments

Good use of data to improve student learning!

Curriculum Council Comments

Action Plan

Since the benchmark target was missed, a group in-class assignment on theory application using a different theory & case scenario will be implemented in the 3 sections. Therefore, the focus for assessment for the 2021-2022 AY will continue with one year of data collection using the same instrument for Outcome #1 to see if the group in-class activity will improve student learning.

Actions Taken in Response to Older Reports