

**CSHSE Self-Study
Human Services Department
California State University, Fullerton
Response to Readers' Comments
March 1, 2017**

The Human Services Department (HUSR) has reviewed and responded to the Readers' Comments (dated December 14, 2016) on the original August 2016 Self-Study.

The Readers' Comments are in *italicized font* and numbered consecutively. The HUSR responses are standard font following each specific question, comment, or request for documentation.

CSHSE Self-Study Readers Comment One:

Standard 5, the 2012 Self-Study requirement for reaccreditation included provision of program specific policies and procedures for Standard 5-Standards and Procedures for Admitting, Retaining and Dismissing Students. However, the current self-study did not provide Human Services program specific information about Standard 5. The information is still general to California State University Fullerton.

Response to CSHSE Self-Study Readers Comment One:

The following is the Human Services Department Program Specific Policies and Procedures for Standard 5.

FITNESS FOR THE HUMAN SERVICES PROFESSION

A Policy Statement from the Faculty and Staff of the Department of Human Services, college of Health and Human development, California State University, Fullerton

PROFESSIONAL AND PERSONAL DEVELOPMENT

Entry into the Human Services professions is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete integrated with academic and clinical requirements. As human services undergraduate majors enter a profession that deals with the human condition in myriad settings there can be professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the human services profession. As human service educators, the faculty and staff of the Department of Human Services are committed to facilitating the professional development and personal

growth of our undergraduate students, and the education, supervision and mentoring of students in all aspects of their professional journey in the field of human services.

The education of human service professionals involves an evaluation of one's values, beliefs, attitudes and behavior patterns. In many ways, the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal. It is our hope and expectation that each undergraduate student who joins the Department will succeed in these tasks given strong faculty commitment and support.

To that end, we list below a number of the attributes, characteristics or behaviors that we believe are important for success in careers in the human services.

Students in our undergraduate program will be evaluated on a continuing basis with reference to these professional and personal attributes as well as to their academic performance and growing clinical skills. The list below is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students evaluate their personal strengths and areas of growth in each domain.

An important note: The faculty hope that providing these characteristics will help our students understand what is expected of them and will stimulate self-assessment for continued growth. Ongoing professional and personal growth is an important practice, whether one is an undergraduate trainee or a human service professional. It is in this sense, then, that the faculty of the Department commit themselves to fostering the development of our students as well as of one another. It is our hope to become a learning community of fellow professionals-faculty, staff and students.

For all of us, it is to be hoped that growth will build upon our uniqueness as individuals, while moving us toward professional excellence. With this in mind, the following attributes are provided to aid in our ongoing development. Definitions and descriptions are included in this list.

PROFESSIONAL/PERSONAL ATTRIBUTES

- 1. Commitment to Wellness:** Wellness is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully. Commitment includes an understanding of, and decision to pursue wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one's lifestyle and life environment; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.

- 2. Commitment to Learning:** Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic and life management skills and commitment to excellence as a human service professional.
- 3. Core Academic and Clinical competencies:** Various accrediting and certifying agencies have identified the knowledge-base that is essential for success in professional human services. These core areas include: Introduction to Human Adjustment, Human Services systems, Case Management and Interviewing, Counseling Theories, Research Methods in Human Services, Cultural Diversity in Human Services, Group Dynamics, Crisis Intervention, Career Seminar and other elective courses. Acceptable performance in these academic areas is essential. In addition, clinical competency and an acceptable level of functioning in internships are required and expected. The ability to form effective collegial working relationships with peers and supervisors is essential. It should be noted that in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a human service professional.
- 4. Professional Identity:** Commitment to ongoing development as an entry level human services professional and member of the helping professions and to high standards of practice as a human service professional. An understanding of one's motivation for choosing the human services profession. The ability to critically assess one's own values, attitudes, beliefs and behaviors as they related to the standards of excellence and ethics, and the best practices of the human services professions. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate theory-into-practice, that is to translate learned values and content knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the human services professions and participation in professional organizations through membership, service and scholarship. Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to pursuit of social justice, as consistent with one's professional identity.
- 5. Personal Maturity:** Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a human service professional. The ability to

tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.

- 6. Responsibility:** Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcome. Demonstration of effective work habits and attitudes evident in classes, assistantship assignments, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.
- 7. Interpersonal Skills:** Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; supervisability. Ability to be appropriately assertive and self-advocating.
- 8. Communication Skills:** Demonstrated ability to communicate effectively for varied audiences and purposes. Sensitive to diversity in one's communication.
- 9. Problem-solving:** In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcome. The ability to seek out resources for help, support, and insight.
- 10. Stress Management:** The ability to identify sources of stress that affect personal and professional functioning and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources, and help when needed.

STUDENT RETENTION POLICY AND PROCEDURES

Acceptance into the human services major does not assure graduation from it. Successful completion of the Bachelor's degree in the Department of Human Services is based upon the continuous evaluation of students to insure effective demonstration of academic competence, each student's commitment to the program and the profession, and his or her continued growth in

personal or emotional characteristics and qualities related to successful performance in helping professions. The evaluation process services two primary functions:

1. To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify and remediate growing edges and weaknesses in their academic, professional and personal development.
2. To provide faculty with information about student progress, which facilitates decisions in the best interest of students and the profession.

A student must have a cumulative GPA of at least 2.0 at the end of his or her prescribed curriculum to fulfill the degree requirements. If a student's GPA drops below 2.0, he or she is placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean in consultation with the Chair of the Department.

Students are expected to adhere to the professional code of ethics of the National Organization of Human Services and to the national standards for Human Service professionals from the Council for Standards in Human Service Education (<http://www.cshse.org>). Copies of these codes are available through professional organizations and are displayed on the bulletin outside the human services office. Students are also expected to adhere to the Academic Code of Honesty of California State University, Fullerton.

The Department's annual "student review process" offers a vehicle for human services faculty to evaluate student academic, professional, and personal progress. Any faculty member may raise questions about a particular student's performance in any of the above listed areas at any point during the student's program. Additionally, a review will take place at least yearly with the initial review taking place following the student's first year as a Human Services major. Written results of the review will be placed in the student's advising file, which is retained in the Department.

Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with the Department Chair or advisor. The "review process" insures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

The following procedures are in place for students needing further review, feedback, and progress:

1. After meeting with the Department Chair or advisor, a plan will be developed to guide the student into actions that may correct problem areas.
2. Should a student be unwilling and/or unable to follow through with this plan, the chair or advisor will consult with the Assistant Dean of the College who may consult with the

Dean of Students for further remediation. The Department will offer recommendations to the University Dean of students, the Assistant Dean of the College, or the Dean of the college.

The remediation plan may include:

1. Identification of the problem area
2. Expected behavioral and/or attitudinal changes
3. Potential methods for achieving and demonstrating change
4. Time line for completion.

Each student involved in this process has the option of bringing an advocate to meetings.

A copy of the plan will be given to the student, one will be retained in the Department file, and with the Assistant Dean and University Dean of Students.

If these processes fail, the entire faculty may recommend voluntary termination/resignation to the student and/or recommend dismissal to the Dean of the college. If dismissal from the program is recommended, the Department will forward that recommendation to the Dean of the College and the Dean of Students.

ALTERNATE PROCESS TO ADDRESS IMMEDIATE FITNESS FOR THE PROFESSION CONCERNS

In rare cases, the faculty may become aware of issues or behaviors that raise doubts about a student's ability to either successfully complete the program or move forward as a student in the human services major. When such information becomes available, the faculty has a duty to review the information fully and carefully, to notify the student about the concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures.

In these instances, the faculty, in consultation with the Dean of the College may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.

CSHSE Self-Study Readers Comment Two:

The 2012 Self Study requirement for reaccreditation included proof of Std. 18: Administrative Provision of both a narrative and verifying documentation that the program is in compliance with STD. 18, specifications b, f, and g. This current Self-Study only provided documentation that the program was in compliance with Std. 18-

specification-b, f. and g. However, the documentation did not provide a narrative that the program is in compliance with Standard 18-specification b, f, and g.

Response to CSHSE Self-Study Readers Comment Two:

Standard 18 states: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

Standard 18, Specification b, Supervision and Human Resource Management:

Narrative: Issues in administration and management of human services in community agencies are central to the Human Services Management course (HUSR 420). Topics include: theories of management, organization management, strategic planning, data management, managing human resources, assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability and improving program management.

Narratives for Standard 18, Specification b, are also addressed in the syllabi of the following courses that are located in the Appendix at the end of this Response to CSHSE Readers:

[HUSR 380](#) (Theories and Techniques of Counseling); [385](#) (Program Design and Proposal Writing); [400](#) (Ethical and Professional Issues); [420](#) (HUSR Management); [430](#) (HUSR and Child Abuse); [435](#) (Alcohol and other Drugs, Prevention and Education); [440](#) (Abuse of Persons with Disabilities); and [475](#) (Human Services Policy and Practice).

Specification f, Legal and Regulatory Issues and Risk Management:

Narrative: The course Human Services Management ([HUSR 420](#)) examines issues in administration and management of human services agencies. One of the learning objectives of the course, for example, is to demonstrate an understanding of business ethics and risk management in relation to human services delivery.

The narrative for Specification f, is also addressed in the following courses: [HUSR 420](#) (HUSR Management), just described; [430](#) (HUSR & Child Abuse); [435](#) (Alcohol and Other Drugs, prevention and education); [440](#) (Abuse of Persons with Disabilities); and are located in the Appendix at the end of this Response to CSHSE Readers.

Specification g, Managing Professional Development of Staff:

Narrative: Topics covered in Human Services Management (HUSR 420) that fulfill Standard 18-g, include maximizing employee potential through staff training and development, how to design a career development plan, promoting excellence through a well-designed motivation and rewards system, supervision, performance appraisal, rewards and termination.

The narrative for Specification g, is also addressed in the following courses: HUSR 420 ((HUSR Management), 430 (HUSR & Child Abuse), 440 (Abuse of Persons with Disabilities), and are located in the Appendix at the end of this Response to CSHSE Readers.

CSHSE Self-Study Readers Comment Three:

The 2012 Self-Study requirement for reaccreditation included proof of Standard 21-Field Experience-explanation and documentation of how students are monitored in the field by performing, at minimum one site visit per quarter or semester. The evidence of at least one site visit per quarter or semester is not evident in this Self-Study. There is a statement in field documents that state “25% of approved agencies are visited each semester.” Another statement in field documents states, “site visits occur as needed.”

Response to CSHSE Self-Study Readers Comment Three:

The Department of Human Services at Cal State Fullerton is committed to providing a high standard of fieldwork experiences for our students and to that end we are the top department on our campus in total hours students give to the improvement of their communities. For example there are 440 students in internship classes this spring 2016 semester and 39 group leaders (who earn internship hours for group facilitation), totaling 479 students. With a minimum of 120 hours per student this semester it would total 57,480 hours. In addition, many of the student interns do more than 150 hours at their internship site to earn a University internship award increasing the total number of HUSR student internship hours.

The department of Human Services is also committed to meeting the standards that CSHSE has established and we are proud of the excellence with which we have met those standards. We are also happy to communicate how we are meeting the unique challenges our department faces when meeting a particular standard, 21.J.

The standard asks for one site visit per semester and we have instituted several processes to address this standard given our department’s unique challenges. We have approximately 15-17 field classes per semester, representing several hundred students (for example 440 students are doing 120 internship hours this spring 2016 semester). We have well over one hundred sites throughout the Southern California area including Orange, Los Angeles, Riverside, and San Bernardino representing tens of thousands of square miles of area where our students are interning. Incredibly, that area coverage is not an exaggeration (one estimate was actually 35K mile area) and has to be placed in the context of managing the infamous Los Angeles traffic in traveling to sites. To meet the Herculean challenge of monitoring the agencies we are connected to, we have several processes in place including 1) the hiring of a dedicated staff member to work on fieldwork issues (a 1/2 time position), 2) direct official correspondence from the department to each site and supervisor each semester, 3) direct contact by phone with each supervisor on each site by instructors, and 4) direct site visits of a portion of our sites on a rotating basis and on an as needed basis. For example, each semester the department chair meets

with the Fieldwork Office Coordinator to read the student evaluations of their internship experience. The two student evaluations of approved HUSR agencies inform us about the agencies that are not up to par in relation to consistent supervision and providing rich, hands-on learning experiences to students that advance their professional skills.. The Field Office Coordinator contacts all agencies flagged by the student evaluations and meets with the supervisors to describe the need for improving the quality of the student learning experience at their site or else they are deleted from the HUSR approved agency listing.

Documentation of two years of Agency Visits for fall 2013, spring 2014, fall 2014 , spring 2015, fall 2015 are located in the Appendix of this document.

In addition, the following Field Site Visitation Plan has been developed by HUSR Faculty to increase monitoring visits to HUSR field sites to fulfill Standard, 21.J.

Field Site Visitation Plan for Increasing Site Visits

Beginning Fall 2017, and continuing indefinitely, the Field Office Coordinator will train and supervise 5-6 student interns from the Senior Seminar in Fieldwork (HUSR 496) to visit agencies listed on the Approved Field site listing. The students will have already served 2 internships at community agencies. The student interns will visit each agency, speak to the supervising representative, and use the evaluation form created by the Field Office Coordinator. The students will be supervised by this coordinator, and the evaluations will be reviewed and discussed. In order to satisfy the 120 hours required semester hours for an internship, the students will visit approximately 20 agencies each. This will typically take about 2 hours for each visit and another 2 hours to write up the evaluation, and 2 hours per week supervision. The duties involved in this internship involve program evaluation, consultation, collaboration, and data entry.

CSHSE Self-Study Readers Comment Four:

The 2012 Self-Study recommendation (but not required by the standards) asks for: “clarify on course syllabi, the link between course objectives and outcomes and the CSHSE Standard and specification (s) that apply.” This information was not clearly outlined in the current self-study. (See bullet # 2 below).

Bullet # 2, there was a general concern from all readers regarding Standards 11-20. The 2012 Self-Study “recommendation (but not required by the standards)” asked for “clarify on course syllabi, the link between course objectives and outcomes and the CSHSE Standard and specification (s) that apply.” This information was not clearly outlined in the current Self-Study. The courses that met the Standards were identified in the Self-Study, however, the narrative and direction to supporting documents regarding how the courses met the Standard (s) were not evident. Insufficient evidence was provided to show that the Standard was met. The syllabi provided were vague. There was no evidence that linked syllabi with the Standards. Listing the course text, assignments, or activities that matched each Standard in each class, and making those connections more clear, would have strengthened this Self-Study.

Response to CSHSE Self-Study Readers Comment Four:

All course syllabi relevant to Standards 11-20 that link syllabi with the CSHSE standards are located in the Appendix of this HUSR Response to CSHSE Readers. Each syllabus has a narrative attached that clearly demonstrate the linkage of syllabi with CSHSE Standards. Although HUSR 445 (Persons with Disabilities and Human Services Community Support Systems), was included in the course listing in the 2016 Self Study, The course has never actually been taught because of low enrollment and HUSR faculty are considering other options for the HUSR 445 course.

The following are the HUSR courses relevant to Standards 11-20 that link syllabi with the CSHSE Standards 11-20.

[HUSR 201](#), Introduction to Human Services

[HUSR 300](#), Character and Conflict

[HUSR 315](#), Research and Data Management in HUSR

[HUSR 310](#), Case Management

[HUSR 318](#), Human Services for Immigrants and Refugees

[HUSR 350](#), Leadership Skills and Personal Development

[HUSR 380](#), Theories and Techniques of Counseling

[HUSR 385](#), Program Design and Proposal Writing

[HUSR 400](#), Ethical and Professional Issues

[HUSR 410](#), Crisis Intervention

[HUSR 411](#), Service Delivery to (Diverse) Communities

[HUSR 412](#), Introduction to Gerontology in Human Services

[HUSR 415](#), Treatment Issues in Substance Abuse

[HUSR 425T](#), Contemporary Issues in Human Services: Veterans and Their Families

[HUSR 430](#), Child Abuse and Human Services

[HUSR 434](#), Physiological Effects of Alcohol and other Drugs

[HUSR 435](#), Alcohol and other Drugs: Prevention and Education

[HUSR 436](#), Family Addiction Dynamics

[HUSR 437](#), Co-occurring Disorders

[HUSR 440](#), Abuse of Persons with Disabilities: Assessment, Evaluation, and Intervention

[HUSR 450](#), Theory and Practice of Group Counseling

[HUSR 465](#), Human Services Delivery to Latinos

[HUSR 475](#), Human Services Policy and Practice

[HUSR 480](#), Case Analysis and Intervention Techniques

CSHSE Self-Study Readers Comment Five:

Standard 4c: *It appears that the program has a comprehensive assessment plan and engages in program evaluation every 5 years. However, **the information shared with the public does not appear to meet the standard.** The web-link provided:*

(<http://hhd.fullerton.edu/HUSR/Accreditation.htm>) includes three information items:

HUSR Assessment Plan

California State University, Fullerton CSHSE Self-Study (no date)

Link to CSHSE Website

The link does not include examples of program effectiveness obtained through formal program evaluation as required in Specification b (e.g., student satisfaction, agency feedback, enrollment trend, graduate placement data, quality improvement information, grade point average, student performance on standardized examinations such as the HS-BCP (Human Services Board Certified Practitioner) credential, program completion data, etc.).

Response to CSHSE Self-Study Readers Comment Five

To demonstrate the HUSR department's effectiveness to the public, the HUSR website includes examples of both student satisfaction and HUSR program effectiveness indicators. Student satisfaction documents include: posting the results of Student Opinion Questionnaires about HUSR faculty teaching performance for fall 2013 through fall 2015; results of the Alumni Survey in relation to demographics, employment, graduate school and importance of student learning goals/outcomes; Summary of Student Evaluation of the Fieldwork Agency Experience, Summary of Student Evaluation of the Agency Supervisors; Summary of Student Evaluation of the HUSR Fieldwork Office.

Following the student satisfaction data are data that demonstrates HUSR Program Effectiveness in relation to HUSR student GPA, results of Community Agency Supervisor survey, Agency Supervisor Evaluation of Student Interns, Student Performance on state of California exam for substance abuse counselors, HUSR students who earned the certificate to work in domestic violence shelters, the current HUSR Program Assessment Plan, and the HUSR faculty who attended the Faculty Development Center's teaching enrichment classes for faculty for teaching quality improvement .

Both the student satisfaction documents and the HUSR program effectiveness data are described below and are posted on the HUSR Department website to share with the public.

1. Student Satisfaction Data

a. Summary of Student Opinion Questionnaires (SOQ's) 2013-2015

The results of the Human Services Department SOQs from fall 2013 to fall 2015 demonstrate a pattern of very high student satisfaction with faculty teaching of HUSR courses. Using two indicators, the results of the department mean of the SOQ ratings combined with the total number of A and B ratings, demonstrate a pattern of very high student satisfaction. In fact HUSR faculty ratings are consistently higher than the standard of teaching excellence as presented in the Human Services Personnel Document which states 85% A's and B's with 50% A's is the standard of excellence. HUSR faculty SOQ's range from 90 to 92 % A's and B's and show consistently higher than the 50% A's criteria. The percent of A's range from 70% to 75% from 2013 to 2015.

In fall 2013 the results of the 1,928 SOQ's show a department mean of 3.59 on a 4 point scale and 91% A's and B's with 72% A's.

In spring 2014 the results of the 1,962 SOQ's show a department mean of 3.57 on a 4 point scale and 90% A's and B's with 70% A's.

For fall 2014 the results of the 2,076 SOQ's show very high ratings of faculty performance with the department mean at 3.64 on a 4 point scale and 92% A's and B's with 74 % A's.

For spring 2015 the results of the 2,019 SOQ's again reveal very high ratings of faculty teaching performance with the department mean of 3.64 on 4 point scale and 92% A's and B's and 75% A's.

Lastly, the 2,147 SOQ's from fall 2015 reveal very high ratings of faculty teaching performance with the department mean of 3.65 on a 4-point scale and 90% A's and B's with 75% A's. Table 1 below graphically sets out the data on the high student satisfaction with HUSR faculty teaching performance from 2013 to 2015 and see SOQ data in appendix at the end of this document.

Table 1. High Student Ratings of HUSR Faculty Teaching Performance

Semester	# of SOQs	Dept Mean	% of As & Bs
Fall 2013	1,928	3.59	91 w/ 72% A's
Spring 2014	1,962	3.57	90 w/ 70% A's
Fall 2014	2,076	3.64	92 w/ 74% A's
Spring 2015	2,019	3.64	92 w/ 75% A's

b. Summary of Alumni Survey Results Re: demographics, employment, graduate school and importance of HUSR student learning goals/outcomes.

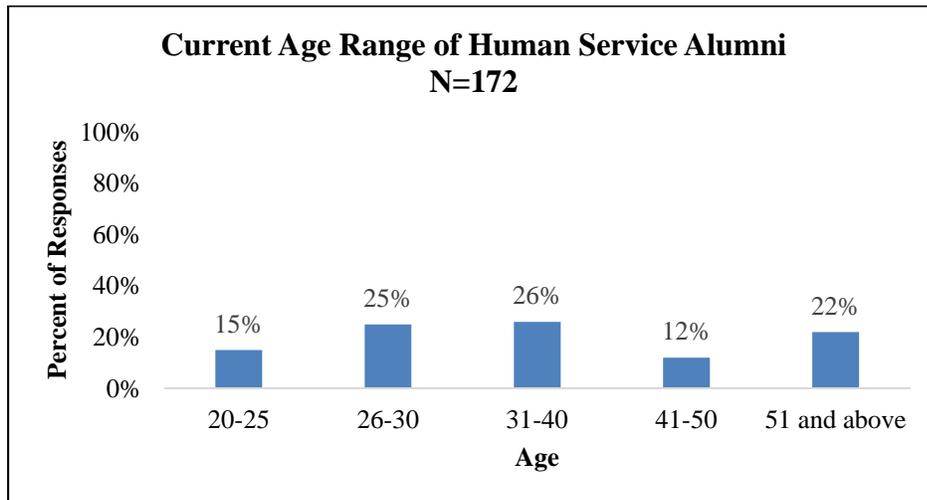
Of the 1,915 alumni surveys sent, 209 or 10.9% of the respondents addressed the four categories of the survey: demographics, employment, graduate school, and importance of student learning goals/outcomes.

The demographics revealed the respondents age ranged from 20 years to above 50 years of age; with 84% females, and the ethnicity showed the highest percent are Latino/a at 48.2%, and Euro-American at 37.1%. The respondents year of graduation ranged from 70% graduating during the years of 1996 to 2010, 24% graduating from 1981 to 1995, and 6% before 1981.

Current Age Chart

Chart 1, below, indicates the age ranges of those individuals who participated in the Alumni Survey. There were 21% of the participants 51 years old and above, 12% age 41-50; 26% age 31-40; 26% 26-30; and 15% age 20 – 25 years old.

Chart 1. Current Age of Human Service Alumni Survey Participants



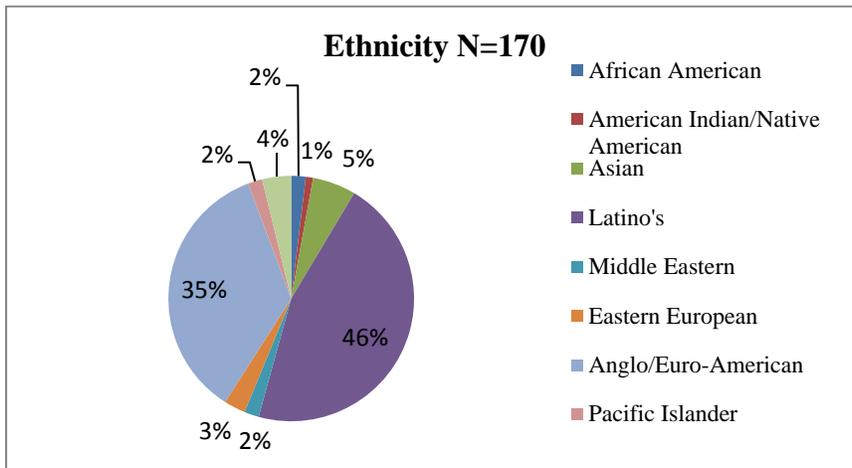
Gender

Of those individuals who participated in the survey, 84% were female.

Ethnicity Chart

Chart 2 indicates the ethnicity of those individuals who participated in the Alumni Survey. The highest percent of participants were Latino or Latina (48.2%) and the second highest was Anglo/Euro-American (37.1%).

Chart 2. Ethnicity of Human Service Alumni Survey Participants



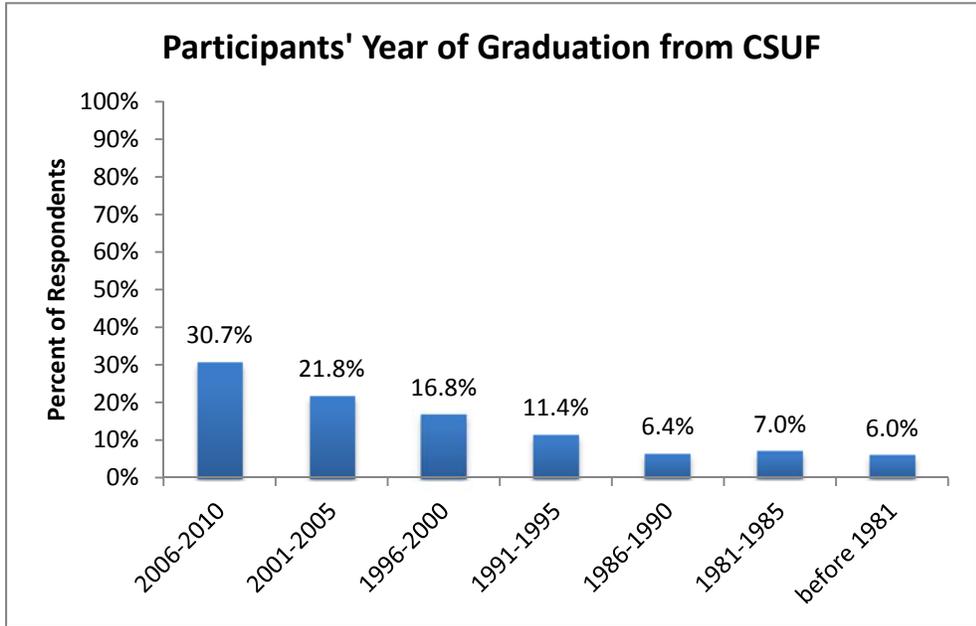
Language

The results indicate all the language(s) in which the individuals who participated in the Alumni Survey are fluent (note: participants were able to indicate more than one). There were 90.1% of the participants that stated they were fluent in English and 37.4% stated they were fluent in Spanish.

Graduation Chart

Chart 3 indicates the year in which the participant graduated from CSUF, organized by range. There were 70% of the participants who graduated between the years of 1996 and 2010; 24% who graduated between 1981 and 1995; and 6% who graduated prior to 1981.

Chart 3. Year of Graduation for Human Service Alumni Survey Participants



Employment

The employment category revealed that 65.9% are currently working in the human services field and in descending order, the highest percent work in counseling, then social work, administration, teaching, research, and program manager, development and outreach. 80% said the Human Services Bachelor’s degree provided very good to excellent preparation for their profession. And, respondents who attended or are attending graduate school, 83.3% said the Human Services Bachelor’s degree prepared them well and 82% said the preparation was very good to excellent.

Employment Status

As presented in Table 2, there were 15.3% of participants who indicated that they are not currently employed due to being a graduate student; 1.8% who are not currently employed but are looking for work; 4.7% who are not currently employed and are not looking for work; 65.9% who are currently employed in the field of Human Services; 8.2% who are currently employed in another field but expect to return to Human Services in the future; and 9.4% who are currently employed in another field and don’t expect to return to Human Services.

Table 2. Employment Status of Human Service Alumni Survey Participants

Employment Status	Number	Percent
Not Currently Employed Graduate Student	26	15.2%

Not Currently Employed Looking for Work	3	1.8%
Not Currently Employed Not looking for Work	8	4.7%
Yes, Currently Employed In the field of Human Services	112	65.9%
Yes, Currently Employed Not in Human Services, but expect to be later	14	8.2%
Yes, Not in Human Services, and don't expect to return	16	9.4%

Employment Area of Focus

As presented in Table 3, 60.6% of participants indicated that their primary work area of focus was counseling or social work; 19% indicated administration; 12.4% indicated teaching; 11% indicated research or program management, development, outreach; and 27.8% indicated “other.”

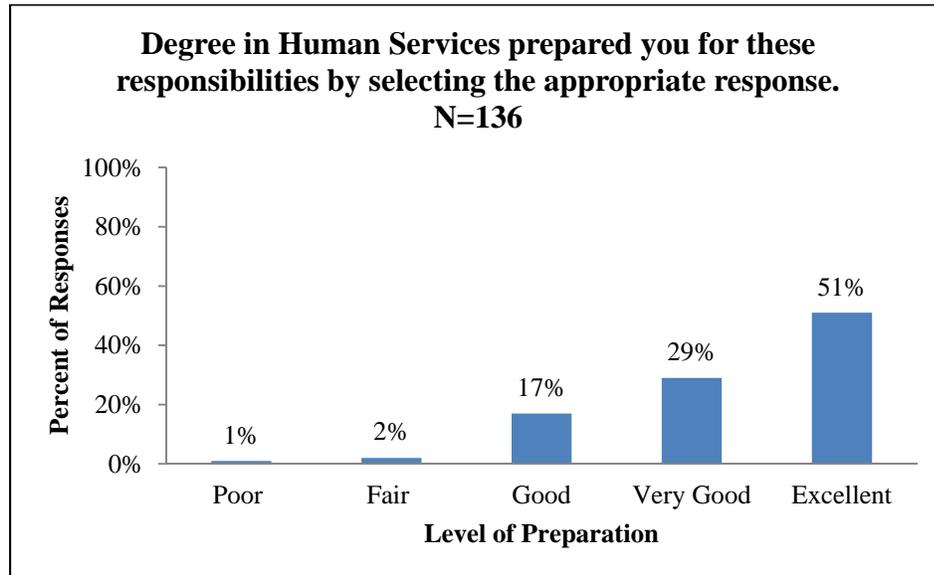
Table 3. Employment Area of Focus for Human Service Alumni Participants

Employment Area of Focus	Number	Percent
Counseling	44	32.1%
Social Work	39	28.5%
Administration	26	18.9%
Teaching	17	12.4%
Research	0	0.00%
Program Manager, Development, Outreach	15	10.9%
Other	38	27.7%

Employment Preparation

As presented in Chart 4, 80% of participants indicated that their degree in Human Services provided very good or excellent preparation for the responsibilities they assumed in their positions as professionals.

Chart 4. Human Service Alumni Participant’s Preparation for Employment



Graduate School

Attendance

Of those who participated in the survey, 58.5% have or are currently attending graduate school.

Type of Graduate Degree Earned/Currently Pursuing

As presented in Table 4 below, participants indicated the type of graduate degree they earned or are currently pursuing. Out of 110 respondents, 58% indicated they have or are currently pursuing a graduate degree in counseling or social work.

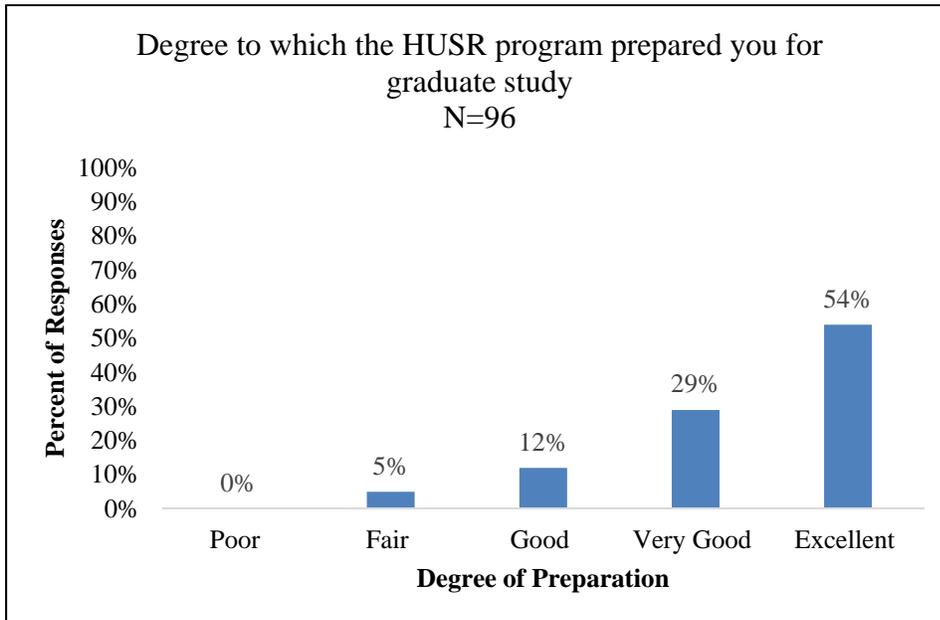
Table 4. Type of Graduate Degree Earned or Currently Pursuing

Type of Degree	Number	Percentage
MS Counseling	16	14.5%
MA Counseling	17	15.4%
MA Education	18	16.3%
MS Education	5	4.5%
MPA	6	5.4%
MSW	31	28.1%
MPH	2	1.8%
MS Gerontology	4	3.6%
PhD Clinical Psychology	4	3.6%
EdD Higher Education	3	2.7%
MS Human Services	1	0.9%
Teaching Credential	3	2.7%
Totals	110	100%

Graduate School Preparation

As presented in Chart 5, 83.3% of participants indicated that their undergraduate degree in Human Services provided very good or excellent preparation for graduate study.

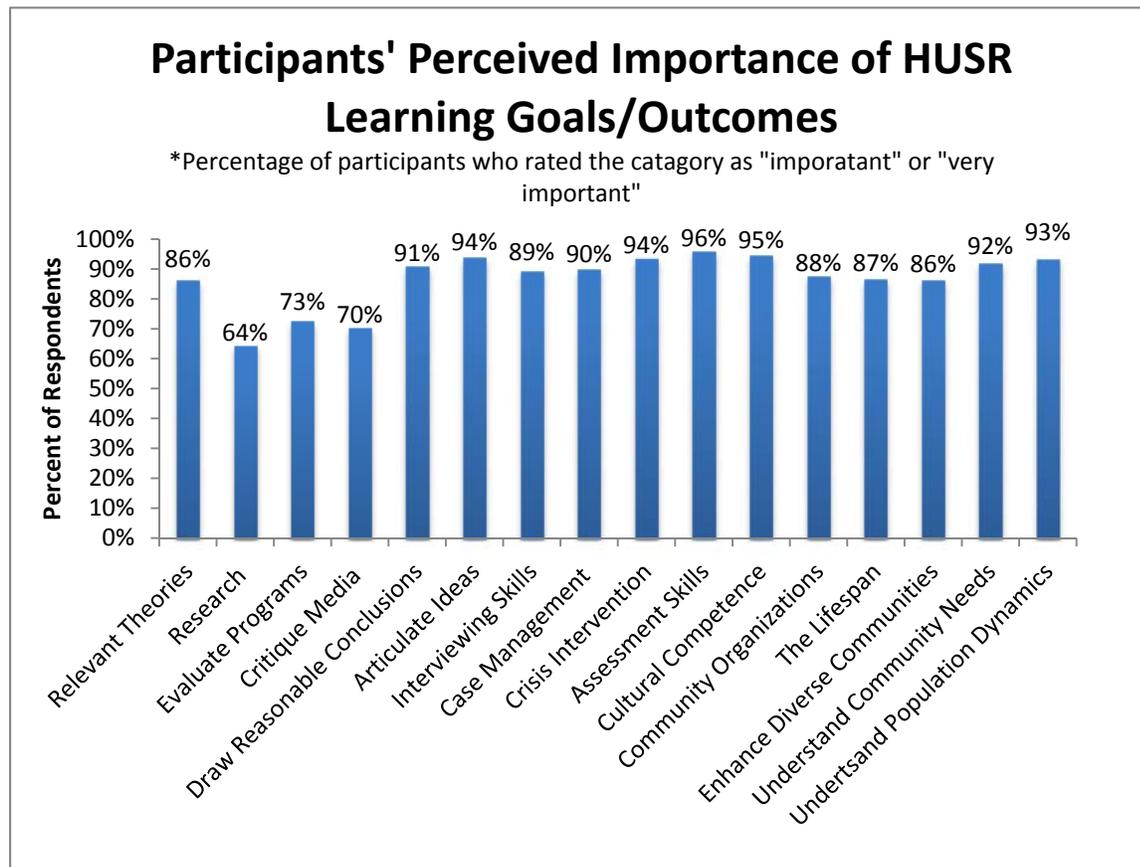
Chart 5. Preparation for Graduate School



Alumni Ratings of Importance of HUSR Department Learning Goals

Within all categories relative to the Human Services Department's learning goals and outcomes there was an average of 186 respondents who rated the learning goals/outcomes as "important" and "very important" in a range of 64% to 96%. As shown in Chart 6, there were eight categories in which 90% or more of respondents rated the learning goals and outcomes to be "important" or "very important."

Chart 6. Participants' Perceived Importance of HUSR Learning Goals/Outcomes



For a fuller analysis of the Alumni survey results see pages, 50-75 in the August 2016 [CSHSE Self-Study for HUSR Re-accreditation](#) posted on the HUSR website

c. Summary of Student Evaluation of the Fieldwork Agency Experience

Student evaluations of their fieldwork experience for all three fieldwork classes (HUSR 396/L, 495/L, 496/L) as revealed by the 25 question survey that includes demographic information, overall rating of the agency, and satisfaction questions

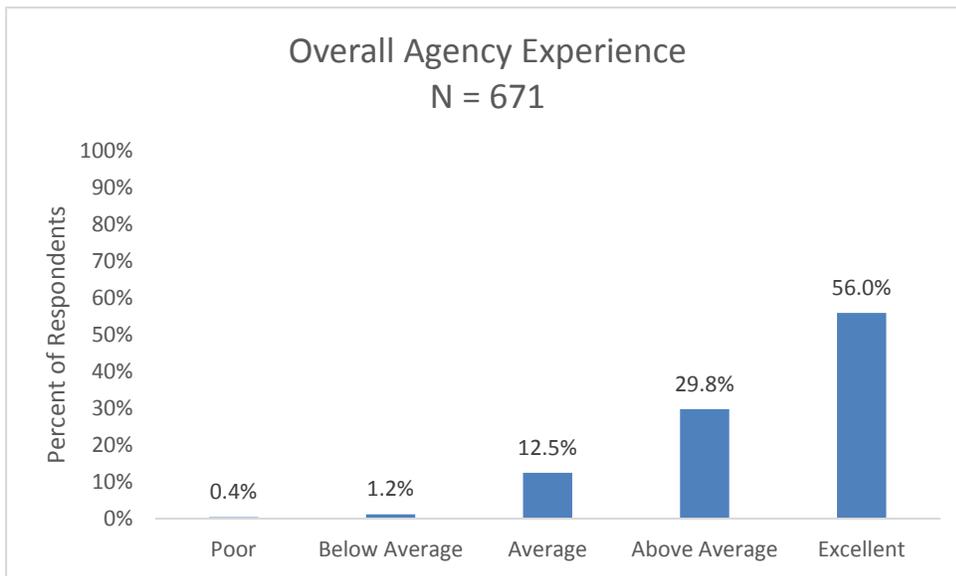
showed very positive results. There were 85.8% of respondents who rated their overall experience of their agency above average (29.8%) and excellent (56%) as shown in Chart 7. There were 82.6% of respondents who rated their overall learning experience at their agency above average (29.2%) and excellent (53.4%) as shown in Chart 8.

Student Evaluation of the Agency

Rate your overall Agency Experience:

As presented in Chart 7 below, there were 85.8% of respondents who rated their overall experience of their agency above average (29.8%) and excellent (56%).

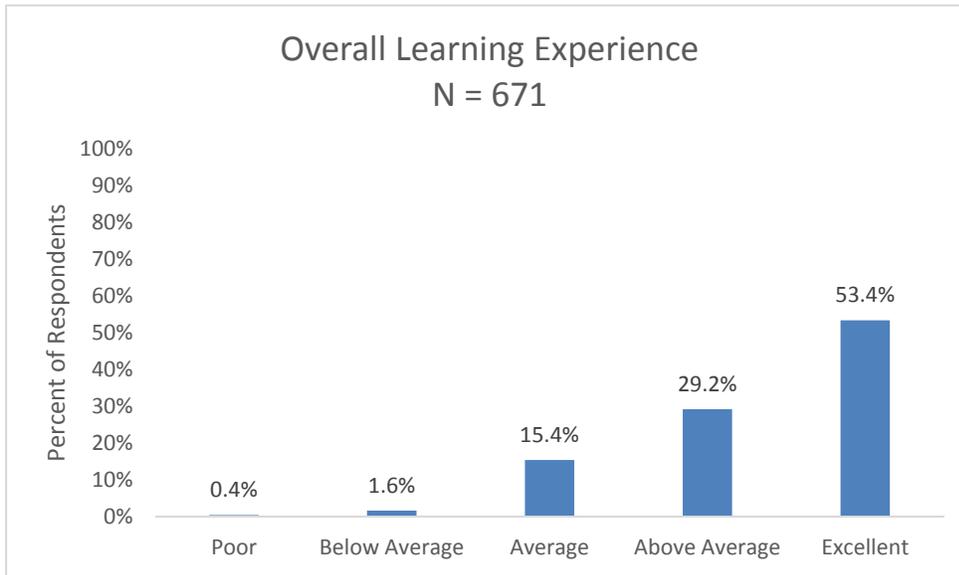
Chart 7. Overall Agency Experience



Rate Your Fieldwork Learning Experience:

As presented in Chart 8 below, there were 82.6% of respondents who rated their overall learning experience of their agency above average (29.2%) and excellent (53.4%).

Chart 8. Overall Learning Experience within the Agency



For a full analysis of the Student Survey of their Agency Learning Experience results see pages, 75-81, in the August 2016 [HUSR Self-Study for CSHSE Re-accreditation](#) posted on the HUSR website.

d. Summary of Student Evaluation of the Agency Supervisor

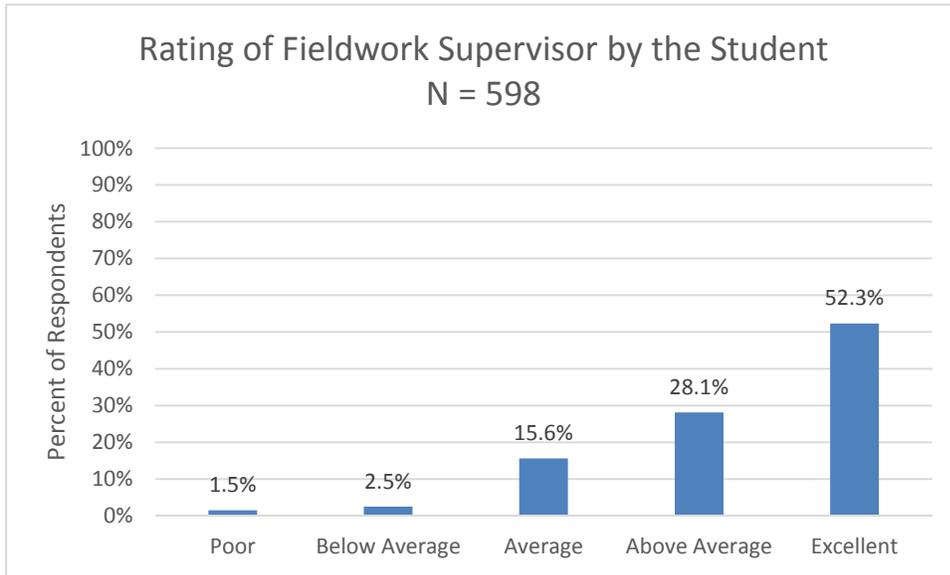
There were 80.4% of respondents who rated their placement supervisor above average (28.1%) and excellent (52.3%), see Chart 9 below for a graphic representation.

Student Evaluation of the Supervisor

Rate supervision you received at your placement

As presented in Chart 9, there were 80.4% of respondents who rated their placement supervisor above average (28.1%) and excellent (52.3%).

Chart 9. Rating of Fieldwork Supervisor by the Student



For a full analysis of the results of the Student Survey of their Fieldwork Supervisor, which includes a content analysis of the supervisors' greatest strengths as discerned in five categories: professionalism, friendly/approachable, supportive, patient, and knowledgeable, see pages, 82-84, in the August 2016 [CSHSE Self-Study for HUSR Re-accreditation](#) posted on the HUSR website

e. Summary of Student Evaluation of the HUSR Fieldwork Office

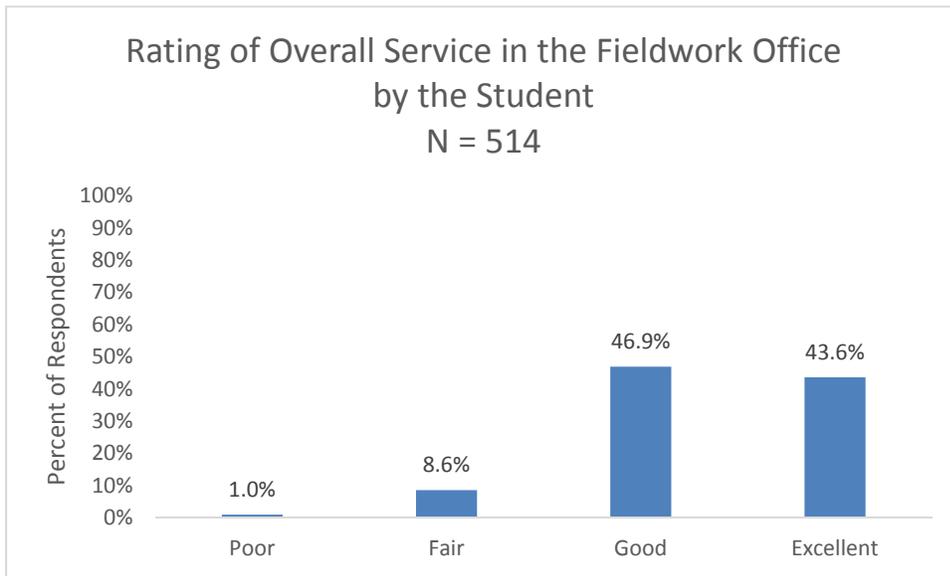
Each semester students evaluate their fieldwork experience for all three fieldwork classes (HUSR 396/L, 495/L, 496/L) by completing an on-line survey of 14 questions about the fieldwork office including demographic information, overall rating of the fieldwork office, and satisfaction questions. 90.5% of the students rated the overall service of the Fieldwork office as good to excellent as shown in Chart 10.

Student Evaluation of the HUSR Fieldwork Office

Results

Student rating of overall service by the Fieldwork Office is shown in Chart 10 below with 90.5% of the students rating the overall service of the Fieldwork office as good to excellent.

Chart 10. Overall Rating of the Fieldwork Office



For a full analysis of the results of the Student Survey of their Fieldwork Office experience, which includes a content analysis of the student perception of the Field Office see pages, 85-89, in the August 2016 [CSHSE Self-Study for HUSR Re-accreditation](#) posted on the HUSR website.

2. Department Program Effectiveness Indicators

a. Student GPA report, fall 2015

Undergraduate students in HUSR =2,780 with 3.39 GPA

See University document in Appendix of this Response to CSHSE Readers.

b. Summary of Community Agency Fieldwork Day Survey

The time period of the Community Agency Survey that was distributed to agency representatives at the Fieldwork Day each semester was from fall 2012 to fall 2015. Most agencies, 95% represented were from the nonprofit sector (80% nonprofit agencies and 15% government services). The total of 67 respondents who completed the 37 question- survey provided both qualitative and quantitative data on skills, competency and knowledge relative to the Human Services student learning goals and outcomes. 87% of the respondents used interns from the Human Services Department and they reported 100% satisfaction with the interns. In fact, 50% of the agencies hired their student interns. Out of the 20 skills and

competencies listed on the community agency survey, seven of the skills/competency/knowledge areas were rated important to very important by 94% of the respondents as shown in the following Chart 11.

Out of the 20 skills and competencies listed on the community agency survey, seven of the skills were rated important to very important by 94% of the respondents or above. As shown in Chart 11 below, the respondents rated the following skills as important to very important when considering hiring employees:

Skill #20: Demonstrate assessment skills.

Skill #21: Demonstrate cultural competence skills.

Skill #25: Understand that the needs of populations are multifaceted and dynamic.

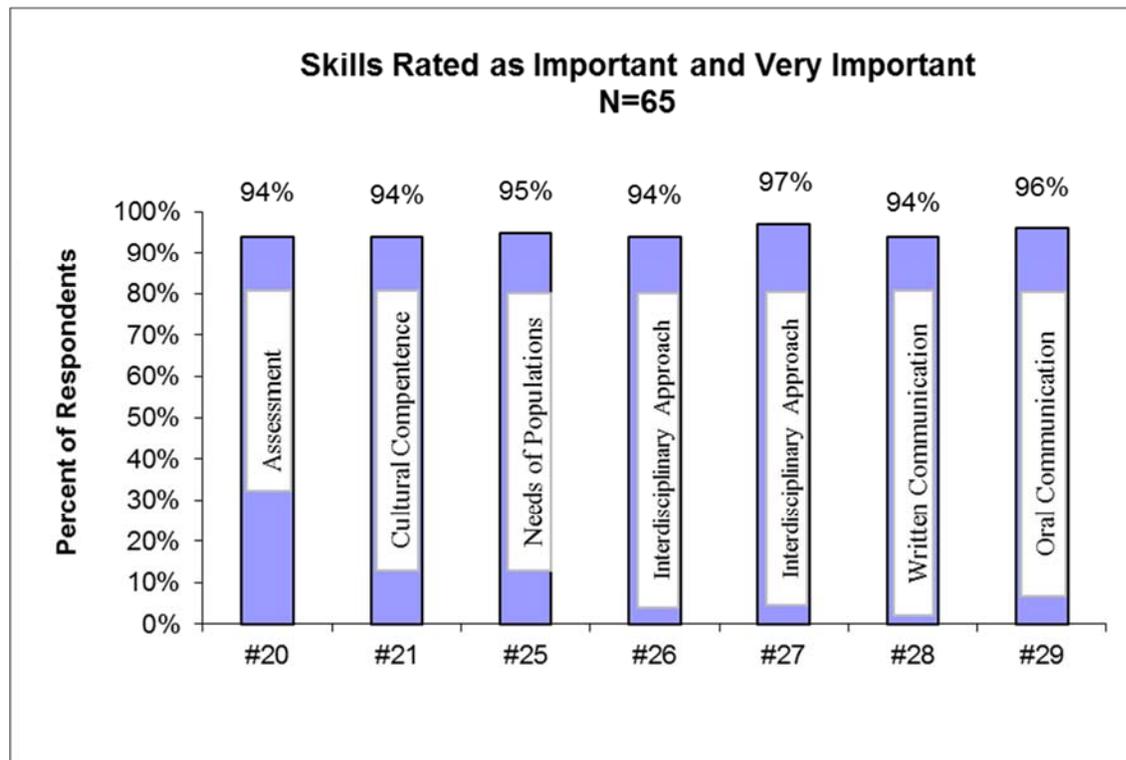
Skill #26: Understand the needs of populations are best addressed from collaborative, reflective, and an interdisciplinary approach.

Skill #27: Demonstrate collaborative communication with individuals, families, and communities.

Skill#28: Articulate knowledge and skills to communicate effectively about human services issues using written communication.

Skill #29: Articulate knowledge and skills to communicate effectively about human services issues using oral communication.

Chart 11. Skills & Competencies Important for Human Service Employees



To read a full analysis and discussion of the survey results of the Community Agency Survey see pages 61-74 in the August 2016 [HUSR Self-Study for CSHSE](#) posted on the HUSR website.

c. Summary of Supervisor Evaluation of the Student Interns

Each semester the agency supervisors evaluate the student’s performance for all three fieldwork classes (HUSR 396/L, 495/L, 496/L) by completing an on-line survey of 22 questions about student learning outcomes, competencies, and overall experience. Supervisors were asked to rate the students’ performance on professionalism, personal characteristics and practice skills.

In all the categories there was an average of 620 respondents. Fieldwork Supervisors rated their students more than acceptable and outstanding on a range of 55% to 92%, as shown in Chart 12. There were three categories in which 90% or more students were rated more than acceptable and outstanding. These categories included, behavior and work attitude; ethical standards; and works within purpose of agency. Lastly, There were 92.4% of supervisors who rated

students' overall performance above average (26%), and outstanding (66.4%), as shown in Chart 13.

Supervisor Evaluation of Student Interns

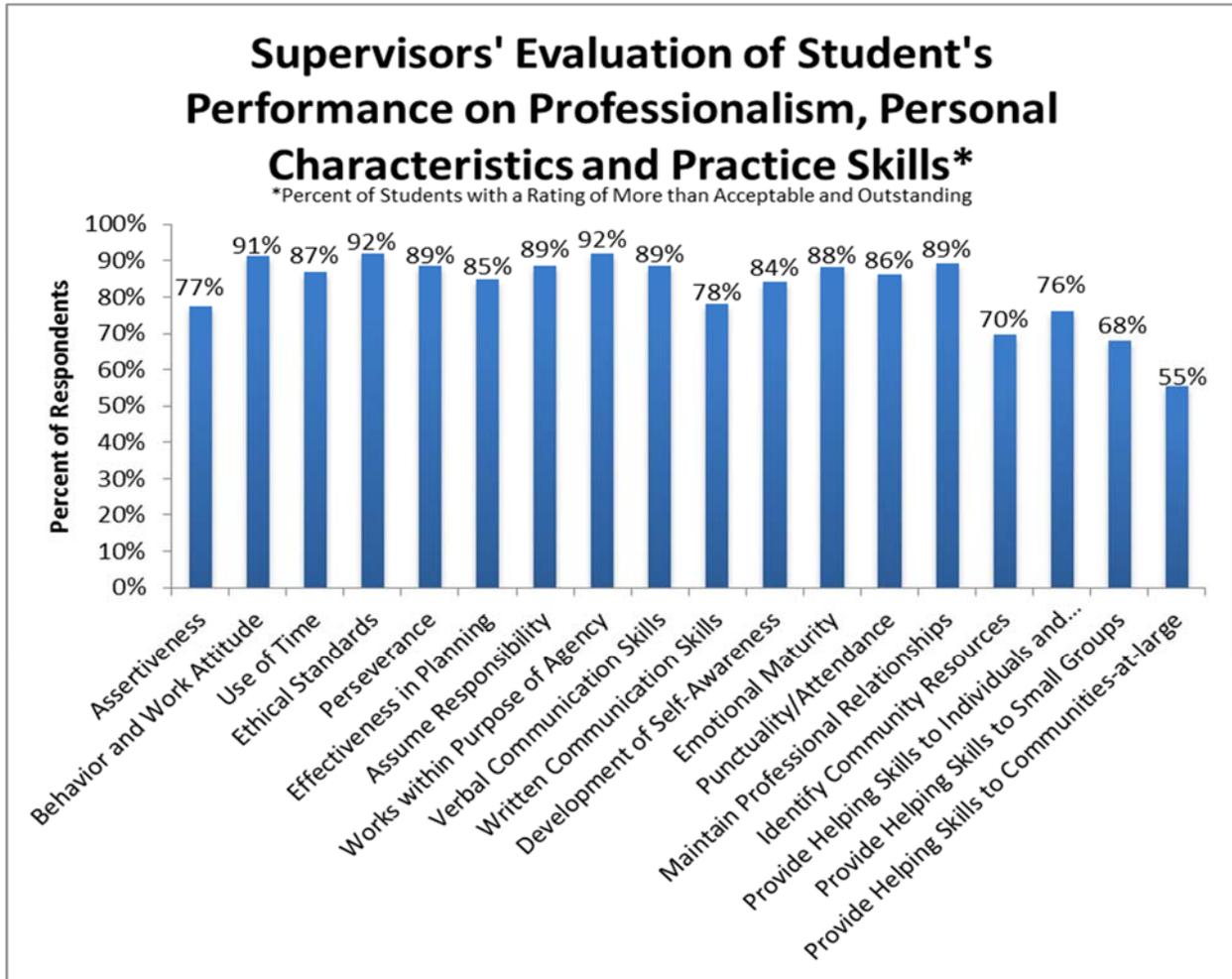
Results

Supervisors were asked to rate the students' performance on professionalism, personal characteristics and practice skills on a Likert scale of: not applicable; not acceptable; below average; average; more than acceptable; and outstanding; in the following categories:

- Assertiveness
- Behavior and work attitudes
- Use of time
- Adherence to basic ethical standards and values of the profession
- Perseverance
- Effectiveness in planning and arranging work responsibilities
- Ability to assume responsibility for own learning
- Ability to work within purpose, structure, and constraints of the agency
- Verbal communication skills
- Development of a professional self-awareness
- Emotional maturity
- Punctuality/attendance
- Ability to develop and maintain professional relationships with clients/consumers/co-workers from various cultural/ethnic backgrounds
- Ability to identify and use community resources
- Competency in providing helping skills to Individuals and Families
- Competency in providing helping skills to Small groups
- Competency in providing helping skills to Community-at-large

In all the categories, there was an average of 620 respondents. Fieldwork Supervisors rated their students more than acceptable and outstanding on a range of 55% to 92%. As shown in Chart 12 below, there were three categories where 90% or more students were rated more than acceptable and outstanding. These categories were behavior and work attitude; ethical standards; and works within purpose of agency.

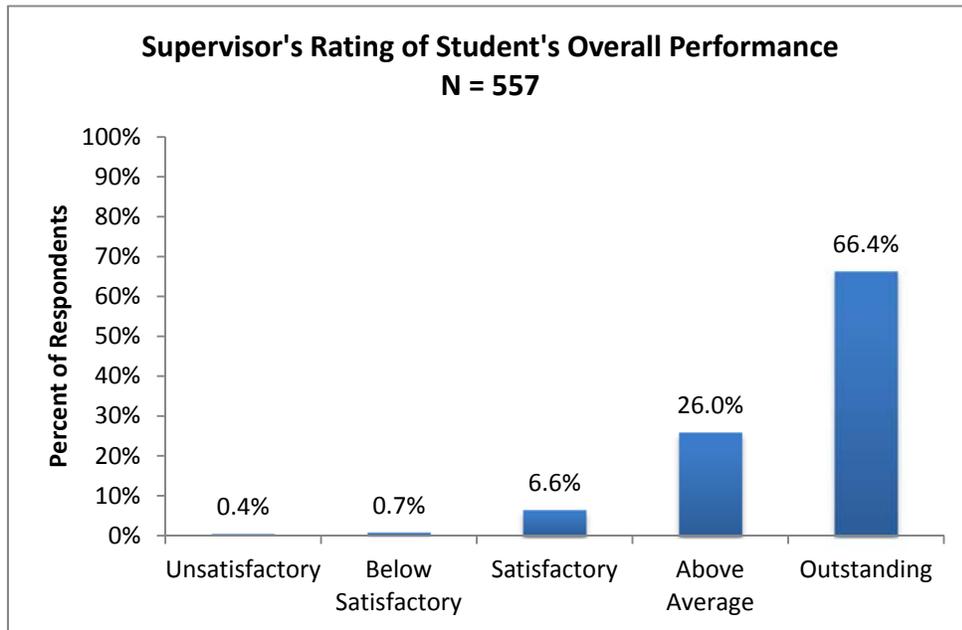
Chart 12. Supervisor's Evaluation of Student's Performance



Rate student's performance overall

As shown in Chart 13 below, there were 92.4% of supervisors who rated student's overall performances above average (26%) and outstanding (66.4%).

Chart 13. Supervisor's Rating of Student's Overall Performance



To read a full analysis of the survey results of the Field Supervisor's rating of Student Interns, see pages 89-91 in the August 2016 [HUSR Self-Study for CSHSE](#) posted on the HUSR website.

d. Student Performance on Standardized Exams

The Substance Abuse Prevention and Treatment track is comprised of the courses: HUSR 415, Treatment Issues in Substance Abuse; HUSR434, Physiological Effects of Alcohol & Other Drugs; HUSR 435, Drug Abuse Prevention & Early Intervention; HUSR 436, Family Dynamics of Addiction; and HUSR 437, Co-Occurring Disorders. Completion of the track prepares students to take the California Association for Alcohol/Drug Educators (CAADE) certification exam that can lead to the Certified Addictions Treatment Counselor (CATC) credential.

Data from CAADE Exam Statistics from 2013 to 2015 reports 85.7% pass rate for HUSR students who took the exam as shown in following table:

Table 5. CAADE Exam Statistics 2013-2015

Year	HUSR/CSUF Students Took Exam	HUSR/CSUF Students passed	HUSR/CSUF Pass rate
2013	3	3	100%
2014	5	5	100%
2015	6	4	66%
2013-2015 Total	14	12	85.7%

e. Intimate Partner Violence Certificate

Data on HUSR students who received the Intimate Partner Violence Certificate after completing the Intimate Partner Violence (IPV) course (HUSR 425T) is presented in Table 6 showing 311 HUSR students who earned the certificate. Basically, the IPV course examines violence in intimate relationships ranging from conventional family situations to alternative family structures. Although considerable attention is devoted to spousal abuse, substantial consideration is also allotted to elder abuse, LGBT partner abuse, dating violence, and characteristics of societies and cultures which enhance and promote interpersonal violence.

The IPV class is an introductory course designed to be the student’s first exposure to the practical applications of working with individuals and families who are victims of domestic violence. A counseling/social work perspective, utilizing terminology, methods, and theoretical orientations are used to discuss intimate partner violence. Curriculum embedded in the IPV course is equivalent to the 40-hour domestic violence training curriculum required to intern at the domestic violence shelters. The content of this class is built on the suggested 40-hour training curriculum offered by the California Partnership to End Domestic Violence. This 40-hour training is required for all those who work in a domestic violence shelters in the state of California and it is highly recommended for all helping professionals. At the end of the semester, a verification form is given to each student who completed the course with a “C” or better and who has completed the 40 hour training which is equivalent to the 40-hour training offered by Shelters. The class material includes community speakers who share their professional experience working with victims and perpetrators of Intimate Partner Violence.

Table 6. Number of Students Who Completed the 40-Hour IPV Training by Semester, 2013 to 2015

Semester	Student Completion
Fall 2013	63
Spring 2014	58
Fall 2014	66
Spring 2015	60
Fall 2015	64
Total	311

f. Program Evaluation of Student Learning Goals and Outcomes

The HUSR department conducts an ongoing formal evaluation to determine its effectiveness in meeting the needs of students, community, and the human services field. The results of which are used to modify the program as necessary. Toward this goal, the HUSR department has clearly stated measureable student learning outcomes that are tied to the CSHSE Standards and an assessment plan.

Measureable student learning outcomes have been development by the faculty in response to the University's WASC re-accreditation requirements. The following is the HUSR Department's Assessment Plan which continues the ongoing effort of measuring student goals and learning outcomes.

Department of Human Services Assessment Plan

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: Analyze human services related theories and models.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students are exposed to human services theories and models</p> <p><i>Course:</i> HUSR 201 Introduction to Human Services</p>	<p><u>Knowledge:</u> Beginning to integrate and apply human services theories and models in a variety of settings and contexts.</p> <p><i>Course:</i> HUSR 310 Case Management</p>	<p><u>Knowledge:</u> Students are able to effectively integrate and apply theory and practice.</p> <p><i>Course:</i> HUSR 380 Theories and Techniques of Counseling</p>
<p><u>Performance:</u> Exam scores on relevant theories/models</p> <p><i>Measurement Tool:</i> Exam # 2 scores that cover theories section of text</p>	<p><u>Performance:</u> Students engage in meaningful learning activities that integrate theory with practice such as creating case plans or through role-play activities.</p> <p><i>Measurement Tool:</i> Ecological Model assignment</p>	<p><u>Performance:</u> Students engage in clinical applications, write integration or application papers, and conduct presentations that effectively analyze human services related theories and models.</p> <p><i>Measurement Tool:</i> Paper on integration/application</p>

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1b: Employ logical approaches to real world problems in the human services field that rely on the development of research, program designs, and evaluation methods to draw reasonable evidence based conclusions.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students are exposed to various techniques in research design and data collection techniques</p> <p>Course: HUSR 315 Research and Data Management in Human Services</p>	<p><u>Knowledge:</u> Students develop critical thinking techniques for best practices in program design and implementation</p> <p>Course: HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students review and assess evaluation methods and create an appropriate evaluation protocol utilizing relevant sources that address agency needs. Students show critical thinking and problem solving skills in order to draw reasonable, evidence-based conclusions.</p> <p>Course: HUSR 470 Evaluation of Human Services Programs</p>
<p><u>Performance:</u> Exams on research methodology and ability to utilize appropriate technology to analyze data</p> <p><i>Measurement Tool:</i> 1) Exams that cover research methodology; 2) Data analysis assignment</p>	<p><u>Performance:</u> Evaluate and integrate appropriate literature on a Human Service related topic and draw reasonable conclusions that inform the design of a relevant program proposal.</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performance:</u> Students conduct evaluations and prepare reports via written and oral formats that demonstrate critical thinking and scientific acumen.</p> <p><i>Measurement Tool:</i> Program evaluation final report that address course objectives</p>

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2: Demonstrate cultural competence in working collaboratively and ethically with diverse populations in the human services field.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Demonstrate an understanding of culturally competence and ethical behavior as well as develop insight into interpersonal and intrapersonal skills necessary for effectively interact with others</p> <p><i>Course:</i> HUSR 411 Service Delivery to Communities</p>	<p><u>Knowledge:</u> Demonstrate the ability to work collaboratively and ethically in human services delivery to diverse communities.</p> <p><i>Course:</i> HUSR 396/L Practicum Seminar</p>	<p><u>Knowledge:</u> Demonstrate proficiency with working with culturally diverse populations.</p> <p><i>Course:</i> HUSR 496/L Internship Seminar</p>
<p><u>Performance:</u> Students engage in small group activities that address ethical and cultural issues.</p> <p><i>Measurement Tool:</i> Four Skills of Cultural Competence Worksheets</p>	<p><u>Performance:</u> Students role play group and individually clinically related skills in class.</p> <p><i>Measurement Tool:</i> Supervisors' Evaluation of the Interns</p>	<p><u>Performance:</u> Students facilitate interpersonal growth and cultural relational skills under supervision; students demonstrate four cultural competence understanding and skills through case analysis and action plans.</p> <p><i>Measurement Tool:</i> Supervisors' Evaluation of the Interns</p>

Goal 3: Communication skills

Learning Outcome 3a: Communicate effectively about human services issues using written communication.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students demonstrate basic understanding of written documentation of client interactions through case notes.</p> <p><i>Course:</i> HUSR 310 Case Management</p>	<p><u>Knowledge:</u> Students demonstrate a working knowledge of written communication using English and APA format on issues related human services</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students demonstrate effective written communication using APA format on topics related to human services and evaluation of programs.</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Students will be given in-class writing assignments as well as essay exams.</p> <p><i>Measurement Tool:</i> Case Management Client Folders</p>	<p><u>Performance:</u> Students will be given essay examinations or participate in on-line forums in which they write about various human services issues.</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performances:</u> In final paper, students demonstrate the ability to write about human services issues without grammatical/APA formatting errors.</p> <p><i>Measurement Tool:</i> Program evaluation final report that address course objectives.</p>

Goal 3: Communication skills

Learning Outcome 3b: Communicate effectively about human services issues using oral communication.

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Students demonstrate basic oral communication skills on topics related to human services</p> <p><i>Course:</i> HUSR 350 Human Services Leadership</p>	<p><u>Knowledge:</u> Students demonstrate a working knowledge of oral communication on topics related to human services</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Students demonstrate effective oral communication on topics related to human services</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Group Presentation on Leadership Service Announcement</p>	<p><u>Performance:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Presentation of Program and Proposal for Funding</p>	<p><u>Performances:</u> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Presentation of Intervention and the Presentation of the Final Evaluation Results</p>

Goal 3: Communication skills

Learning Outcome 3C: Integrate information technology in support of human services implementation

Beginning

Developing

Meets Expectations

<p><u>Knowledge:</u> Can articulate the need for information that is appropriate to complete a specific college level research paper.</p> <p><i>Course:</i> HUSR 315 Research and Data Management in Human Services</p>	<p><u>Knowledge:</u> Organize and evaluate information from multiple sources based on usefulness, reliability, accuracy and point of view (or bias)</p> <p><i>Course:</i> HUSR 385 Program Design and Proposal Writing</p>	<p><u>Knowledge:</u> Successfully complete a college level research paper (Needs refinement)</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><u>Performance:</u> Can implement a search strategy for a number of database systems including campus library systems, online reference tools, or other information databases</p> <p><i>Measurement Tool:</i> Literature Review Research Paper</p>	<p><u>Performance:</u> Compile a discipline appropriate bibliography of sources obtained through their research</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><u>Performances:</u> Successfully discuss, present and “publish” (to the professor, or in online format per the assignment) a research paper using collaboration software and/or social media.</p> <p><i>Measurement Tool:</i> Program Evaluation Final Report And Final Exam</p>

Timeline for Implementation of HUSR's Assessment Plan

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: *Completed* Spring 2015 (and presented below)

Learning Outcome 1b: AY 2015/2016

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2 AY 2016/2017

Goal 3: Communication Skills

Learning Outcome 3a AY 2017/2018

Learning Outcome 3b AY 2017/2018

Learning Outcome 3c AY 2017/2018

Assessment Tools (such as rubrics, exams, portfolios, surveys, and capstone evaluations)

Goal 1: Intellectual inquiry, critical thinking, and problem solving

Learning Outcome 1a: 201 Exam
310 Ecological Model Grading Rubric
380 Integrative and Application paper

Learning Outcome 1b: 315 Exam & Data Analysis Assignment
385 Program Proposal and Grading Rubric
470 Program Evaluation Final Report

Goal 2: Professional, self-reflective, field based practice with culturally diverse populations.

Learning Outcome 2 411 Four Cultural Skills Worksheets
396/L Supervisors' evaluation of interns
496/L Supervisors' evaluation of interns

Goal 3: Communication Skills

Learning Outcome 3a 310 Case Management Client Folders Guidelines and Grading
Rubric 385 Program Proposal Guidelines
470 Program Evaluation Final Results

Learning Outcome 3b 350 Group Presentation
385 Presentation of Program and Proposal for Funding
470 Presentation of Intervention and Final Evaluation

Learning Outcome 3c 315 Literature Review Research
 385 Program Proposal Guideline
 470 Program Evaluation Final Report and Final Exam

Implementation of the Human Service Department Assessment Plan

The initial implementation of the HUSR Department's Assessment Plan began in fall 2014 with the results provided in Spring 2015. The evaluation activities are moving forward based on the schedule described in the previous section.

The collection methodology for the data and analysis of the results for *Goal 1: Intellectual inquiry, critical thinking, and problem solving* and Learning Outcome 1a was completed spring 2015. The following are the results.

Goal 1a: Intellectual inquiry, critical thinking, and problem solving *Learning Outcome 1a* Analyze human services related theories and models.

There are three levels of learning that are assessed for Goal 1a: Beginning, Developing, and Mastery.

- **Beginning** is measured by data on student exam scores for the Introduction to Human Services course HUSR 201;
- **Developing** as measured by data from the case management course, HUSR 310, and
- **Mastery** as measured by data from the Theories and Techniques of Counseling course (HUSR 380)

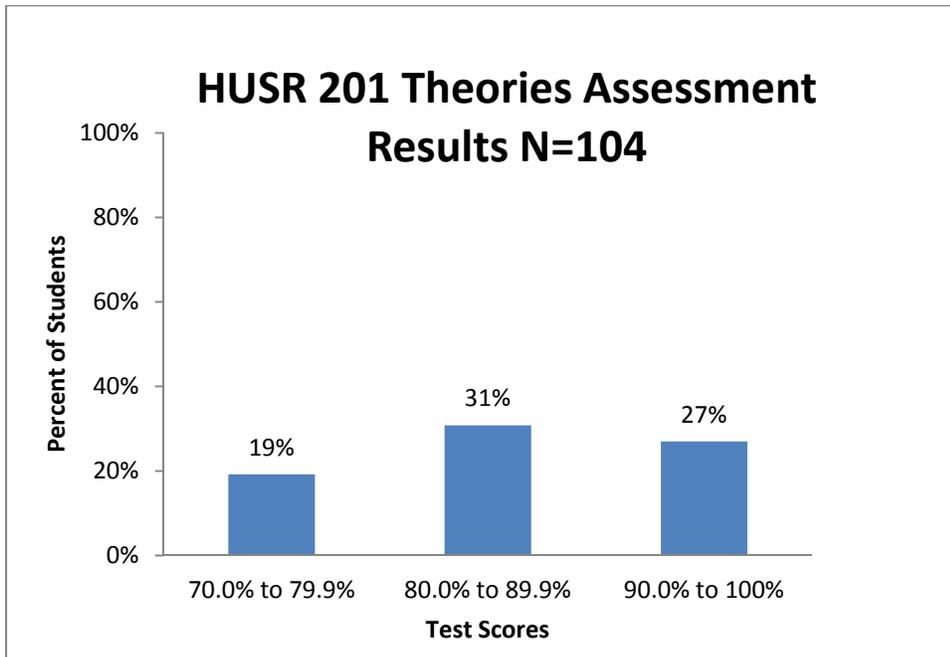
Beginning Level Results for Goal 1a: HUSR 201: Introduction to Human Services

Data were based on multiple-choice questions covering several human services theories. Exams were administered to students in HUSR 201 classes but varied in the number of questions as well as the range of theories covered.

A total of 104 student scores were compiled from the theory specific multiple-choice questions. Chart 14 below demonstrates the results from the three sections in HUSR 201 with 70% as a passing grade.

There were 77% of the students who scored 70% or higher on the theories assessment. There were 58% of the students who scored 80% or higher.

Chart 14: HUSR 201 Theories Assessment



Faculty Response to the HUSR 201 Goal 1a Results.

There were 23% of students who scored lower than 70.0% on the theories assessment exam. In addition there was much variability in the scores by sections of the HUSR 201 course, therefore during the fall 2016 Faculty Meeting, faculty will discuss aligning the theories instruction across the sections of the HUSR 201 course as well as refining the assessment tool.

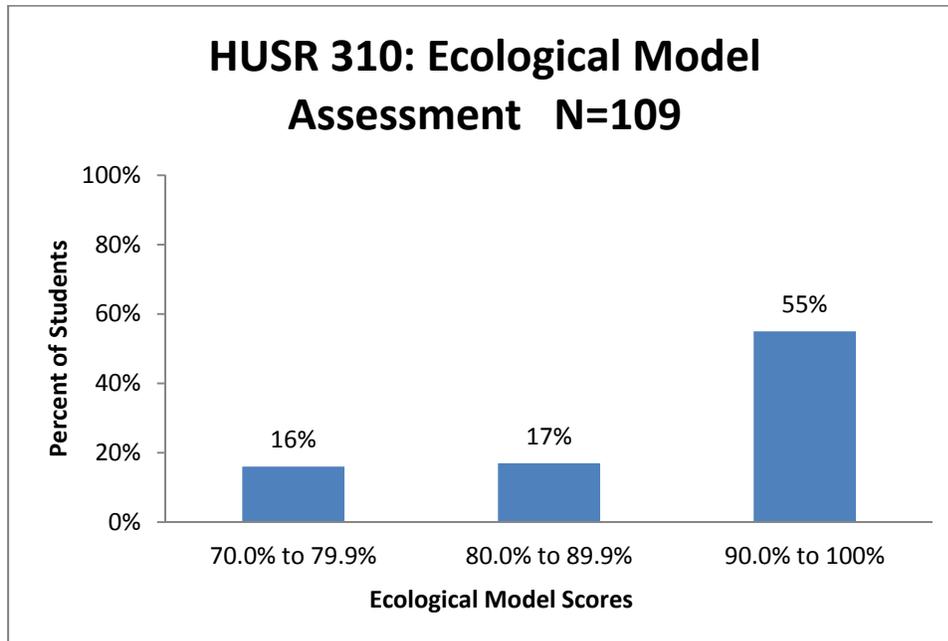
Developing Level Results for Goal 1a: HUSR 310: Case Management

Students were asked to demonstrate their understanding of the Ecological Model by listing the different levels (knowledge) of the model and then providing examples of related systems at each level (application).

A total of 109 student scores were compiled from the Ecological Model. Chart 15 below demonstrates the results from the five sections in HUSR 310 with 70% as a

passing grade. There were 88% of the students who scored 70% or higher on the theories assessment. There were 72% of the students who scored 80% or higher.

Chart 15: HUSR 310 Ecological Model Assessment



Faculty Response to the HUSR 310 Goal 1a Results

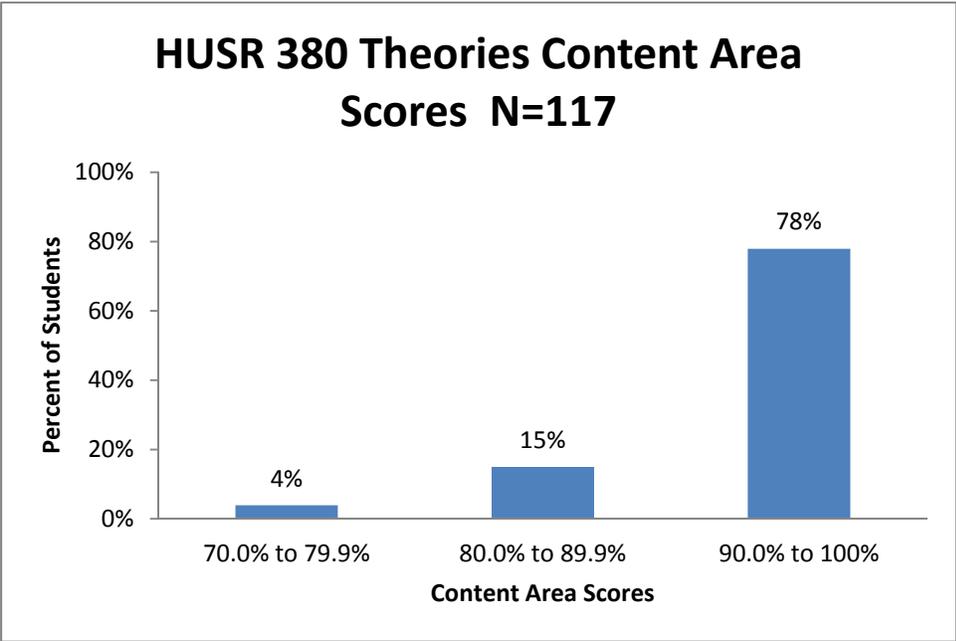
Some students were not in class on the day the assignment was given and had received a zero for the assignment. Thus, in this situation, a zero does not indicate a lack of understanding the theory but rather the student simply failed to complete the assignment. There were a number of zeros for the on-line class as well. During the fall 2016 faculty meeting discussion, the administration of the Ecological Model assessment needs to be aligned across the sections of the HUSR 310 course and ways to include all students in the assessment needs to be explored. In addition, the variability in grading rubric for this assignment needs clarification in relation to students' understanding of the model and ability to apply the model correctly across the sections of the HUSR 310 course. .

Mastery Level Results for Goal 1a: HUSR 380: Theories and Techniques

Students were asked to demonstrate their identification and application of theories to a case analysis.

A total of 241 students were enrolled across the ten sections of HUSR 380. Five sections provided individually scored grading rubrics/guideline sheets for a total of 117 students. Thus, this assessment addressed the performance of 48.5% of students enrolled in a HUSR 380 fall 2015. Content Area scores were extrapolated from the individually scored grading sheets which required identifying theories and applying them to a case. A total of 117 student scores were compiled from the Content Area scores. Chart 16 below demonstrates the results from the ten sections in HUSR 380 with 70% as a passing grade. There were 97% of the students who scored 70% or higher on the theories assessment. There were 93% of the students who scored 80% or higher with 78% of the students who scored 90% or higher.

Chart 16: HUSR 380: Theories Content Area Scores



Faculty Response to the HUSR 380 Goal 1a Results.

There were three sections out of ten sections of the HUSR 380 course that did not have a paper assignment on the application or integration of a major theory. During the fall 2016 faculty meeting, the alignment of the application and integration assignment across all sections needs to be discussed as well as refining the guidelines and grading rubric.

g. Professional Training of HUSR Faculty in University's Faculty Development Center (FDC)

Additionally, HUSR faculty have participated in a variety of teaching effectiveness workshops offered by the University Faculty Development Center in order to continuously improve their teaching performance. Specifically, ten HUSR faculty participated in classes from 2013-2015, some in ongoing trainings and even certificates of program completion in pedagogical improvements. There are trainings in online delivery, building diversity into your classroom, and developing teaching philosophies, for example. HUSR faculty thus demonstrate another indicator of their dedication to teaching effectiveness.

Titles of the Faculty Development Center Training Workshops Completed, 2013-2015:

Quality Online/Hybrid Teaching: Learning from the Award-Winning Online Courses

Dining with Diversity: Understanding Men of Color

An Introduction to R (an open-source statistical computing and graphics package)

Encouraging Conversations: A Dialogue about Diversity and Inclusivity

Grading Essentials in TITANium

Lunchtime Digging into Diversity Series, Building on the Cultural Capital of Diverse Learners: Strengthening

Lunchtime Digging into Diversity Series, Unpacking White Privilege: A Personal and Theoretical Examination

Open Lab Hours

Preparing the RTP Portfolio

Scholarship of Teaching and Learning Institute

Making Collaborative Student Groups Work

Grading Essentials in TITANium

Keynote Lunch and Learn with HIPs

Getting Started with TITANium

Dining with Diversity: Experiencing Condence and Enjoyment of Learning (EXCEL) Program: Practical Resources

Faculty-Led, Short-Term Study Abroad Programs.

Grant Programs for Current Semester

Lunchtime Digging into Diversity Series, Embracing Gender-From Cis to Trans

Lunchtime Digging into Diversity Series, The Pieces of Me: Understanding Vietnamese American Students

Conclusion

The Faculty of Human Services Department at California State University, Fullerton offer our deep appreciation and recognition of the rigorous and thoughtful review of our CSHSE re-accreditation document. It is evident that much time and effort was put into this process by the CSHSE Readers. Your feedback has been invaluable for our program and we will continue to follow CSHSE guidance with due diligence in future re-accreditation processes. We hope you find our response to the five areas of concern sufficient to demonstrate acceptance for re-accreditation. We look forward to hearing from you if you have further questions or concerns.

Appendix:

[Agency Visitation Assessment Form \(AVAF\) Fall 2013](#)

[Agency Visitation Assessment Form \(AVAF\) Spring 2014](#)

[Agency Visitation Assessment Form \(AVAF\) Fall 2014](#)

[Agency Visitation Assessment Form \(AVAF\) Spring 2015](#)

[Agency Visitation Assessment Form \(AVAF\) Fall 2015](#)

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2013

Student Rating Of Instruction		Frequency distribution of responses							n (Total Resp.)
		Mean	Deviation	A	B	C	D	E	
I rate the professor's preparation for this class as:		3.58	0.73	70%	22%	6%	2%	0%	1905
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.55	0.79	70%	19%	8%	2%	0%	1898
I rate the organization of the professor's lecture as:		3.52	0.79	67%	21%	9%	2%	0%	1904
I rate the professor's use of examples and illustrations as:		3.61	0.72	72%	19%	7%	1%	0%	1900
I rate the professor's active, personal interest in the class as:		3.71	0.66	80%	14%	5%	1%	0%	1901
I rate the professor's specificity of course objectives as:		3.59	0.73	71%	20%	7%	2%	0%	1888
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.62	0.72	74%	18%	7%	2%	0%	1888
I rate the degree to which examinations or assignments covered the subject of the course as:		3.55	0.79	69%	20%	7%	3%	0%	1875
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.49	0.86	67%	20%	9%	3%	1%	1887
I rate the professor's willingness to answer questions as:		3.69	0.71	80%	13%	5%	2%	0%	1902
I rate the professor's availability outside of class as:		3.54	0.79	69%	20%	8%	2%	0%	1878
I rate the degree to which the professor was concerned with student needs and interests as:		3.64	0.73	76%	15%	6%	2%	0%	1893
I rate the degree to which the assigned reading materials contributed to the course as:		3.58	0.75	70%	21%	7%	2%	0%	1899
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.58	0.71	69%	23%	6%	1%	0%	1901
Overall, I rate this course as:		3.6	0.73	71%	20%	7%	2%	0%	1901
Overall, I rate the professor's teaching in this course as:		3.61	0.75	73%	18%	6%	2%	0%	1896
Totals		3.59	0.75	72%	19%	7%	2%	0%	30316

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Spring 2014

<h1>Student Opinion Questionnaires</h1>								
Summarized report			Total number of forms: 1962					
Report name: 201402_HUSR_SPRING_SOQ_Summary			Report Date: 07/08/2014					
Student Rating Of Instruction	Mean	Deviation	Frequency distribution of responses					n (Total Resp.)
			A	B	C	D	E	
I rate the professor's preparation for this class as:	3.57	0.74	70%	21%	7%	2%	0%	1960
I rate the clarity and comprehensibility of the professor's explanations, demonstrations, and presentations as:	3.54	0.77	68%	22%	8%	2%	0%	1957
I rate the organization of the professor's lecture as:	3.49	0.82	65%	23%	9%	3%	0%	1958
I rate the professor's use of examples and illustrations as:	3.6	0.7	71%	21%	7%	1%	0%	1956
I rate the professor's active, personal interest in the class as:	3.68	0.66	77%	15%	6%	1%	0%	1955
I rate the professor's specificity of course objectives as:	3.55	0.78	68%	22%	7%	2%	0%	1946
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:	3.62	0.72	74%	18%	7%	1%	0%	1936
I rate the degree to which examinations or assignments covered the subject of the course as:	3.55	0.79	69%	21%	8%	2%	0%	1923
I rate the professor's communications of information about my performance on tests, papers, and so forth as:	3.46	0.88	65%	22%	9%	3%	1%	1938
I rate the professor's willingness to answer questions as:	3.67	0.7	77%	16%	5%	1%	0%	1958
I rate the professor's availability outside of class as:	3.53	0.76	66%	23%	9%	2%	0%	1928
I rate the degree to which the professor was concerned with student needs and interests as:	3.62	0.74	73%	18%	7%	1%	0%	1939
I rate the degree to which the assigned reading materials contributed to the course as:	3.52	0.81	67%	22%	8%	2%	1%	1956
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:	3.53	0.77	66%	25%	7%	2%	0%	1954
Overall, I rate this course as:	3.55	0.76	68%	22%	7%	2%	0%	1959
Overall, I rate the professor's teaching in this course as:	3.57	0.77	71%	20%	7%	2%	0%	1945
Totals	3.57	0.76	70%	20%	7%	2%	0%	31168

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2014

Student Rating Of Instruction		Frequency distribution of responses					n (Total Resp.)		
		Mean	Deviation	A	B	C		D	E
I rate the professor's preparation for this class as:		3.67	0.64	75%	19%	5%	1%	0%	2073
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.64	0.7	71%	20%	7%	1%	0%	2071
I rate the organization of the professor's lecture as:		3.56	0.73	68%	22%	8%	1%	0%	2059
I rate the professor's use of examples and illustrations as:		3.67	0.66	76%	17%	5%	1%	0%	2066
I rate the professor's active, personal interest in the class as:		3.75	0.6	83%	12%	4%	0%	0%	2068
I rate the professor's specificity of course objectives as:		3.63	0.68	72%	20%	7%	0%	0%	2059
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.62	0.72	73%	19%	7%	1%	0%	2058
I rate the degree to which examinations or assignments covered the subject of the course as:		3.58	0.75	71%	20%	8%	2%	0%	2062
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.51	0.82	68%	20%	9%	3%	0%	2050
I rate the professor's willingness to answer questions as:		3.75	0.62	82%	13%	4%	0%	0%	2072
I rate the professor's availability outside of class as:		3.62	0.71	73%	19%	7%	0%	0%	2052
I rate the degree to which the professor was concerned with student needs and interests as:		3.7	0.65	78%	15%	5%	1%	0%	2058
I rate the degree to which the assigned reading materials contributed to the course as:		3.61	0.69	72%	19%	8%	1%	0%	2064
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.62	0.68	71%	22%	6%	1%	0%	2066
Overall, I rate this course as:		3.65	0.68	74%	18%	6%	1%	0%	2072
Overall, I rate the professor's teaching in this course as:		3.66	0.69	75%	17%	5%	2%	0%	2066
Totals		3.64	0.69	74%	18%	6%	1%	0%	33036

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Spring 2015

Student Rating Of Instruction		Frequency distribution of responses					n (Total Resp.)		
		Mean	Deviation	A	B	C		D	E
I rate the professor's preparation for this class as:		3.65	0.67	74%	19%	6%	1%	0%	2015
I rate the clarity and comprehensibility of the professor's explanations, demonstrations, and presentations as:		3.61	0.73	72%	19%	6%	2%	0%	2008
I rate the organization of the professor's lecture as:		3.57	0.75	70%	20%	8%	2%	0%	2014
I rate the professor's use of examples and illustrations as:		3.66	0.7	76%	16%	6%	1%	0%	2013
I rate the professor's active, personal interest in the class as:		3.69	0.69	79%	14%	5%	1%	0%	2010
I rate the professor's specificity of course objectives as:		3.62	0.73	74%	17%	7%	1%	0%	2002
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.68	0.67	77%	17%	5%	1%	0%	2004
I rate the degree to which examinations or assignments covered the subject of the course as:		3.63	0.71	74%	18%	6%	2%	0%	2013
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.57	0.79	72%	18%	7%	2%	1%	2015
I rate the professor's willingness to answer questions as:		3.73	0.65	81%	13%	4%	1%	0%	2013
I rate the professor's availability outside of class as:		3.6	0.73	72%	19%	8%	1%	0%	2002
I rate the degree to which the professor was concerned with student needs and interests as:		3.68	0.68	78%	15%	6%	0%	0%	2012
I rate the degree to which the assigned reading materials contributed to the course as:		3.6	0.75	73%	18%	7%	2%	0%	2016
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.63	0.69	72%	20%	6%	1%	0%	2013
Overall, I rate this course as:		3.64	0.7	75%	18%	6%	1%	0%	2015
Overall, I rate the professor's teaching in this course as:		3.64	0.73	75%	17%	5%	2%	0%	2009
Totals		3.64	0.71	75%	17%	6%	1%	0%	32174

Appendix (contd.):

Student Opinion Questionnaire (SOQ) of Human Services Faculty – Fall 2015

Student Rating Of Instruction		Frequency distribution of responses							n (Total Resp.)
		Mean	Deviation	A	B	C	D	E	
I rate the professor's preparation for this class as:		3.67	0.65	75%	19%	5%	1%	0%	2141
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:		3.62	0.72	73%	18%	6%	2%	0%	2136
I rate the organization of the professor's lecture as:		3.59	0.73	71%	20%	7%	2%	0%	2141
I rate the professor's use of examples and illustrations as:		3.68	0.66	77%	16%	6%	1%	0%	2137
I rate the professor's active, personal interest in the class as:		3.75	0.63	82%	12%	5%	0%	0%	2138
I rate the professor's specificity of course objectives as:		3.64	0.69	74%	19%	6%	1%	0%	2132
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:		3.67	0.68	76%	17%	5%	2%	0%	2130
I rate the degree to which examinations or assignments covered the subject of the course as:		3.63	0.71	73%	18%	7%	1%	0%	2138
I rate the professor's communications of information about my performance on tests, papers, and so forth as:		3.56	0.79	71%	17%	8%	2%	0%	2136
I rate the professor's willingness to answer questions as:		3.75	0.63	82%	12%	4%	0%	0%	2135
I rate the professor's availability outside of class as:		3.62	0.72	73%	18%	7%	1%	0%	2131
I rate the degree to which the professor was concerned with student needs and interests as:		3.69	0.67	78%	15%	5%	1%	0%	2131
I rate the degree to which the assigned reading materials contributed to the course as:		3.62	0.71	72%	20%	6%	1%	0%	2137
I rate my <u>present</u> knowledge about the subject of the course, as compared with my knowledge about the subject matter before taking the course, as:		3.65	0.66	73%	21%	5%	0%	0%	2138
Overall, I rate this course as:		3.67	0.68	76%	17%	5%	1%	0%	2140
Overall, I rate the professor's teaching in this course as:		3.67	0.7	77%	15%	5%	2%	0%	2137
Totals		3.65	0.69	75%	17%	6%	1%	0%	34178

Appendix (contd.):

Department GPA

http://www.fullerton.edu/analyticalstudies/student/grades/departmentgrades.php

Institutional Research & Analytical Studies

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Health & Human Develo... Fall 2015

College	Department	Lower Division Headcount	Lower Division GPA	Upper Division Headcount	Upper Division GPA	Undergraduate Headcount	Undergraduate GPA	Graduate Headcount	Graduate GPA
Health & Human Development	Child & Adol Studies	479	3.24	2,899	3.02	3,378	3.05		
	Counseling	24	3.31	183	3.27	207	3.27	541	3.62
	Health Science	1,203	3.02	3,605	3.05	4,808	3.04	117	3.65
	Human Services	196	3.40	2,584	3.38	2,780	3.39		
	Kinesiology	3,544	3.41	4,155	3.06	7,699	3.16	152	3.55
	Military Science	46	3.47	49	3.70	95	3.60		
	Nursing			1,699	3.43	1,699	3.43	875	3.77
	Social Work							727	3.82
Total		5,492	3.25	15,174	3.15	20,666	3.17	2,412	3.73
Grand Total		5,492	3.25	15,174	3.15	20,666	3.17	2,412	3.73

Data shown for college: Health & Human Development, semester: Fall 2015

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