



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

# Council for Standards In Human Services Education

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**Human Services Department**  
**California State University, Fullerton**

**Reaccreditation**  
**August 2016**

## Council for Standards in Human Services Education (CSHSE) Self-study

### California State University, Fullerton Human Services Department

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## **I. Certification of Self-Study**

### **A. Introduction and Background**

Human Services is an undergraduate major which emphasizes the interrelationship among theory, research, and practice for purposes of understanding and improving the conditions of individuals, groups, families, and communities. As an applied, pre-professional program, the major represents a blending of both the strengths of the liberal arts tradition and the preparation for the professions, encompassing a blend of theory and practice. The program is interdisciplinary and provides both the academic and practical background needed by students seeking a career in human services. In addition to providing students with a knowledge base in the behavioral and social sciences, Human Services teaches specific methods and offers structured internship environments for examining and applying this knowledge. The program promotes student discovery through critical self-reflection and knowledge-building for improving the functioning and promoting the well-being of individuals and of society.

A Bachelor of Science degree requires 54 units in Human Services has been offered by CSUF since fall 1972. In addition to the courses offered by Human Services, core courses for the major are drawn from Child and Adolescent Studies, Psychology, and Sociology. The Human Services major offers undergraduate preparation for further study and careers in mental health and counseling, social work, community organization and planning, policy analysis, administration of human services agencies, and elementary education.

The CSHSE Self-study Reaccreditation report describes in detail the Human Services Department program, history, curriculum, program budget, student demographics, faculty and staff resources, program evaluation assessments and results, and university policies and procedures. The documentation of CSUF Human Services Department in this self-study demonstrates congruence with the high quality standards for Human Services programs required by the CSHSE for accrediting Human Services programs.

#### **1. Specify the degree(s) offered for which accreditation is being sought.**

The Human Services Department offers a Bachelor's of Science in Human Services and a Minor in Human Services.

#### **2. Describe the Institution**

##### **2a. Describe the organizational structure, whether state or private, age of institution, brief history, and so on.**

California State University, Fullerton is a major regional university in a vital, flourishing area that includes Orange County, metropolitan Los Angeles and the expanding Inland Empire. The beautiful, 236-acre campus is set in Fullerton in north Orange County, about 25 miles from downtown Los Angeles and about 21 miles from nearby beaches.

Cal State Fullerton has more than 37,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges.

Accredited by the Western Association of Schools and Colleges, CSUF is fourth in the nation for the number of bachelor's degrees awarded to minority students and first in California for the number of bachelor's degrees awarded to Hispanics.

In 1957, Cal State Fullerton became the 12th state college in California to be authorized by the Legislature as a degree-granting institution. The following year, a site was designated for the campus to be established in northeast Fullerton. The property was purchased in 1959. This is the same year that Dr. William B. Langsdorf was appointed as the founding president of the school.

Today, Cal State Fullerton is a comprehensive, regional university with a main campus that consists of 29 permanent buildings, a picturesque 26-acre Arboretum and student residence halls. The campus also features the Student Recreation Center, a \$40.6-million, two-story 95,000-square-foot facility located west of Titan Gym.

The University is one of 23 campuses in the California State University system. Since the campus opened, CSUF has awarded degrees to more than 215,000 graduates. Many are leaders in business, government, education and the arts.

***California State University Fullerton Mission:***

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

**2b. Describe the institutional context of the Program. For example, include organization charts and structure, goals, and objectives. What levels of degree are offered by the institution? For large programs with multiple sites, organizational charts are extremely helpful to the readers**

The College of Health and Human Development (CHHD) is comprised of the Department of Human Services and five other departments (Counseling, Child and Adolescent Studies, Health Sciences, Kinesiology, Social Work). In addition, CHHD includes the School of Nursing and the program of Military Science. The Human Services Department Chair reports directly to the Dean and Associate Dean of the CHHD (please see the Attached CHHD Organizational Chart).

The CHHD is one of eight colleges in the University that report to the Vice President of Academic Affairs and the President of the University.

[Attachment 1: University Organization Chart](#)

[Attachment 2: CHHD Organizational Chart](#)

***College of Health and Human Development Mission Statement***

We provide exemplary education, research, and community outreach related to human health, development, and lifelong well-being. Emphasis is placed on both theory and evidence-based practice, with special attention to the development of critical thinking, leadership, and professional skills needed in a global society.

College of Health and Human Development Commitment to Excellence

- Student-centered faculty are recognized for outstanding teaching and cutting-edge research
- Programs meet rigorous national accreditation standards
- Graduates from nationally recognized programs obtain high scores on certification and licensure exams
- Well-equipped, state-of-the-art laboratories and classrooms support student learning
- Highly regarded degree programs provide meaningful career opportunities in important areas of need

***Human Service Department Mission Statement***

The Bachelor of Science Degree in the Human Services Program provides both the academic and experiential background for the student seeking a career working with people in the varied and expanding field of Human Services.

An application-oriented major, it is based on a synthesis of knowledge from several social sciences, together with methodologies of intervention at the individual, group, and community levels.

Human Services graduates are educated to respond in an informed way to identifiable human service needs in a variety of settings.

The Human Services major is structured around four interrelated components: theoretical foundations and intervention strategies; client population and cultural diversity; research and evaluation methods; and skills development / field experience.

**3. Program Strengths and Unique Attributes**

**3a. Briefly describe the strengths of the Program and any attributes that make the Program unique.**

***Human Services Department Philosophy Statement***

The Bachelor of Science in Human Services is a carefully articulated program providing both the academic and experiential background for the student seeking a career serving individuals, families, and the larger community. It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. Human



Services graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.

***Strengths and Opportunities***

The strength of the Human Services Department is the varied backgrounds of its faculty members and how each one of those faculty members performs in a variety of roles to strengthen the department's Bachelor of Science degree which emphasizes applied learning through experience in fieldwork placements in community agencies.

The CSUF Human Services Department is interdisciplinary in terms of the academic background of the faculty who teach in it and the curriculum. The diversity in the academic and professional backgrounds of the full-time Human Services faculty includes specialization in social work, applied/public anthropology, philosophy, gerontology, marriage and family therapy, counseling psychology, clinical psychology, addiction studies, human development and family studies, and research methods and human development. Although highly interdisciplinary, the core faculty are fully collegial and possess in common a humanistic orientation, and a sense of shared history in keeping with the tradition of the department, originally founded in 1972. The faculty's cohesiveness across academic, ethnic, and gender differences is exemplified in our clearly articulated department mission and goals.

HUSR faculty has learned to function in a variety of roles. To mention a few of the multiple roles that core faculty perform in a typical work-week: professor, program planner, student evaluator, researcher, scholar, writer, tutor, mentor, consultant, private practitioner, and public relations person who does outreach to high schools, community agencies, and community colleges. The typical full-time faculty member teaches four courses, schedules office hours each week, spends time in reading and preparing for seminars and lectures, creates innovative course materials inclusive of on-line modalities, keeps up with his or her own professional specialization as well as keeping abreast of current trends and practices in the human services field, meets with students individually for advice and extra help with class work, supervises independent study projects, is assigned to one or more department, college, and university committees, attends meetings, maintains his or her own professional development, undertakes scholarly work (including publishing, research, presenting at professional conferences), and is deeply involved in numerous projects related to the welfare of the department, such as the highly active Human Services Student Association (HSSA).

In keeping up with their professional specialization, faculty attend professional conventions and conferences, participate in workshops and other programs available through professional organizations, and attend in-service training sessions available on campus. Some faculty are enrolled in graduate training programs for advanced training or for developing another professional specialization.

The full-time faculty are supplemented by part-time faculty who are professionally active in human service agencies in the community. The part-time faculty enrich the department's curriculum with

contacts in their professional networks that students actively utilize and from which they benefit. HUSR faculty are also supported by excellent, enthusiastic, and collaborative support staff.

As a result of the department's strong connection with the community, the HUSR faculty and students are well known and respected. The large number of transfer students into the HUSR major and minor reflects this fact. In addition, students are well received in field placements, jobs, and in graduate schools. Our graduates have reported that our generalist human services degree with its blend of theory and self-reflective experiential learning has enabled them to excel in their professional development.

About half of HUSR graduates enter graduate programs in social work, counseling, psychology, public administration, and education. Those that choose to work in the field before attending graduate school hold positions as probation officers, outreach workers, case managers, and residential treatment workers.

**3b. Describe institutional course requirements for all students and explain how they prepare students for study in the human services program. For example, describe general education or liberal arts requirements of the institution.**

Students majoring in Human Services are required to complete a minimum of 51 semester units of general education, which must include at least nine units of upper-division course work taken after the student has achieved junior standing.

The students are required to fulfill their general education courses in order to expand the knowledge, skills and application of concepts in math, sciences, communication, liberal arts, humanities and social sciences to enhance the overall education of the student. The foundation of the general education courses promotes the capacity for the Human Services student to integrate theory and practice in serving the community.

***Core Curriculum Requirements for All students***

A distinctive mark of the Human Services curriculum is the self-reflective and applied learning experience through core classes and fieldwork placements in community settings.

The Human Services major leads to a Bachelor of Science degree, and requires 54 units (21 units are required for a minor). The major includes 18 units of advisor approved electives within six advisement tracks: Mental Health (Counseling and Social Work); Administration and Community Practice (leading to graduate study in social work administration and policy, community organization and planning, public administration or management); Substance Abuse Treatment and Prevention; Elementary Education; Gerontology; and Persons with Disabilities.

Overall, the Human Services major offers undergraduate preparation for further study and careers in mental health and counseling, social work, community organization and planning, policy analysis, administration of human services agencies, gerontology, and elementary school teaching.

[Attachment 3: Highlights of the Human Services Major and Student Planning Worksheet](#)

**3c. Include any other background information that may be pertinent such as action plans for identified problem areas, changing enrollment patterns, marketing strategies, or institutional or curricular restructuring.**

***Identified Problem areas***

Ongoing concern of the inability to screen or create an application process for the acceptance into the Human Services Major prior to enrollment given the requirements of the CSU of open enrollment policy. The HUSR Department action plan in response to this challenge has instituted a requirement of close monitoring and advisement through the Human Services Advisement Office for students, beginning with matriculation. Every new student is required to make appointments for curriculum advisement utilizing the Student Planning Worksheet for Human Services majors. Through this process the HUSR Advisors are able to identify the students needing to be redirected to a more appropriate major within the University.

The following statement is now included in the Fieldwork Manual and posted on the Human Services Department Website on the Policy and Procedures Document.

***Professional Capacity in Human Services Procedures***

*The assessment of a student's professional capacity and fitness for the human services field is conducted through the interactions with the faculty, advisors, fieldwork supervisors, and staff in the Human Services Department. If a determination is made that a student has behavior or legal problems that are not professionally acceptable for the human services field, the advisors, faculty and university personnel collaborate with the student on a plan for pursuing an alternative academic focus of study.*

***Changing enrollment patterns***

Over the past five years, the enrollment goals for the Department have been to increase FTES. However, due to the University Statewide budgetary constraints during the 2012-2013, 2013-2014 the enrollment numbers decreased from a high of 552.6 in 2011-12 to a low of 496.5 in 2013-14. In the past year, the University Statewide budget has allowed for increased enrollments which are evident in the 534.7 FTES for 2014-2015. Unfortunately, the enrollment patterns are contingent upon University Statewide budget factors. It is predicted for the coming years, "no growth" and continuing enrollment at the current level (see Chart 1 on page 17 below).

***Marketing Strategies***

The Human Services Department has improved the marketing materials such as the HUSR Fact Sheet, a HUSR Bookmark, and a variety of other handouts increasing awareness of academic and professional career opportunities in the field of human services.

[Attachment 4: Human Services Department Fact Sheet](#)

External efforts to outreach to the students enrolled in community colleges have been increased by the HUSR Department Advisors with the addition of the part-time staff support. In addition, there have been increased connections and presentations to middle schools and high schools throughout Orange County, Ca. The enrollment numbers for lower division enrollment have increased by 15% from 75 in 2010-2011 to 86.5 in 2014-2015 which can be attributed to the University and Department level marketing strategies (see Chart 2 on page 18 below).

Internal student transfers continue to add to the HUSR Major as a result of the GE classes, such as, the HUSR 201: Introduction to Human Services. In addition, the efforts of the student associations, Human Services Student Association (HSSA), and the Substance Abuse Awareness and Prevention Student Association (SAAPSA), have increased awareness on campus about the profession of human services.

### ***Institutional or Curricular Restructuring***

#### ***On-line BS Degree***

The Human Services Department has successfully implemented an online BS Degree in Human Services offering most courses in the HUSR curriculum as an alternative to the traditional classroom. The BS Degree has been accredited by WASC requirements in formalizing the BS in Human Services as a generalist degree.

#### ***On-line MS Program***

Human Services Department has received approval by the Chancellor's office to submit the proposal for an online MS Program. The proposal includes the feasibility study and curricular requirements, course content, student outcomes, and evaluation. The proposal has been proceeding through the College of Health and Human Development curricular committee and budget allocation process in an effort to submit to the Chancellor's office for approval. The anticipated timeline for offering the program is beginning fall 2017.

#### ***Refined Student Learning Outcome Assessment***

The HUSR Department continues to objectively assess student learning outcomes. The HUSR Assessment Plan has been refined and faculty are proceeding with the assessment of the student learning goals and outcomes (see pages 37-43 below).

## **4. Interim Report and Review and Reaccreditations Only**

### **4a. Letter for Vice President of Accreditation (June 8, 2012)**

[Attachment 5: Letter of Accreditation](#)

### **4b. Describe how each condition in the VPA letter has been addressed**

There were six requirements to be addressed in the VPA Letter Dated June 8, 2012. The following is a list of the standards and corresponding page numbers where our response is addressed.

Standard 3-b. Advisory Committee - page # 32

Standard 4. Program Evaluation – page # 37

Standard 5 Admitting, Retaining, etc. - pages # 98-99

Standard 12 b. Human Systems – page # 114

Standard 18 b., f., & g. Administration – pages #119-120

Standard 21 j. Field Work Experience – page # 128

**4c. Describe any major program changes since the prior accreditation.**

The Human Services Department program continues to respond to ongoing needs for human services education by implementing curriculum development, a formal curricular assessment committee, expanded Human Services Community Advisory Committee, Tau Upsilon Alpha Honor Society, new student support services, such as, HUSR Student Welcome Week, peer mentoring program, a conveniently located Student Success Center, and a systematized tracking procedure in student advisement.

The Human Services Department has also expanded opportunities for students to study abroad through courses being offered in Africa, France, and in the summer of 2016, Spain. The students take human services courses, supervised by HUSR faculty, at partner institutions abroad.

**4d. Describe any Major Curriculum Changes**

In response to the community needs assessment including the Fieldwork Supervisors' Evaluations, Fieldwork Day Survey, and the Orientation for the agency Fieldwork Supervisors, the Human Service Alumni Survey, and the Human Service Community Advisory Committee the following lists curriculum changes:

- Topics have been added to the Contemporary Issues in Human Services Course with the following topics:
  - Veterans and their Families
  - Human Services and Psychodrama Techniques
- In response to the College of Health and Human Development Peer Mentor program, the HUSR Department developed a specialized course focusing on peer mentoring theory and skills practice, called Human Services 399, Peer Mentoring. This course is currently proceeding through the curriculum approval process.
- Collaborative efforts with the Language Department and the Child and Adolescent Studies Department has resulted in two additional courses, Human Services Bilingual Spanish course, and the Building Family Resilience.
- The Human Services Department is in the planning stages of developing a Child and Family Welfare Track to meet the needs of students pursuing Child Welfare and masters in Social Work or Counseling.
- The Human Services Department has developed the HUSR 350 Leadership course as an on-line option.
- The Human Services Department is developing a course to address the issue of serving the Asian American families.

## **5. Programs with Multiple Sites**

The Human Services Degree is offered only through the main campus in Fullerton, Ca.

The following is not applicable to the Human Services Program at California State University, Fullerton.

### **5a. Individual Site Descriptions**

### **5b. Furnish evidence of formal policies and procedures that assure continuity and quality control of Program and Curriculum across all sites.**

#### **B. Glossary of Terms**

CHHD	College of Health and Human Development
CAADE	California Association for Alcohol/Drug Educators
FTEF	Full Time Equivalent Faculty means a full time faculty position. One FTEF may be occupied by a single full time faculty member or it can be divided among several faculty members, each working part-time. Teaching a standard three-unit course requires .20 FTEF. Thus, five three unit courses is 1.0 FTEF.
FTES	Full time Equivalent Student refers to a hypothetical student enrolled in 15 units. Five students, each enrolled in three units, constitute one FTES; one student enrolled in 15 units also constitutes one FTES. A three unit class with 25 students enrolled generates five FTES.
SFR	Student Faculty Ratio, the assigned relationship between FTES and FTEF. Multiplying the FTEF allocation by the SFR equals the FTES target.
Target	A department's enrollment target is the number of FTES a department is expected to enroll in a given semester or academic year. The Cal State University (CSU) system negotiates an overall target with the governor and legislature and each of the 23 Universities in the CSU system are assigned a target. And within each University, each college is assigned a target and then each department is assigned an enrollment target.
TAU	Tau Upsilon Alpha Honor Society
HIP	High Impact Practice
HUSR	Human Services Department
PPR	Periodical Performance Review required by the University on a five-year cycle. Departments with accreditation self-study requirements do not write PPRs
WASC	Western Association of Schools and Colleges, the accreditation institution for the University on a ten-year cycle.

## II. General Program Characteristics (Standards 1-10)

### A. Institutional Requirements and Primary Program Objectives

**Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.**

**1-a. The program is part of a degree granting college or university that is regionally accredited** California State University, Fullerton (CSUF) is accredited by the Western Association of Schools and Colleges (WASC) - Senior College and University Commission. CSUF received its first accreditation in 1961, and most recently received reaffirmation of accreditation in 2012. CSUF's WASC Accreditation Liaison Officer is Dr. Peter Nwosu, Associate Vice President for Academic Programs.

The WASC Accreditation updates and report is contained on the University webpage:

<http://www.fullerton.edu/accreditation/university/>

**1-b. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).**

The Human services Department promotes the development of competent human services professional as evident in our description of the program, mission statement, Learning Goals and Student Learning Outcomes, teaching methodologies, department website and promotional materials: "Highlights of the Human Services Major" and the Bachelor of Science in Human Services at CSUF.

[Attachment 3: Highlights of the Human Services Major and Student Planning Worksheet](#)

[Attachment 4: Human Services Department Fact Sheet](#)

[Attachment 6- Human Services Department Website with Title Page.pdf](#)

[Attachment 7: Learning Goals and Student Learning Outcomes](#)

[Attachment 8- Course Catalog With Title Page.pdf](#)

[Attachment 9: Course Syllabi](#)

**1-c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.**

Information is disseminated to students through a variety of mechanisms. The following is a list of the ways in which the Human Services Department disseminates information to students both internally and externally:

- Academic advisement is available for day and evening students
- Syllabi and outlines via school curriculum committee to instructors
- Department Website
- Student Portals
- Mass e-mail to students by the Department
- Fieldwork Office Website

- Classroom presentations detailing the requirements (both fieldwork and HUSR major info)
- Tip Sheet on How to Find a Site (handout)
- Memos to all HUSR faculty to announce Fieldwork Day with a Flyer
- Marque (outside the TSU) that advertises Fieldwork Day
- Fieldwork Day flyer posted on the flat screen TV in the food court
- HUSR Student Welcome Week – third week of semester
- Annual University’s Welcome to Fullerton Day in April of each year

**1-d. Provide a brief history of the program**

When the Human Services Program was established in 1972, it had a relatively specific focus that emphasized individual mental health functioning. The primary emphasis during the early years was on the personal development of the human services worker. We assumed that in order for students in the major to help others effectively, it was essential that they examine their own personal issues and values. The assumption was that paraprofessionals could not successfully facilitate growth and change in others unless they had explored their own lives.

Today, 44 years later, the emphasis on self-awareness of the helper remains. In addition, human service educators have been challenged by changing events in our country and internationally to broaden the curriculum and to address a diversity of approaches in meeting the needs of client populations. Changing demographics, social problems, the increase of managed care programs, and changing technology have challenged human services educators to expand their curriculum and methods of teaching. Over the years, the Human Services Department has widened its focus placing increasing emphasis on helping students to examine their self in relation to the interrelationship between theory, research, and practice for addressing the needs and problems of individuals, families, groups, and communities.

In the early 1980s the Human Services faculty examined the assumptions of the major and launched an intensive self-study that resulted in expanding its foundations. As a result of this two-year program review (from 1981 to 1983), the major was strengthened, providing a solid conceptual framework and a stronger theoretical base. Research and statistics courses were added to the core curriculum to provide students with additional tools for inquiry. The major still retained its interdisciplinary focus by virtue of the faculty's academic background and research interests and the core courses of the major.

From 1983 to 1993, the Human Services faculty recognized the need to continually examine the philosophy and structure of the curriculum, largely due to the economic and social changes in the Orange County population. In 1993 the Department of Human Services conducted an in-depth Program Performance Review (PPR). Following this review, the Human Services Department incorporated changes into the program. Beginning with the fall of 1993, the advisement tracks were redesigned and streamlined into four general tracks: (1) the mental health track (which focuses on counseling or social work), (2) the community agency and organizational practice track (which focuses primarily on administrative and community concerns), (3) elementary education, and (4) an individualized advisement track. Individualized tracks are permitted under a specific set of conditions. Individualized



tracks require exceptionally close work with a faculty adviser and are subject to review and approval by the Department. In 1995, the Human Services Program was granted departmental status. Some examples of individualized tracks include topics such as juvenile delinquency and family violence.

In the spring of 1999, the Department of Human Services established an educational partnership with the Orange County Department of Social Services. This partnership recognized the needs of Orange County Social Services and its front-line workers, as well as the need for culturally competent human service professionals. During the budget crisis of 2008-2011 this partnership had to be phased out, at least temporarily. In the fall of 2015, the partnership was reestablished to foster a continued relationship with the HUSR department to meet the educational needs of the Social Services employees. Each semester, an orientation is conducted at the Social Services agency locations to recruit employees into the HUSR program.

Today the mental health track continues to be vigorous, and other tracks have been developed which incorporate social work, community organization and planning, policy analysis, administration of human service agencies, gerontology, substance abuse treatment and prevention, persons with disabilities, and a track for preparing for elementary education. The experiential and introspective dimensions that initially made the major attractive remain, supplemented by an increased emphasis on social and cultural factors affecting human behavior and community life. There is also greater focus on ways in which human services agencies are structured, how they function, and how best to deliver services to culturally diverse populations.

As the curriculum developed, there evolved a permanent faculty drawn from diverse disciplines, supplemented by part-time faculty who are professionally active in the community. It became clear that Human Services had achieved its own unique vision, curriculum, and faculty. Currently the Department has approximately 697 majors and 71 minors.

We have established close working relationships with approximately 143 agencies, which provide internship and fieldwork experience, and provide a major source of undergraduate preparation and networking for the Orange County area.

Faculty and students are well respected; students are well received in placements and in graduate schools. Graduates have reported that our blend of theory and experiential learning, skill development, and self-reflection, has enabled them to excel in their professional development. About half of the Human Services graduates go immediately on to graduate school. Our graduates typically attend graduate programs in social work, counseling, psychology, public administration, and education. Those who choose to work in the field before attending graduate school hold positions such as child protective service workers, probation officers, outreach workers, case managers, and residential treatment workers. Many of our graduates accept paid positions immediately upon graduating from our program. Many of these professionals too will complete graduate studies.

In 2012, the University was WASC accredited which impacted aspects of the assessment of student learning goals and outcomes. The University has formalized the structure of assessment through the

Colleges on campus. Since 2012, The HUSR department has incorporated these processes in developing student learning goals and outcomes as described below in Section 4a-1 on pages #37-43.

**1-e. Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.**

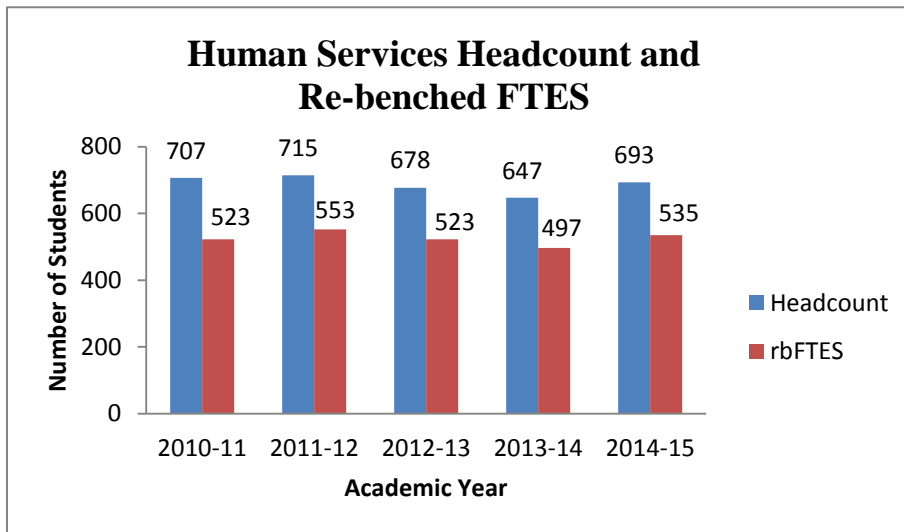
**Student Enrollment**

For each undergraduate degree program, table and charts will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

*Student Enrollment: Headcount and Re-benched FTES*

As indicated in Chart 1 and Table 1 below, there was an increase of 2% in Re-benched FTES from 523 in 2010/11 to 535 in 2014/15. However there has been a decrease of 2% in Headcount from 707 in 2010/11 to 693 in 2014/15.

**Chart 1. Human Service Undergraduate Headcount and Re-benched FTES AY 2010 - 2015**



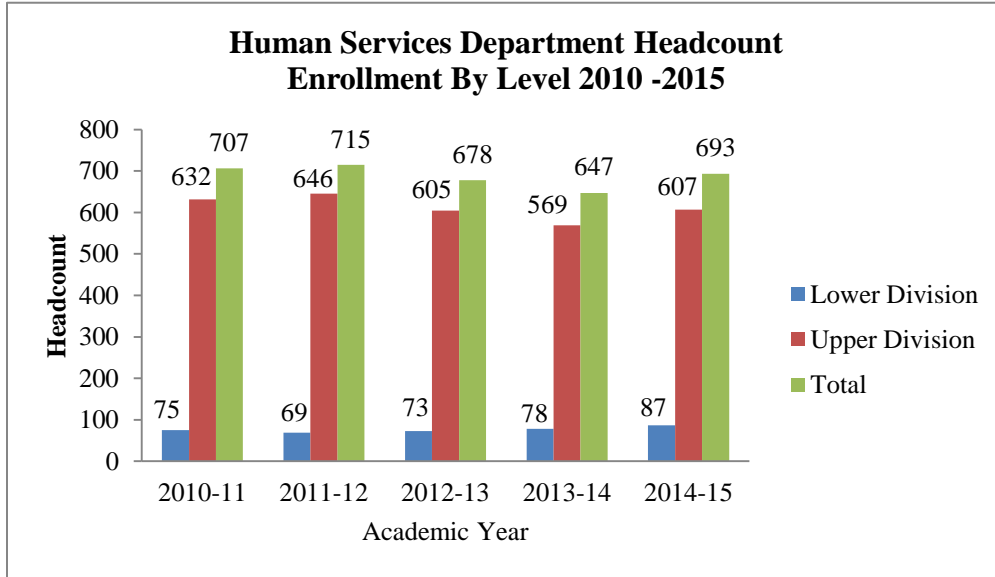
**Table 1. Undergraduate Program Enrollment in Headcount and Re-benched FTES**

Academic Year	Fall		Spring		Annualized	
	Headcount	rbFTES	Headcount	rbFTES	Headcount	rbFTES
2010-11	689	505.8	724	539.5	706.5	522.7
2011-12	715	542.5	714	562.7	714.5	552.6
2012-13	699	536.1	656	508.9	677.5	522.5
2013-14	640	491.9	654	501	647.0	496.5
2014-15	667	516.1	719	553.2	693.0	534.7

*Student Enrollment: Human Services Department Headcount by Level*

As indicated in Chart 2 and Table 2 below, there was an increase of 16% in Lower Division Headcount from 75 in 2010/11 to 87 in 2014/15. However there has been a decrease of 4% in Upper Division Headcount from 632 in 2010/11 to 607 in 2014/15

**Chart 2. Undergraduate Program Enrollment in Headcount Lower Division (LD) and Upper Division (UD)**



**Table 2. Undergraduate Program Enrollment in Headcount Lower Division (LD) and Upper Division (UD)**

Academic Year	Fall Enrollment Headcount			Spring Enrollment Headcount			Annualized Enrollment Headcount		
	LD	UD	Total	LD	UD	Total	LD	UD	Total
2010-11	82	607	689	68	656	724	75.0	631.5	706.5
2011-12	79	636	715	59	655	714	69.0	645.5	714.5
2012-13	78	621	699	68	588	656	73.0	604.5	677.5
2013-14	79	561	640	77	577	654	78.0	569.0	647.0
2014-15	95	572	667	78	641	719	86.5	606.5	693.0

**Undergraduate Program Applications, Admissions, and Enrollments**

For the Human Services degree program, a table is provided with the number of student applications, number of students admitted, percent of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

*First-time Freshmen Applications, Admissions, and Enrollments*

As illustrated in Table 4 there has been a 109% increase in the number of students that *applied* as first time freshmen from 75 in 2010/11 to 157 in 2014/15.

From 2010/11 to 2014/15, the percent of first-time freshman students *admitted* to the Human Services Department has increased throughout the years from 29% to 41% of the total applied.

For the same time period, the number and percent of first-time freshman *enrolled* has increased from 6 to 29 students, or from 27% and 45%, respectively.

**Table 3. First-time Freshman Applications, Admissions, and Enrollments**

<b>Academic Year</b>	<b># Apps</b>	<b># Admitted</b>	<b>% Admitted</b>	<b># Enrolled</b>	<b>% Enrolled (yield)</b>
2010-11	75	22	29%	6	27%
2011-12	100	50	50%	23	46%
2012-13	118	54	46%	27	50%
2013-14	140	58	41%	18	31%
2014-15	157	64	41%	29	45%

There has been a tremendous increase in the number of first-time freshman applying to the Human Services Department which can be attributed to the increased efforts for outreach to the high schools through the Human Services Advising Office. In addition, the increase in the percent of those students admitted and enrolled speaks to the department’s ability to elicit new admissions with the Human Services Department’s diverse and practical curriculum and program. Finally, the HUSR department’s focus on the importance of the initial outreach and advisement may contribute to the success of enrolled first-time freshmen.

*Transfer Students Applications, Admissions, and Enrollment*

As illustrated in Table 4 below, the number of upper division transfer students that *applied* to the Human Services Department has decreased by 12% from 464 in 2010/11 to 410 in 2014/15.

From 2010/11 to 2014/15, the percent of upper division transfer students *admitted* to the Human Services Department has declined from 61% to 50% of the total applied.

For the same time period, the number *enrolled* has decreased from 183 to 157 students, however the percent of enrolled has increased from 65% to 77%.

**Table 4. Upper Division Transfers: Program Applications, Admissions, and Enrollments**

<b>Academic Year</b>	<b># Apps</b>	<b># Admitted</b>	<b>% Admitted</b>	<b># Enrolled</b>	<b>% Enrolled (yield)</b>
2010-11	464	283	61%	183	65%
2011-12	362	223	62%	169	76%
2012-13	316	201	64%	124	62%
2013-14	463	257	56%	157	61%
2014-15	410	205	50%	157	77%

The number of transfer students who have applied and enrolled in the HUSR Department has fluctuated over the years. Due to the California budget crisis, the CSU system did not accept transfer students in spring of 2010. In addition, in the fall 2010, the number of transfer students accepted to CSU Fullerton was reduced from approximately 5,000 to 3,500.

The trends in first-time freshmen compared to the higher number of transfer students indicates a preference by the transfer students for the HUSR program. This could be attributed to the increased awareness of the uniqueness of the HUSR program. The high school graduate is not likely to be aware of the opportunities in a non-traditional professional program until exposed to human services courses. The HUSR department continues to outreach and educate high school students regarding the academic and professional opportunities in HUSR.

### **Demographic Characteristics of Human Services Students**

The demographic data on gender and ethnicity are presented in Tables 5, Table 6, and Chart 3.

#### *Gender*

As indicated in Table 5, the gender of the HUSR Department majors remains consistent throughout the years from 2005 to 2015 at females (85%) and males (15%).

**Table 5. Gender of Human Services Majors 2005 and 2010**

<b>Fall Semester</b>	<b>Male</b>		<b>Female</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
2005	94	16%	486	84%
2010	116	17%	573	83%
2015	102	15%	596	85%

*Ethnicity*

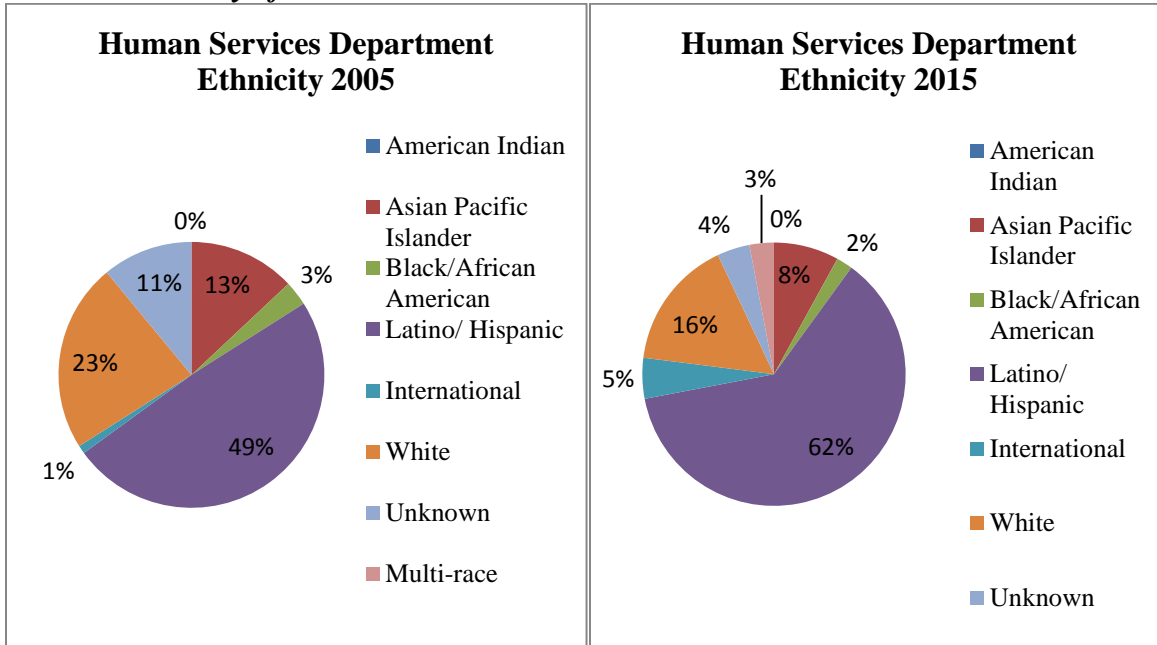
As indicated in Table 6 and Chart 3, the Latino/Hispanic students constitute 62% of the Human Service Students in 2015 which is an increase from 49% in 2005. Whites are the next largest group at 16%, followed by Asian Pacific Islanders at 8%. There has been an increase in international students of 4% points from 1% in 2005 to 5% in 2015 and a new category of “multi-race” of 3%. American Indian and Black/African Americans constitute 0% and 2% respectively of the HUSR student population. The diversity within the HUSR department reflects the University’s and communities’ ethnic diversity in Orange County and California.

California State University, Fullerton is the 5<sup>th</sup> largest Hispanic Serving Institution in the United States which is also reflected in the Human Services Department demographics.

**Table 6. Ethnicity of Human Services Students 2005, 2010, and 2015**

<b>Ethnicity</b>	<b>Fall 2005</b>	<b>Fall 2010</b>	<b>Fall 2015</b>
American Indian	0%	0%	0%
Asian Pacific Islander	13%	11%	8%
Black/African American	3%	3%	2%
Latino/Hispanic	49%	51%	62%
International	1%	4%	5%
White	23%	22%	16%
Unknown	11%	7%	4%
Multi-race		2%	3%

**Chart 3. Ethnicity of Human Services Students 2005 and 2015**

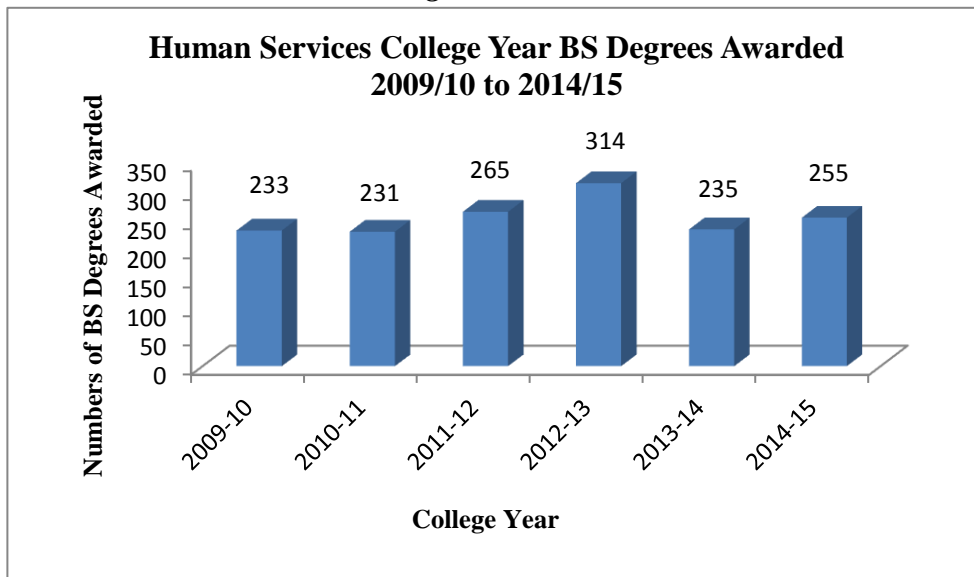


**Students Graduating Each Year**

*Human Services Bachelors of Science Degrees Awarded*

Chart 4 demonstrates the increasing trend (9%) in the number of BS degrees from 233 in 2009/10 to 255 in 2014/15. However, there has been a decline from the high of 314 in 2012/13 as a result of the California budget crisis, reduction of enrollment, and course offerings.

**Chart 4. Human Services BS Degrees Awarded**



**Faculty Allocation and Student Faculty Ratio (Table 7 below)**

The total faculty allocation for 2014 was 16 full-time tenure, tenure-track and non-eligible faculty. This is a 23% increase from 13 faculty in 2010. In 2014, there were a total of 12 full-time tenure and tenure-track faculty which is a 20% increase from 2010. In 2014, there were a total of four lectures (non-eligible faculty members).

**Student Faculty Ratio (Table 7 below)**

The budgeted student faculty ratio (SFR) reported in Table 7 below, has remained relatively constant, with an increase from 18.6 in 2010-2011 to 23.7 in 2014-2015, which demonstrates the continued effort of the department to maintain a high quality, interactive learning experience for the students.

**Table 7. Human Services Faculty Composition**

Year	Tenured	Tenure Track	Sabbaticals	FERP	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgeted SFR
2010-2011	6	10		0	3	18.6	455	418	23.7
2011-2012	7	10		0	3	19.1	453	526	23.7
2012-2013	7	12	1	0	3	19.1	453	454	23.7
2013-2014	7	12		0	3	19.1	453	454	23.7
2014-2015	9	12	1	0	4	20.4	484	481	23.7

**1-f. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).**

***Complete Program Description Overview***

The Human Services Department prepares students with the competencies and skills in order that they may contribute to and serve the community in the areas of the human services. As an applied, pre-professional program, the major encompasses a blend of theory and practice. The program is interdisciplinary and provides both the academic and practical background needed by students seeking a career in human services. Human services workers may provide direct services to clients, supervise personnel, administer programs and develop policies, and /or deliver support services to professional staff.

**Courses Required**

***General Education Requirements and Objectives***

Students majoring in Human Services are required to complete a minimum of 51 semester units of general education, which must include at least nine units of upper-division course work taken after the student has achieved junior standing. The general education requirements, in combination with the 54 units of core courses and electives in the major or 21 units of core courses and electives in the minor,



assure that graduates have made noteworthy progress toward becoming educated persons. The particular objectives of these requirements are to provide the means whereby:

- Our graduates will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions.
- Our graduates will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization.
- Our graduates will have an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.
- Students in the Bachelor of Science in Human Services program who enter Cal State Fullerton as first-time freshmen in Fall 2010, or who enter a community college in Fall 2010 with intent to transfer to Cal State Fullerton, will be required to show proficiency in a second language as a condition of graduation with a bachelor's degree.

*Human Services Degree Course Required*

The requirements for the major consist of 54 semester units. The required core curriculum consists of 36 semester units, plus 18 semester units of advisor-approved courses related to one's anticipated professional specialization. The requirement for graduation with a Bachelor of Science degree is a minimum of 120 semester units, which includes the courses required in the major and the general education program as well.

*Existing Courses*

Table 8 provides a list of the Courses offered in the Human Services Department

**Table 8. Human Services Department Course Offerings**

<b>Course Number</b>	<b>Course Title</b>
HUSR 201	Introduction to Human Services
HUSR 300	Character and Conflict
HUSR 310	Case Management
HUSR 315	Research and Data Management
HUSR 318	Human Services for Immigrants and Refugees
HUSR 350	Leadership
HUSR 380	Theories and Techniques
HUSR 385	Program Design and Proposal Writing
HUSR 396	Practicum
HUSR 400	Ethical and Professional Issues
HUSR 410	Crisis Intervention
HUSR 411	Human Services Delivery to Communities <i>previously HUSR 311: Intracultural Socialization</i>

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HUSR 412	Gerontology
HUSR 415	Treatment Issues of Drug Addiction
HUSR 416	Group Process
HUSR 420	Human Services Management
HUSR 425T	Intimate Partner Violence
HUSR 425T	Persons with Disabilities
HUSR 425T	Serving the Homeless
HUSR 425T	Veterans and Their Families
HUSR 425T	Human Services and Mixed Ancestry Identity
HUSR 425T	Human Services and Psychodrama Techniques
HUSR 430	Child Abuse
HUSR 434	Physiology Effects of Alcohol and other Drugs
HUSR 435	Drug Abuse Prevention and Early Intervention
HUSR 436	Family Addiction Dynamics
HUSR 437	Co-Occurring Disorders
HUSR 450	Theory & Practice of Group Counseling
HUSR 465	Human Services Delivery to Latinos
HUSR 470	Program Evaluation of Human Services Organizations
HUSR 475	Human Services Policy and Practice
HUSR 480	Case Analysis and Intervention Techniques
HUSR 490	Practice and Group Leadership
HUSR 495	Field Work Seminar
HUSR 496	Internship Seminar
HUSR 499	Independent Study

The Human Services Department offers seven advisement tracks (concentration or specialties) within the major. Students are required to plan their advisement track in consultation with a Human Service Advisor.

***Advisement Tracks***

***Mental Health***

This track permits an emphasis in either counseling or clinical social work, depending upon the student's educational and career goals. It prepares students for entry-level positions in a variety of settings and for graduate work in counseling, social work, clinical psychology, or marriage and family therapy.

***Administration and Community Practice***

Students wishing to pursue graduate study in social work administration and policy, community organization, and planning, could pursue this track.

***Substance Abuse Treatment and Prevention***

This advisement track offers courses for students planning to work with drug/alcohol dependent clients and their families. Once students complete a bachelor's degree in Human Services with this track, they are eligible to take the California Association for Alcohol/Drug Educator's Certification Exam.

Elementary Education

This track is for students who are planning careers in teaching elementary school. One of the admission requirements for the multiple subject credential program is to establish subject matter competency by passing the Multiple Subject CSET. In order to strengthen weak academic areas, students are advised to take courses in subject areas where they feel least prepared.

Gerontology

This track serves as a valuable adjunct for students preparing to work directly or indirectly with older persons. Job opportunities for students who have academic preparation in gerontology are available in community agencies servicing the older adult, long-term care facilities, hospitals, senior citizen living facilities, community recreation, and senior centers. This track meets the pre-requisites for the Master in Gerontology program.

Persons with Disabilities

This advisement track is designed for students who will be serving, directly or indirectly, persons with disabilities and their families. It prepares students to work in a variety of community agencies serving persons with disabilities. Academically, it assists in preparing students for entry into the CSUF special education credential program, leading to eligibility for a master's degree in Special Education.

Individualized Track

In addition to tracks A-F, it may be possible to develop an individualized track. This is permitted only when the following conditions are met:

- The track must be in an area clearly within the scope of Human Services as understood by the Department.
- It must be possible for the content needed to be met fully by existing University courses and resources.
- It must be clear that the proposed track would not be adequately addressed by an existing Human Services track or University degree program.
- The proposed track must be of significant interest to the Department as possible added track.

Individualized tracks require exceptionally close work with a faculty adviser and are subject to review and approval by the Department. Examples of possible individualized tracks are gerontology, substance abuse, and contexts for human services management or intervention other than community organization and agencies.

For further details see Attachment 3: Highlights of the Human Services Major and Student Planning Worksheet.

*Graduation and Retention Rates for HUSR and University-wide*

The following tables display the graduation and retention rates of the Human Services students and of the overall University from Fall 2001 to Fall 2005. Fall 2005 first-time and full-time freshman and transfer students is the most recent cohort of students to be tracked for graduation and retention.

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The following tables are provided by the University Research and Analytical Studies Department which is the data base for the comparison of graduation rates for 2001 and 2005 above.

Table 9 Freshman graduation rates for the HUSR department

Table 10 Freshman graduation rates for University freshman.

Table 11 Transfer students' graduation rates for the HUSR department students

Table 12 Transfer students' graduation rates for the University-wide students

*First-time Freshmen entering as Human Services Majors*

Table 9 illustrates the graduation rates for first time students entering the University as freshman HUSR majors. The graduation rates include those graduating in the major and in another major within the University.

*Fall 2006*

In Fall 2006, there were 13 students of which 15% graduated in the major within four years or less. There were 0% of these 13 students who graduated in four years in a major other than HUSR. In five years or less, 46% graduated in HUSR and 8% in a major other than HUSR. In the six years of less, 46% graduated in HUSR and 8% in a major other than HUSR.

*Fall 2009*

There has been a tremendous improvement in the graduation rates from 2006 to 2009. In Fall 2009, there were 16 students of which 38% graduated in the major within four years or less. There were 0% of these 16 students who graduated in four years in a major other than HUSR. In five years or less, 50% graduated in HUSR and 13% in a major other than HUSR. In the six years of less, 50% graduated in HUSR and 13% in a major other than HUSR.

**Table 9. First-time freshman entering as Human Services Majors Graduation and Retention Rates Fall 2001, Fall 2005, and Fall 2009.**

Entered in Term as First-time Full-time Freshman	Head-count	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated 5 yrs or less in other major	Graduated 6 yrs or less in major	Graduated 6 yrs or less in other major	Graduated 6 yrs or less or enrolled fall yr 7 in major	Graduated 6 yrs or less or enrolled fall yr 7 in other major
Fall 2006	13	15.4%	0.0%	46.2%	7.7%	46.2%	7.7%	46.2%	7.7%
Fall 2007	14	21.4%	0.0%	35.7%	7.1%	35.7%	14.3%	42.9%	21.4%
Fall 2008	12	33.3%	0.0%	50.0%	16.7%	50.0%	25.0%	58.3%	25.0%
Fall 2009	16	37.5%	0.0%	50.0%	12.5%	50.0%	12.5%	50.0%	18.8%

*First-time Freshmen for the University*

In Table 10 below, for the cohort of first-time freshmen students entering the University in Fall 2009, there were 17% graduated in four years of less out of 3,845, this is an increase from 15% in Fall of 2001.

In five years of less, 47% graduated and in six years of less, 62%. There has been an improvement in first-time freshmen graduating within four, five and six years, with the an increase of 22% for those completing in five years from 2001 to 2009, and an increase of 24% for those completing in six years for the same time period.

**Table 10. First-time Freshman University Graduation and Retention Rates Fall 2001, Fall 2005, and Fall 2009.**

<b>Cohort</b>	<b>Cohort Size</b>	<b>Graduated in 4 yrs or less</b>	<b>Graduated in 5 yrs or less</b>	<b>Graduated in 6 yrs or less</b>
<b>Fall 2001</b>	2,772	15.4%	38.6%	49.9%
<b>Fall 2005</b>	3,820	13.7%	37.8%	50.0%
<b>Fall 2009</b>	3,845	17.3%	46.9%	61.9%

*Transfer Students entering as Human Services Majors*

The trends in first-time freshmen compared to the higher number of transfer students indicates a preference by the transfer students for the HUSR program.

Table 11 illustrates the graduation rates for transfer students entering the University as HUSR majors. The graduation rates include those graduating in the major and in another major within the University

*Fall 2006*

In Fall 2006, there were 105 students of which 55% graduated in three years or less. There were 3% of these 63 students graduated in three years in a major other than HUSR. In four years or less, 64% of the transfer students graduated in HUSR and 4% graduated in a major other than HUSR. In five years or less, 70% of the transfer students graduated in HUSR and 6% graduated in other majors.

*Fall 2009*

In Fall 2009, there were 121 students of which 70% graduated in three years or less. There were 3% of these 121 students graduated in three years in a major other than HUSR. In four years or less, 79% of the transfer students graduated in HUSR and 3% graduated in a major other than HUSR. In five years or less, 82% of the transfer students graduated in HUSR and 3% graduated in other majors. In six years or less, 84% of the transfer students graduated in HUSR and 3% graduated in other majors.

**Table 11. Transfer Student Graduation Rates for Human Service Majors**

Entered in Term as New Transfer	Headcount	Graduated 3 yrs in major	Graduated 3 yrs or less in other major	Graduated 4 yrs or less in major	Graduated 4 yrs or less in other major	Graduated 5 yrs or less in major	Graduated 5 yrs or less in other major	Graduated 6 yrs or less in major	Graduated 6 yrs or less in other major	Graduated in 6 yrs or less or enrolled fall yr 7 in major	Graduated in 6 yrs or less or enrolled fall yr 7 in other major
Fall 2006	105	55.24%	2.9%	63.8%	3.8%	69.5%	5.7%	72.4%	5.7%	72.4%	5.7%
Fall 2007	119	62.18%	4.2%	71.4%	5.9%	71.4%	5.9%	76.5%	5.9%	76.5%	6.7%
Fall 2008	120	63.33%	2.5%	75.0%	3.3%	80.8%	4.2%	82.5%	4.2%	82.5%	5.0%
Fall 2009	121	70.25%	2.5%	78.5%	2.5%	81.8%	2.5%	83.5%	2.5%	83.5%	3.3%
Fall 2010	143	73.43%	1.4%	80.4%	1.4%	83.2%	2.1%				
Fall 2011	134	76.12%	1.5%	84.3%	2.2%						

*Transfer Students to the University*

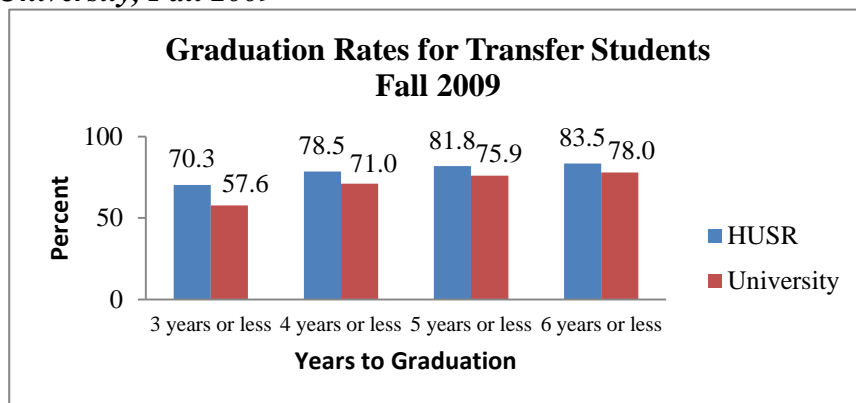
In Table 12 below, for the same cohort of transfer students (3,800) entering the University in Fall 2009, there were 58% graduated in three years of less, 71% that graduated in four years or less, 76% that graduated in five years or less, and 78% that graduated in six years or less.

**Table 12. University Undergraduate Transfer Graduation Rates Entering Fall 2001, 2005 and, 2009**

Cohort	Cohort Size	Degree in 1 year or less	Degree in 2 year or less	Degree in 3 year or less	Degree in 4 year or less	Degree in 5 year or less	Degree in 6 year or less
Fall 2001	2,799	0.6%	25.5%	55.8%	67.3%	71.7%	74.3%
Fall 2005	3,622	0.2%	23.2%	47.4%	56.5%	60.2%	N/A
Fall 2009	3,800	0.2%	25.8%	57.6%	71.0%	75.9	78.0%

In Chart 5 below, the comparison between the HUSR department transfer students' graduation rate at three years or less of 70% is higher than the University graduation for transfer students at 58%. In addition, for four, five and six years the HUSR department's transfer students graduation rate remains higher than the University's rate (79% to 71%; 82% to 76%; and 84% to 78%, respectively).

**Chart 5. Comparison of Graduation Rates for Transfer Students between HUSR Department and the University, Fall 2009**



## **B. Philosophical Base of Programs**

**Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.**

### **2-a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.**

The Bachelor of Science in Human Services (HUSR) is a carefully articulated program providing both the academic and experiential background for the student seeking a career serving individuals, families, and the larger community. It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. HUSR graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.

### **2-b. Human Services Department Mission Statement**

#### ***Mission Statements***

- The Bachelor of Science Degree in the Human Services Program provides both the academic and experiential background for the student seeking a career working with people in the varied and expanding field of Human Services.
- An application-oriented major, it is based on a synthesis of knowledge from several social sciences, together with methodologies of intervention at the individual, group, and community levels.
- Human Services graduates are educated to respond in an informed way to identifiable human service needs in a variety of settings.
- The Human Services major is structured around four interrelated components: theoretical foundations and intervention strategies; client population and cultural diversity; research and evaluation methods; and skills development / field experience.

### **2-c. Demonstrate alignment with the mission of the University in which the program is housed.**

#### ***University Mission Statement***

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We

strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

***College of Health and Human Development Mission***

We provide exemplary education, research, and community outreach related to human health, development, and lifelong well-being. Emphasis is placed on both theory and evidence-based practice with special attention to the development of critical thinking, leadership, and professional skills needed in a global society.

***College of Health and Human Development Commitment to Excellence***

- Student-centered faculty are recognized for outstanding teaching and cutting-edge research
- Programs meet rigorous national accreditation standards
- Graduates from nationally recognized programs obtain high scores on certification and licensure exams
- Well-equipped, state-of-the-art laboratories and classrooms support student learning
- Highly regarded degree programs provide meaningful career opportunities in important areas of need

**2-d. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).**

It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. HUSR graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.

**2-e. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.**

The Human Services faculty represents a multidisciplinary, interdisciplinary and trans-disciplinary approaches in the variable disciplines represented in our educational preparation including clinical psychology, counseling, social work, anthropology, philosophy, gerontology, mental health, substance abuse, research and evaluation, global cultural awareness and macro practice, educational psychology, crisis intervention, child abuse, and domestic violence.

**2-f. Matrix of Standards**

[Attachment 10: Matrix of Standards](#)

**C. Community Assessment**

**Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.**



**3-a. If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).**

Not applicable

**3-b. An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services.**

**3.b-1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),**

The Human Services Community Advisory Committee is comprised of representatives from community-based non-profit organizations, county leaders, county agencies, students, alumni, and faculty. See the list below of the members that attended the fall 2015 HSCAC meeting.

**HSCAC Members in Attendance 11/5/15**

<b>Name</b>	<b>Organization</b>	<b>Population Served</b>
Cecilia Iglesia	Office of State Senator Bob Huff	Community Leadership
Victoria Torres	OneOC	Alumni HUSR and MS Counseling Administration/Community Practice for Non-profit Organizations
Kathey Schuster	Career Wise	Poverty & Employment
Alicia Chan	Down Syndrome Association of Orange County	Persons with Disability
Fernando Mallory	Cypress College	Substance Abuse/Mental Health
Lisa Avis	Cypress College	Substance Abuse/Mental Health
Gary Zager	Cypress College/ CASA Youth Shelter	High Risk Youth/ Homelessness
Fr. Jack Kearney	Cypress College/CAADE	Substance Abuse/Mental Health
Sinae Bang	Illumination Foundation	Poverty Homelessness
Marcia Taborga	Seedling Consulting Group	Administration/Community Practice
Marsalee Malatesia	Rio Orange, Rehabilitation Institute of Orange	Persons with Disabilities
Kevin Kelly	CSUF Student & SAAPSA	student

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Tonia Stephens	Twin Town Treatment Centers	CSUF Student & SAAPSA, Substance Abuse/Mental Health
Candice Trevino	O.C. Social Services Agency Children and Family Services	Youth & Elderly
Marvin Torres	HUSR Student	
Susan Saias	HUSR Student	
Brenda Walters	WHW, Women Helping Women, Men2Work	Employment Services Domestic Violence
Lizet Ceja	WHW, Women Helping Women, Men2Work	Employment Services Domestic Violence
Manny Vallejo	Goodwill Orange County	poverty, employment services, social services
Daniel Marquez	Santa Ana Community College	Human Development & Elderly
<b><u>HUSR Faculty/Staff/Students in Attendance November 6, 2015</u></b>		
Gary Geramo	Jim Ruby	Mikel Hogan
Mia Sevier	Michelle Berelowitz	Eboni Threatt
Juli Martinez		
Human Services Student Association (HSSA) - 2 representatives		

**3.b-2. Minutes of advisory committee meetings from the last two years**

Please see attached Minutes from the HSCAC meetings from October 24, 2014 and November 6, 2015.

[Attachment 11: HSCAC Meeting Minutes](#)

**3.b-3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.**

The Human Services Department faculty created a sub-committee to address the issue of community engagement. The sub-committee completed an assessment, strategic planning and expansion of the prior Advisory Committee and formed the Human Services Community Advisory Committee (HSCAC). The HSCAC extended the membership, purpose and participation with the Human Services Department. The HSCAC membership includes representation from a variety of community organizations, leaders, and community colleges representing the general program and all program tracks.

The HSCAC has provided essential insights into community needs that we have worked to include in our educational programming, such as:

- creating a course on the topic of veterans and their families,

- incorporating the National Organization of Human Services ethics statement in all course syllabi,
- exploring the creation of a Child and Family Welfare Track, and
- addressing professional behavior and self-care to prevent burn-out.

**3-c. Describe other mechanisms, if any, used to respond to changing needs in the human services field.**

There are multiple mechanisms in which the HUSR Department responds to the changing needs in human services field. This effort impacts the HUSR Departments development of curriculum and program improvements. Below are two examples: faculty engagement in the community and the results from the Field Supervisor Surveys.

***Faculty Engagement with the Community***

The faculty gain knowledge from engagement with community-based organizations through research, capacity building, grant writing and strategic planning.

***Development of Course: Veterans and their Families***

The Human Services Veterans and Their Families course was developed by a faculty in Human Services who conducted research for a grant to serve the mental health needs of college enrolled veterans on the Cal State University, Fullerton campus. The grant was co-written with a student who was a veteran of the Iraq war and the Cal State University Veterans Service Office was opened as a result in 2010. In 2012 the course Human Services Veterans and Their Families was written as a topics course (HUSR 425T) and has been part of the curriculum since to convey the needs and services utilized by veterans and their families.

***Community Agency Survey - Fieldwork Supervisors***

The Human Services Department routinely conducts a needs assessment of the non-profit and government agencies regarding the trends and issues facing the human services delivery system and the families and communities being served. The Fieldwork Day provides an opportunity for the HUSR Department to assess the ongoing strengths and challenges facing the human services delivery system through the use of the Community Agency Survey

[Attachment 12: Community Agency Survey](#)

The following are the results of a content analysis of the qualitative questions regarding future trends within the agency and the human services profession from the participants of the Fieldwork Day from 2012 to 2015.

***Content Analysis: What future trends do you foresee for your agency?***

Community agencies were given the opportunity to answer the following question, “What future trends do you foresee for your agency?” The following is a content analysis of the results from the respondents.

The general themes included a focus on expansion of services and programs, engaging the communities, developing more programs for the growing elder population, mental health services, and benefits and improvements in the internship experience. The following are some examples of comments by the agency representatives:

*Expansion of Services and Programs*

- *“Expansion of services, staff, and programs.”*
- *“We are in the process to grow and expand services, marketing, outreach, and social media will be used to spread awareness.”*
- *“We are about to expand and increase the growth of the program in the field.”*
- *“We would like to expand our programming for our residents by collaborating with other agencies and recruiting more interns and bachelor level graduates in Human Services.”*
- *“Continued growth in the area of mental health services.”*

*Growing Elder Population*

- *“Growing senior population will require more senior services and programs/centers.”*
- *“Reaching more seniors that are homebound and getting them resources that they need.”*

*Benefits and Improvements to the Internship Experience*

- *“We are working to have a more structured internship program to better meet both the intern and organization goals.”*
- *“It would be great if interns learned more about having a plan B, or what to do if things don’t go accordingly. School teaches theory and traditional procedure, but the greatest skill an intern can have is to learn to act when the unexpected happens.”*
- *“Interns have been very helpful in ensuring that we execute our services. They assist in making sure our current goals are met.”*
- *“CSUF has provided great interns who have contributed to and assisted our agency with enthusiasm and passion.”*

**Content Analysis: What are the future trends in Human Services?**

Community agencies were given the opportunity to answer the following question, “What future trends do you foresee in Human Services?” The following is a content analysis of the results from the respondents. The general themes included a focus on improvements in collaborative effort, services for the elderly population, and cultural awareness and diversity of programs. The following are some examples of comments by the agency representatives:

*Collaborative efforts*

- *“COLLABORATION! Many programs duplicate services, but agencies are beginning to collaborate services with one another to minimize duplication/ fix drain on resources.”*
- *“more focus on collaboration with other agencies both in private and public sectors.”*
- *“Integration of “systems” approach to services, rather than individual agencies.”*
- *“Sustaining and growing our services with a collaborative approach locally, and at the state and national level.”*

*Services for the elderly population*

- *“Increased services for families with aging parents. More services for aging population with illnesses, disabilities, especially Alzheimer’s.”*

- *“More seniors needing services – socialization and other services that encourage aging in place.”*

*Cultural Awareness and diversity of programs*

- *“Emphasis on cultural identity.”*
- *“Expand to include diverse populations in the community.”*
- *More services for diverse populations with disabilities and mental health issues for youth and young adults.”*
- *“More personalized services, more equality in services, and more inclusion in services.”*
- *“Further LGBTQIA Services with a bigger focus on Trans Services.”*
- *“Preparing students with different personalities and attitudes. Also different perspectives on Cultures.”*

**Content Analysis: What suggestions do you have for the Human Services Department to meet the future needs of your agency and the human service profession?**

Community agencies were given the opportunity to answer the following question, “What suggestions do you have for the Human Services Department to meet the future needs of your agency and the human service profession?” The following is a content analysis of the results from the respondents. The general themes included improving the students understanding of the special populations such as older adults, mental health, and foster youth, and the importance of communication skills and technology. In addition, there were many agencies that stated the need for more students completing their degree in Human Services at a bachelor level. The following are some examples of comments by the agency representatives:

*Improved Understanding of Special Populations*

- *“Due to the rise in frail elderly, communities are pressed to do more to meet the needs of these seniors.”*
- *“Further curriculum on serving older adults, as we anticipate the baby boomers.”*
- *“Help by educating students of certain stigmas like in the HIV/AIDS community because even some of the students were somewhat anxious about approaching a booth about this topic.”*
- *“Mental Health services and counseling.”*
- *“Ending the cycle of domestic violence.”*
- *“Serving Foster Youth.”*
- *“Homeless services and transitional housing for youth.”*

*Improved skills in communication and technology*

- *“Stress good writing skills. Interns (in general) do not have skills to write concise and coherent client case notes. (spelling, sentence structure, complete thoughts).”*
- *“Learn the importance of research.”*
- *“Continue to train the students to be skilled in many different areas, including communication and technology.”*
- *“Evidence-based practice to become more relevant.”*

*Increase need for Human Services bachelor level graduates*

- *The Human Services degree is useful in that due to the broad scope of services, it allows for diversification in employment opportunities.”*
- *“The need for more Human Services students and graduates.”*
- *“Students who graduate with knowledge of multiple service areas.”*

**D. Program Evaluation**

**Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field and result in modifications to the program as necessary.**

**4-a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented.**

**Provide the following:**

**4.a-1. Measureable student learning outcomes**

The measureable student learning outcomes have been developed by the faculty in response to the WASC accreditation and requirements. The faculty are in process of improving the assessment of student learning outcomes. The following update from 2013 is the new HUSR Department’s Assessment Plan which continues the ongoing effort of measuring goals and learning outcomes.

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

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

<b>Beginning</b>	<b>Developing</b>	<b>Meets Expectations</b>
<p><b><u>Knowledge:</u></b> Students are exposed to human services theories and models</p> <p><i>Course:</i> HUSR 201 Introduction to Human Services</p>	<p><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Performance:</u></b> Exam scores on relevant theories/models</p> <p><i>Measurement Tool:</i> Exam # 2 scores that cover theories section of text</p>	<p><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> 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**

<b>Beginning</b>	<b>Developing</b>	<b>Meets Expectations</b>
<p><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> Demonstrate proficiency with working with culturally diverse populations.</p> <p><i>Course:</i> HUSR 496/L Internship Seminar</p>
<p><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> Students role play group and individually clinically related skills in class.</p> <p><i>Measurement Tool:</i> Supervisors' Evaluation of the Interns</p>	<p><b><u>Performance:</u></b> 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.

<b>Beginning</b>	<b>Developing</b>	<b>Meets Expectations</b>
<p><b><u>Knowledge:</u></b> Students demonstrate basic understanding of written documentation of client interactions through case notes.</p> <p><i>Course:</i> HUSR 310 Case Management</p>	<p><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> 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><b><u>Performances:</u></b> 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.

<b>Beginning</b>	<b>Developing</b>	<b>Meets Expectations</b>
<p><b><u>Knowledge:</u></b> Students demonstrate basic oral communication skills on topics related to human services</p> <p><i>Course:</i> HUSR 350 Human Services Leadership</p>	<p><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Performance:</u></b> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Group Presentation on Leadership Service Announcement</p>	<p><b><u>Performance:</u></b> Students participate in group and individual presentations in-class.</p> <p><i>Measurement Tool:</i> Presentation of Program and Proposal for Funding</p>	<p><b><u>Performances:</u></b> 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.

<b>Beginning</b>	<b>Developing</b>	<b>Meets Expectations</b>
<p><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> 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><b><u>Knowledge:</u></b> Successfully complete a college level research paper (Needs refinement)</p> <p><i>Course:</i> HUSR 470 Evaluation of Human Services Program</p>
<p><b><u>Performance:</u></b> 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><b><u>Performance:</u></b> Compile a discipline appropriate bibliography of sources obtained through their research</p> <p><i>Measurement Tool:</i> Program Proposal</p>	<p><b><u>Performances:</u></b> 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>

**4.a-2. Assessment plan**

The HUSR Department's Assessment Plan is described above in Section 4.a-1. The collection methodology for the data and analysis of the results from the identified measurement tools for each Student Learning Outcomes identified above is as follows:

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

Learning Outcome 1a:        *Completed Spring 2015*

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*

**4.a-3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.**

[Attachment 13: Example of Assessment Tools](#)

***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 Results

Learning Outcome 3c        315 Literature Review Research

                                         385 Program Proposal Guidelines

                                         470 Program Evaluation Final Report and Final Exam

**4-b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:**

The Community Agency Survey conducted during Fieldwork Day is utilized to assess employers of program graduates. The results of the Community Survey indicate that 50% of the agencies hired HUSR students. The results indicate the employers' satisfaction with the knowledge and skills of the students acquired in the process of completing their Bachelors in Human Services at CSUF. Please see results of Community Survey at Fieldwork Day above on page # 34.

**4.b-1. A history of program evaluations**

In 1998 the University engaged in a WASC self-study as well as formulating a response to a CSU-Wide self-study called "Cornerstones". These institutional self-studies guided the colleges in the university in creating a student-centered, faculty/scholar supported, community -entrenched learning environment through an articulation of University Mission and Goals. The Human Services department responded to the University Mission and Goals in 1999 by developing a set of program core competencies called "Marks" congruent with the University's Mission and Goals.

In 2000 faculty in Human Services developed a Program Evaluation Pre/Post Test assessment tool in relation to the 9 Core Competencies ("Marks"). The assessment was based on comparing student survey responses in the Portal (HUSR 201) course used as a pretest and Exit courses (HUSR 496 or 470) used as post-tests.

Program Evaluation Pre/post Results 2009, 2007, and 2003: Assessment of Learning Outcomes were included in the CSHSE accreditation of 2011. Upon review of the results, the HUSR department faculty refined the instrument, data collection methodology, and report dissemination.

From 2011-2015, the University engaged in the WASC Reaccreditation and an aspect of this process includes the development learning goals and outcomes with associated objective measures. The Human Services Faculty developed a new Human Services Assessment Plan that includes program goals, student learning outcomes, and measurement tools.

(see Standard 4a 1-3 and the associated attachments on pages # 37-43)

**4.b-2. A description of the methodology and results**

The HUSR Department engages in a multifaceted approach to evaluation of the program. The following includes the Department's new Assessment Plan, the Alumni Survey, the Community Survey, and the

Evaluation of Fieldwork Experience Survey. In addition, the HUSR Department utilizes Student Opinion Questionnaires as a tool for evaluation of the program.

***Human Service Department Assessment Plan***

The HUSR Department's Assessment Plan is described above in Section 4.a-1 pages # 37-43. The initial efforts began in fall 2014 with the results provided in spring 2015. The evaluation activities are moving forward based on the schedule described in Section 4a-2.

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.

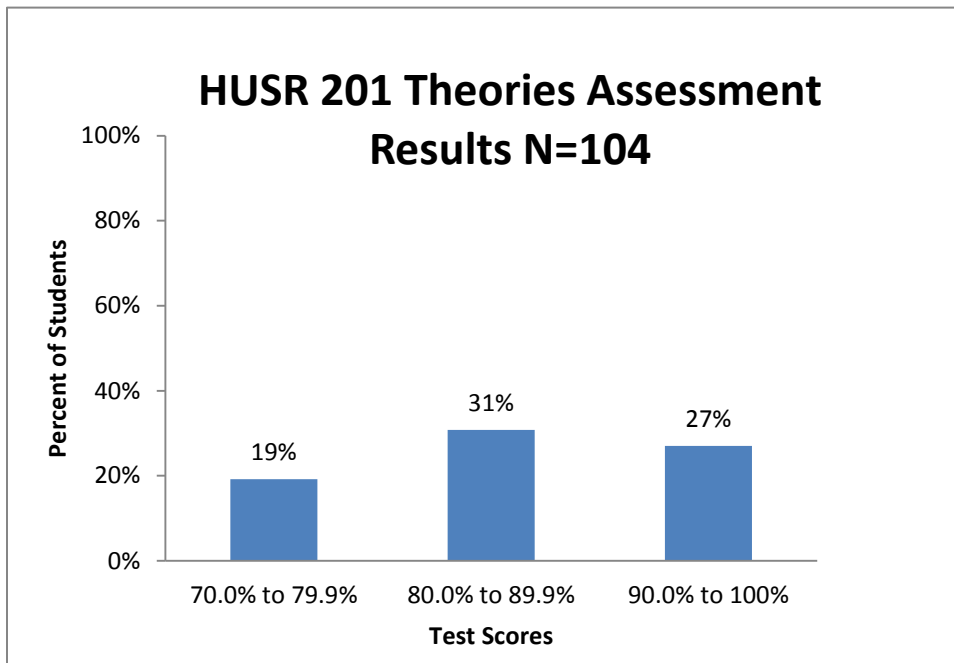
- **Beginning** is measured by data on student exam scores for the Introduction to Human Services course HUSR 201;
- **Developing** as measured by data from the case management course, HUSR 310, and
- **Mastery** as measured by data from the Theories and Techniques of Counseling course (HUSR 380)

**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 6 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 6. HUSR 201 Theories Assessment**



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 be discussion how to standardized the theories instruction as well as the assessment tool.

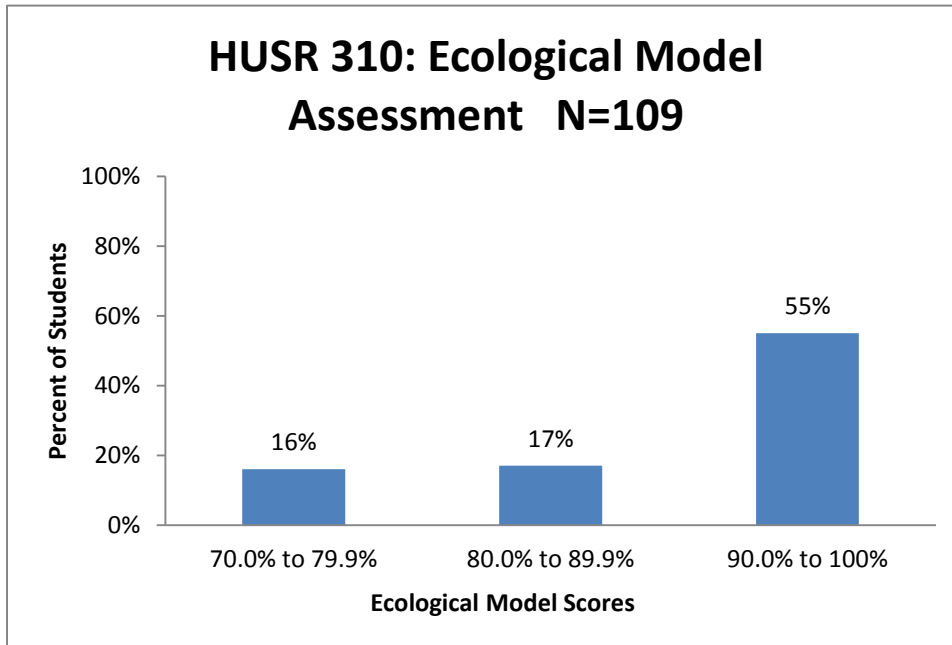
**Developing Level Results for Goal 1a: HUSR 310: Case Management**

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 7 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 7. HUSR 310 Ecological Model Assessment**



*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, the administration of the Ecological Model assessment needs to be standardized and inclusive of all students. 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 sections.

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

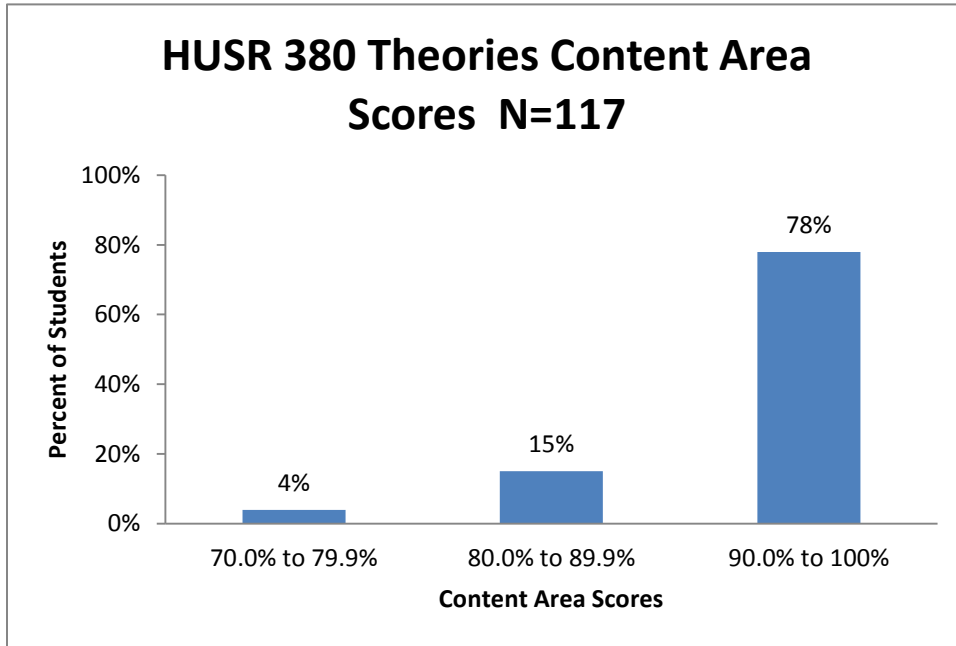
Students were asked to demonstrate their identification and application of theories to a case analysis.

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.

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

A total of 117 student scores were compiled from the Content Area scores. Chart 8 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 8. HUSR 380: Theories Content Area Scores**



Response to the HUSR 380 Goal 1a Results.

There were three sections that did not have a paper assignment on the application or integration of a major theory. During the fall 2016 faculty meeting, the standardization of the application and integration assignment needs to be discussed as well as the guidelines and grading rubric.

### ***Alumni Survey Fall 2015***

#### **Purpose**

The Department of Human Services at California State University, Fullerton distributed this survey to alumni in order to ascertain their perspective on the impact of the Human Services education on their educational and professional experiences. The results will be utilized for program improvement, curriculum development, and maintaining educational standards as defined by the Counsel on Standards in Human Services Education (CSHSE). In addition, the results will be reported in the Department's reaccreditation self-study for CSHSE.

#### **Methodology**

This study utilized an electronic method of collecting data made available through [surveymonkey.com](http://surveymonkey.com). The survey was sent out to alumni via email with easy access to the electronic link. The survey was attached to a message from the Department Chair explaining the purpose of the survey and the alumni's role in assessing the Human Service Department impact on their educational and professional experiences. The alumni were given one week to complete the survey.

#### **Measure**

The survey was organized into the following 4 categories: Demographics, Employment, Graduate School, and Student Learning Goals/Outcomes. There were 12 questions related to demographics, two questions which were open-ended and 18 questions which were designed as a Likert Scale.

#### [Attachment 14: Alumni Survey](#)

#### **Results**

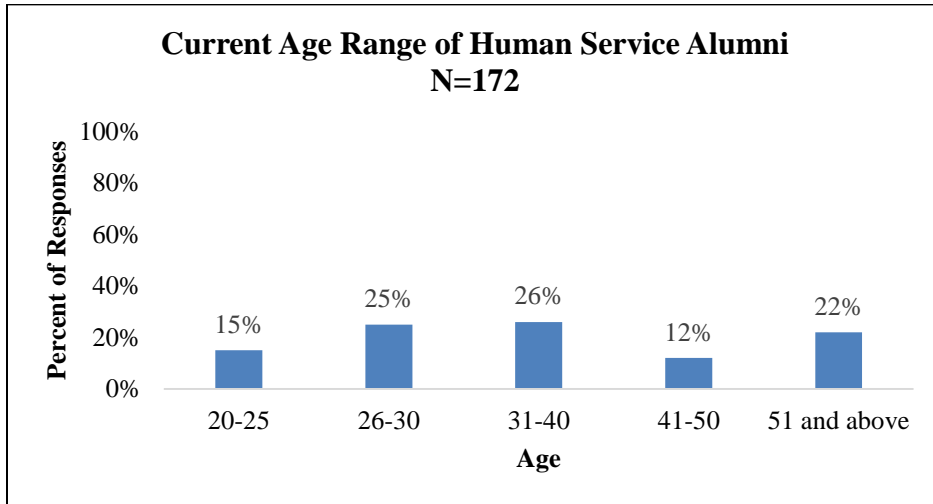
There were 2,348 alumni in the data base that received the Alumni Survey. As a result, 433 were "undeliverable" and 1,915 Alumni surveys were successfully sent to the email address. Of the 1,915, there were 209 respondents completing the survey in its entirety. The response rate was 10.9% of Alumni Survey.

*Demographics*

Current Age Chart

Chart 9, 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 9. Current Age of Human Service Alumni Survey Participants**



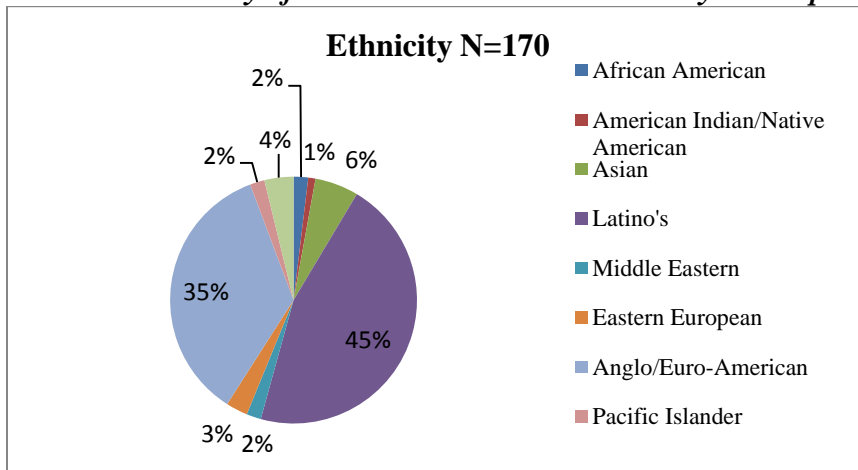
Gender

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

Ethnicity Chart

Chart 10 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 10. Ethnicity of Human Service Alumni Survey Participants**



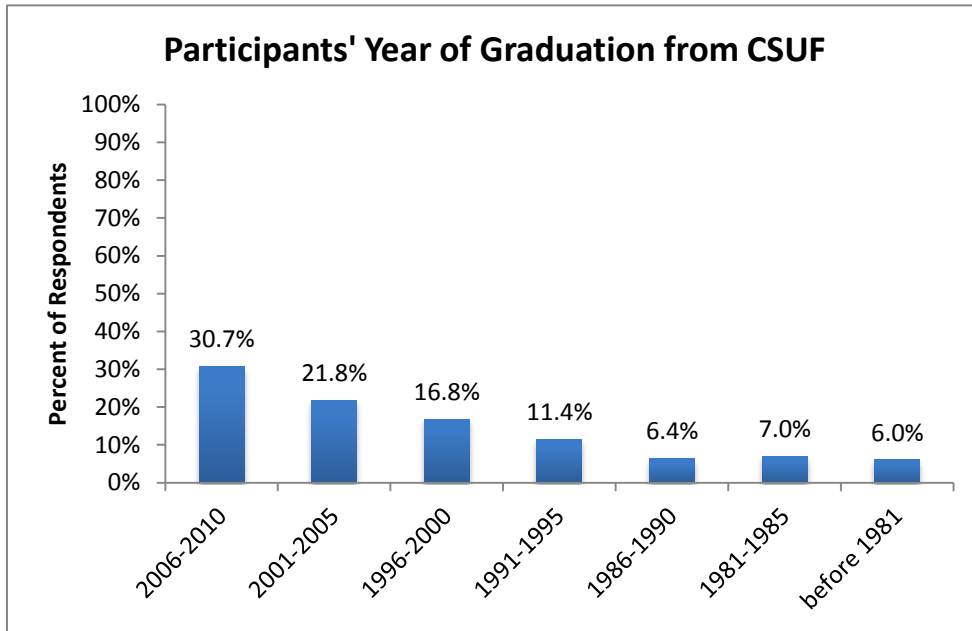
Language

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 11 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 11. Year of Graduation for Human Service Alumni Survey Participants**



*Employment*

*Employment Status*

As presented in Table 13, 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 13. Employment Status of Human Service Alumni Survey Participants***

<b>Employment Status</b>	<b>Number</b>	<b>Percent</b>
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 14, 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."

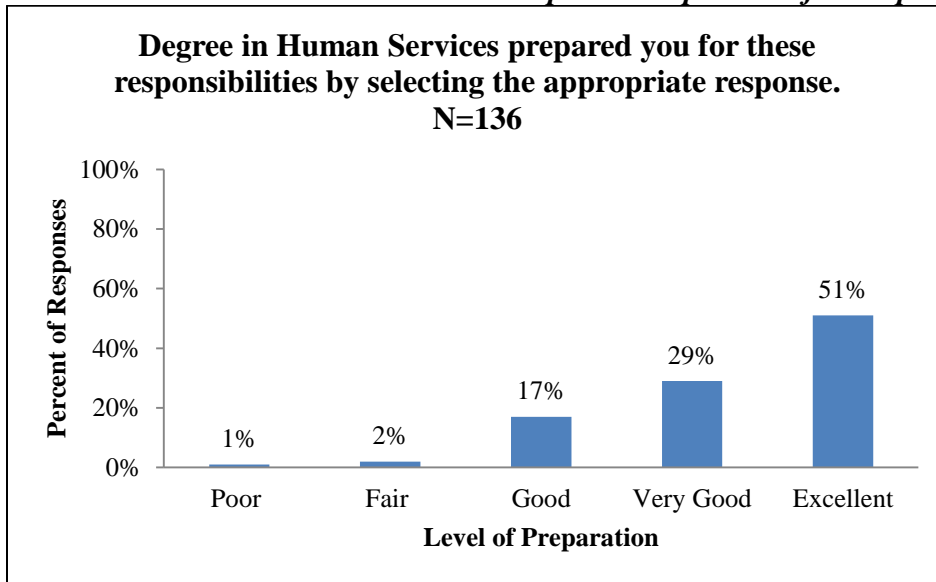
***Table 14. Employment Area of Focus for Human Service Alumni Participants***

<b>Employment Area of Focus</b>	<b>Number</b>	<b>Percent</b>
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 12, 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 12. 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 15 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 15. Type of Graduate Degree Earned or Currently Pursuing**

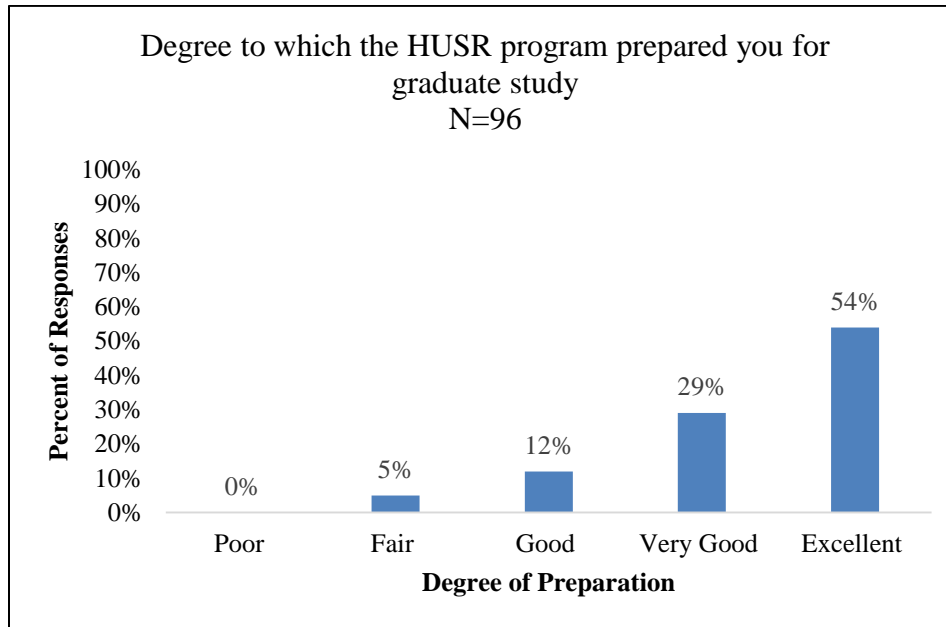
<b>Type of Degree</b>	<b>Number</b>	<b>Percentage</b>
MS Counseling	16	14.5%
MA Counseling	17	15.4%
MA Education	18	16.3%
MS Education	5	4.5%
MPA	6	5.4%
MSW	31	28.1%
MPH	2	1.8%
MS Gerontology	4	3.6%
PhD Clinical Psychology	4	3.6%
Edd Higher Education	3	2.7%
MS Human Services	1	0.9%
Teaching Credential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



*Graduate School Preparation*

As presented in Chart 13, 83.3% of participants indicated that their undergraduate degree in Human Services provided very good or excellent preparation for graduate study.

**Chart 13. Preparation for Graduate School**



**Content Analysis - Skills/knowledge Gained as HUSR Undergraduate Program**

Participants were provided the opportunity to respond to the following statement:

“Indicate the skills/knowledge that you gained as a Human Services Undergraduate that have been useful in your career or graduate study.”

The following is a content analysis of the results from the respondents. The general themes were divided into five major categories:

- Counseling/Intervention Techniques
- Understanding of Populations being Served
- Research/Writing/Communication Skills
- Internship Experience
- Case Management/Collaboration

Counseling/Intervention Techniques

Participants shared that the knowledge they gained in relation to the counseling process has been helpful in their careers as HUSR professionals/graduate students:

- *“The counseling techniques and knowledge was extremely useful. I had an advantage over my cohort. I always say my Human Services program was perfect preparation for graduate school.”*

Understanding of Populations Being Served

Participants indicated that the knowledge they gained from coursework related to understanding of cultural diversity and the special issues of a variety of populations being served was vital in preparing them to work with a variety of setting both as professionals/graduate students:

- *“My Human Services undergraduate program taught me so much about resources, services, methodologies and truly understanding the needs of various populations.”*
- *“Understanding what motivates certain types of behavior in children and adults.”*

Research/Writing/Communication Skills

Participants expressed an enormous appreciation for the research, proposal writing, and communication skills they developed as HUSR undergraduates:

- *“Leadership, program evaluation, writing, time management, case management, outreach, and community involvement skills.”*
- *“Understanding macro practice and program evaluation.”*

Internship Experience

Participants shared that the hands-on experience they gained from their internships not only provided them with employment opportunities, but gave them a means in which to apply what they had learned:

- *“The internships I completed helped me decided what population I wanted to work with. Additionally, one of the companies I interned with offered me a job upon graduation and I worked for that company for 10 years.”*
- *“Internships helped me be prepared for my graduate fieldwork placement.”*

Case Management/Collaboration

Participants expressed that the knowledge they gained as HUSR undergraduates helped them to develop on a case management and collaboration skills, allowing them to become better individuals as well as professionals:

- *“Assisting individuals in need of help by providing referrals and resources in the community.”*
- *“I gained skills in time management, accountability, teamwork, collaboration, and genuine care of others. These skills helped me succeed in the Master’s program and now as a professional.”*

**Content Analysis – Skills/Knowledge lacking in HUSR Undergraduate Program**

Participants were provided with the opportunity to respond to the following statement:

“Please indicate the skills/knowledge lacking in your Human Services Undergraduate education.”

The following is a content analysis of the results from the respondents. The general themes were divided into four major categories:

- Administrative/ Business Sense
- Employment Opportunities
- Research/Writing Skills
- Nothing Lacking

Administrative/Business Sense

Participants expressed that they felt the education they received as a HUSR undergraduate did not pay enough attention to the many business/administrative aspects associated with working in the field of Human Services:

- *“More emphasis on the marketing/business aspect of setting up a private practice and looking at public/private sector work. Even though most don't go into administration, perhaps an overview class would be helpful for real world employment.”*
- *“The Human Service department should better prepare students and future professionals with stronger administrative skills.”*

Employment Opportunities

Participants indicated that in their experience, the HUSR undergraduate program lacked the coursework needed for a student to fully understand the job opportunities available to them and ways in which he/she could successfully find employment following graduation:

- *“A lack of understanding of the wide range of employment opportunities. Guest speakers were helpful, but more academic knowledge as to specifically what areas are available. For instance, I just stumbled across working with individuals with developmental disabilities, but have worked in this area for the past seventeen years. In the HUSR classes, I had not ever heard this as an opportunity.”*
- *“I feel that it would have been helpful to have more focus and information given on the type of work the degree of Human Services can prepare us for.”*
- *“Help with how to market myself.”*

Research/Writing Skills

Participants shared that they felt that their undergraduate HUSR education did not prepare them well enough for situations in which they had to call upon their research/writing abilities:

- *“Research methodologies, information retrieval and help assessment. Need of more qualitative/quantitative analysis of data and exercises. Need for more extensive use of SPSS or other research tools.”*

- *“A much stronger emphasis on continually developing stronger analytical writing skills would help those pursuing graduate school.”*

Nothing Lacking

Participants expressed that nothing was lacking in their HUSR undergraduate education:

- *“Truthfully, I cannot think of any! I'm sure the program has made improvements over the years since I attended...to an already very successful program. To this day, I continue to refer individuals to the program.”*
- *“I found the CSUF HUSR program very well prepared their students for the workforce and graduate school. Program graduates including myself have always proud of being a graduate and always speak highly of the program.”*

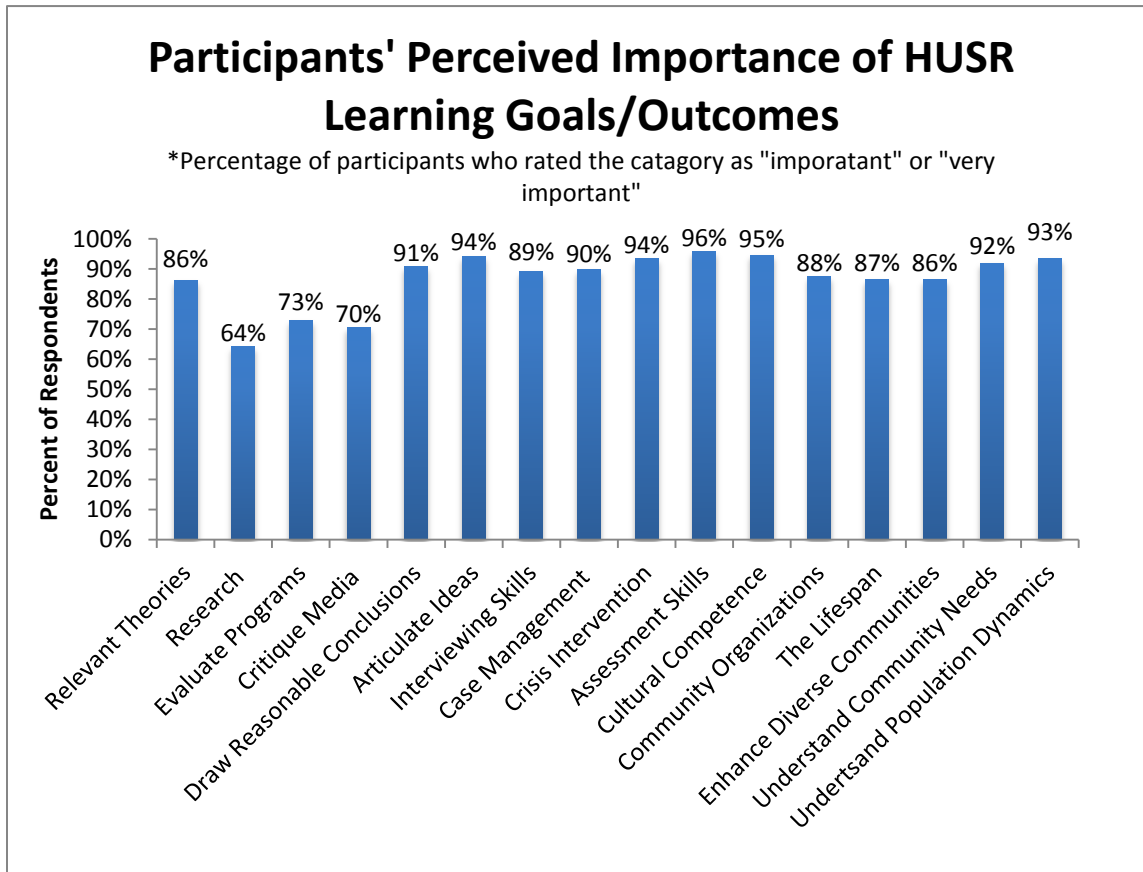
Student Learning Goals/Outcomes

Participants were asked to rate the Human Services Department's learning goals/outcomes on a Likert scale of: not important; somewhat important; important; and very important; in the following categories:

- Understand relevant theories
- Understand research design & measurement
- Evaluate Human Service Programs
- Critique info given by media and other sources
- Adequately evaluate info to draw reasonable conclusions
- Effectively articulate ideas
- Demonstrate interviewing skills
- Demonstrate case management skills
- Demonstrate crisis intervention skills
- Demonstrate assessment skills
- Demonstrate cultural competence skills
- Exhibit knowledge of community organizations and government agencies
- Exhibit knowledge of human services through the lifespan
- Use knowledge to enhance diverse communities
- Understand that a community's needs are multifaceted
- Understand that the needs of populations are dynamic

In all the categories, there was an average of 186 respondents. Participants rated the learning goals/outcomes as Important and Very important on a range of 64% to 96%. As shown in Chart 14 below, there were eight categories in which 90% or more of participants rated them to be important or very important.

*Chart 14. Participants' Perceived Importance of HUSR Learning Goals/Outcomes*



**Community Agency Survey – Fieldwork Day**

**Methodology**

Each semester the Fieldwork Office of the Human Services Department coordinates and hosts the Fieldwork Day. The purpose of the Fieldwork Day is to bring the supervisors from the community agencies to meet with prospective students regarding placement opportunities. In addition, the community agencies meet with the faculty to continue to develop and enhance the partnership and relationship between the community and the Human Services Department.

The Community Agency Survey is distributed to agency representatives at the Fieldwork Day to assess the human services educational program, new developments in community needs, the human services profession and future trends. The data has been collected from the time period of Fall 2012 to Fall 2015 with a total of 67 respondents completing the survey.

**Measures**

The Community Agency Survey is comprised of 37 questions that provide both qualitative and quantitative data for faculty to use for program planning and development. The survey includes demographic information, Likert questions about student learning goals and outcomes including skills, competency and knowledge.

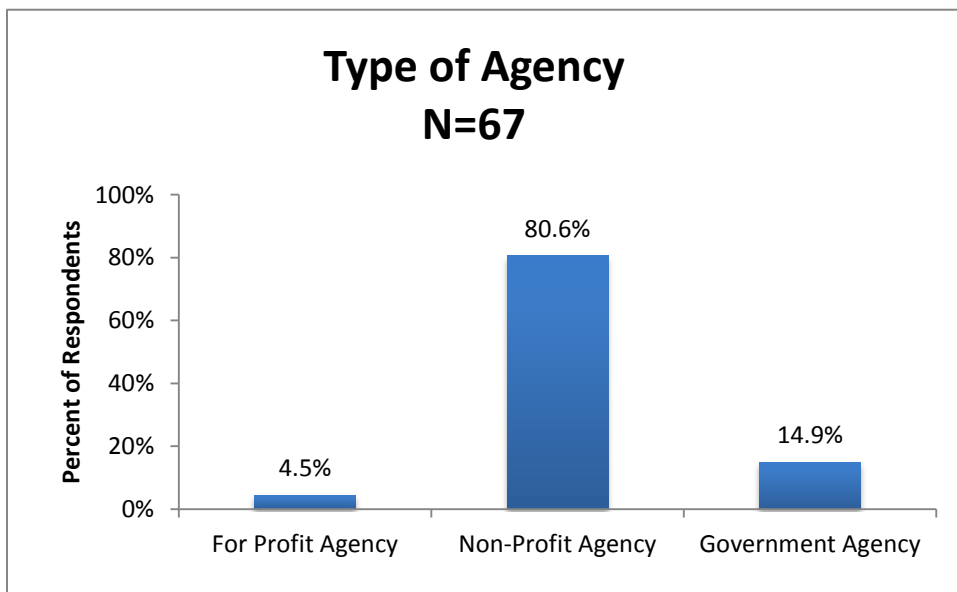
[Attachment 12: Community Agency Survey](#)

**Results**

*Type of Agency*

As shown in Chart 15, 80.6% of the agencies that completed the survey for community agencies were a non-profit agency.

**Chart 15. Community Agency by Type**



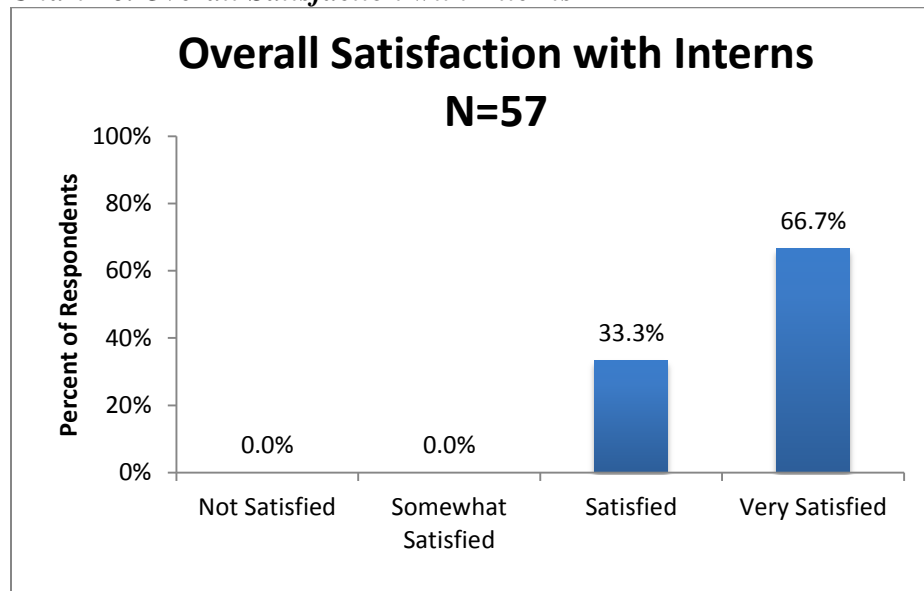
*Use of Interns*

Human Services interns were used by 87% of the agencies responding to the question.

*Overall Satisfaction with Interns*

Overall, 100% of the supervisors were satisfied to very satisfied with the interns at their site, as shown in Chart 16 below.

**Chart 16. Overall Satisfaction with Interns**



*Internship Placements that Resulted in Employment*

Upon completion of their placement at the agency, 50% of agencies stated they hired the student interns with 58 respondents responding to the question.

*Importance of Skills, Competencies, and Knowledge*

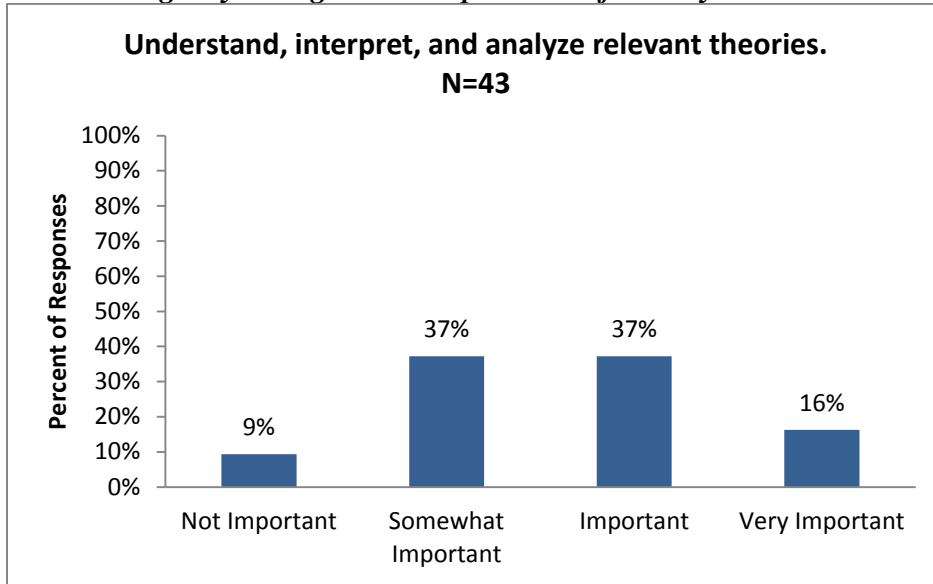
Agencies were asked to rate the importance of the skills, competencies, and knowledge that newly hired employee's need to possess in order to be successful in the human services field. The agencies used a Likert scale rating using the following scales:

1. Not Important
2. Somewhat Important
3. Important
4. Very Important

*Importance of Theory-in-Practice*

As shown in Chart 17 below, 53% of agencies rated an interns' ability to understand, interpret, and analyze relevant theories as important to very important, with a mean score of 2.67.

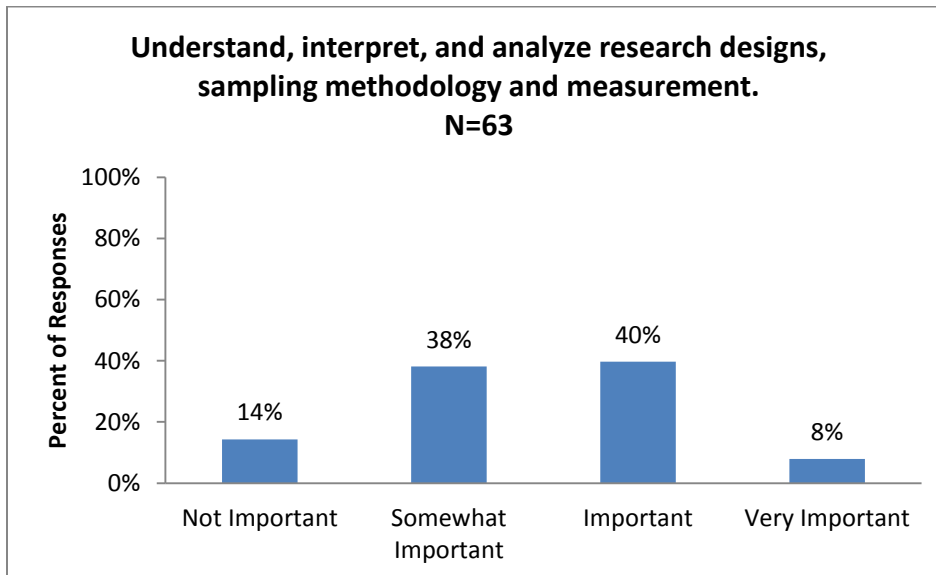
**Chart 17. Agency-rating on the Importance of Theory-in-Practice**



*Importance of Research Methods*

As shown in Chart 18, only 48% of agencies rated the need to understand, interpret, and analyze research designs, sampling, methodology and measurement as important to very important, with a mean score of 2.41.

**Chart 18. Agency-rating on the Importance of Research Methods**

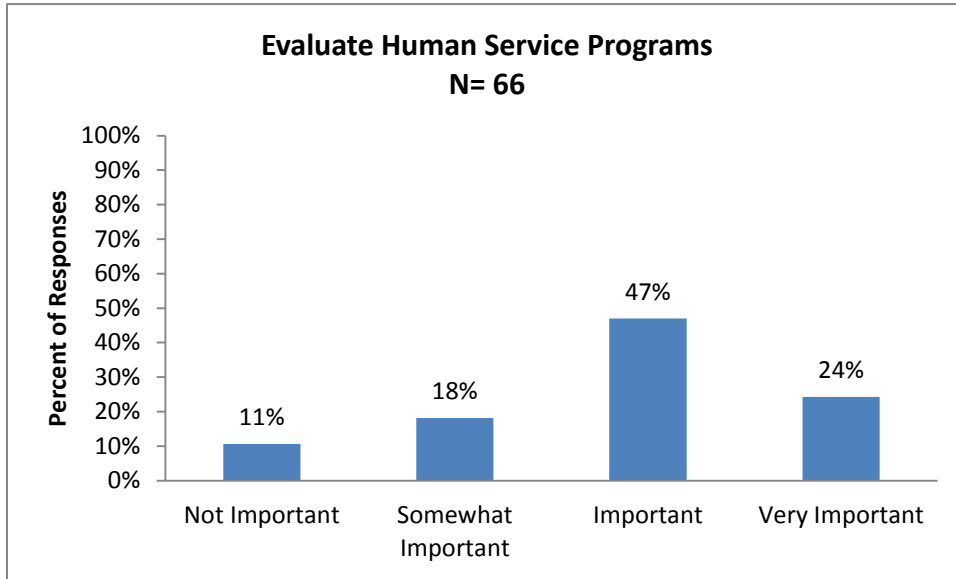




*Importance of Program Evaluation*

As shown in Chart 19, 71% of agencies rated the importance of knowing how to evaluate human service programs as important to very important, with a mean score of 2.85.

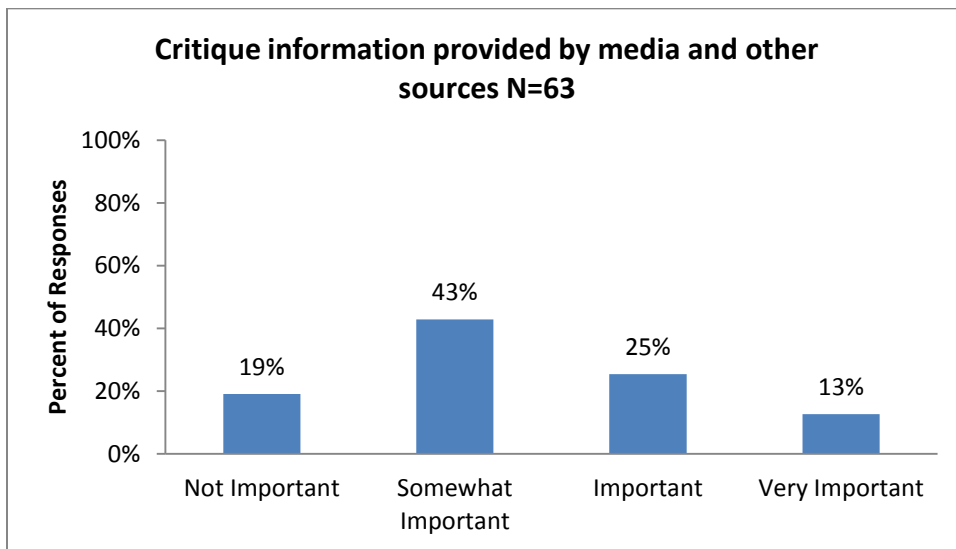
**Chart 19. Agency-rating on the Importance of Program Evaluation**



*Importance of Critiquing outside Information*

As shown in Chart 20, only 38% of agencies felt that knowing how to critique information provided by media and other sources was important to very important, with a mean score of 2.32.

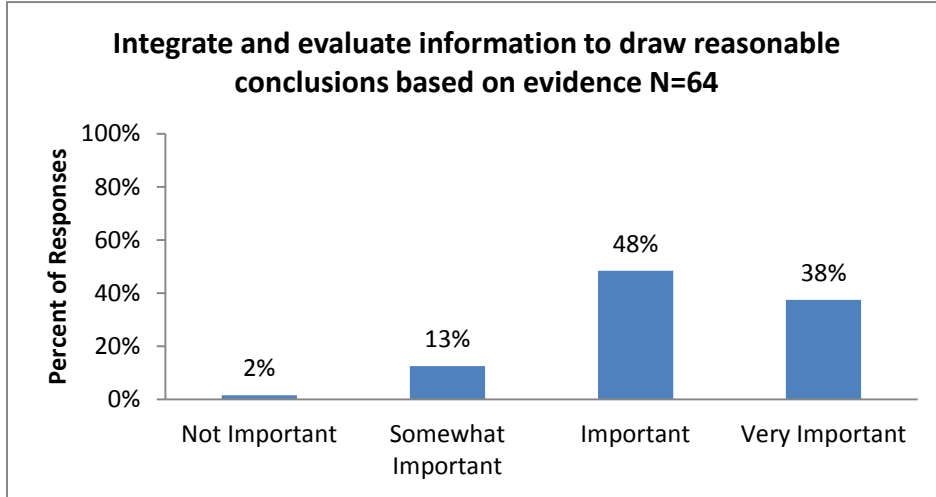
**Chart 20. Agency-rating on the Importance of Critiquing outside Information**



*Importance of Evidence-based Evaluation*

As shown in Chart 21, 86% of agencies felt that being able to integrate and evaluate information to draw reasonable conclusions based on evidence was important to very important, with a mean score of 3.22.

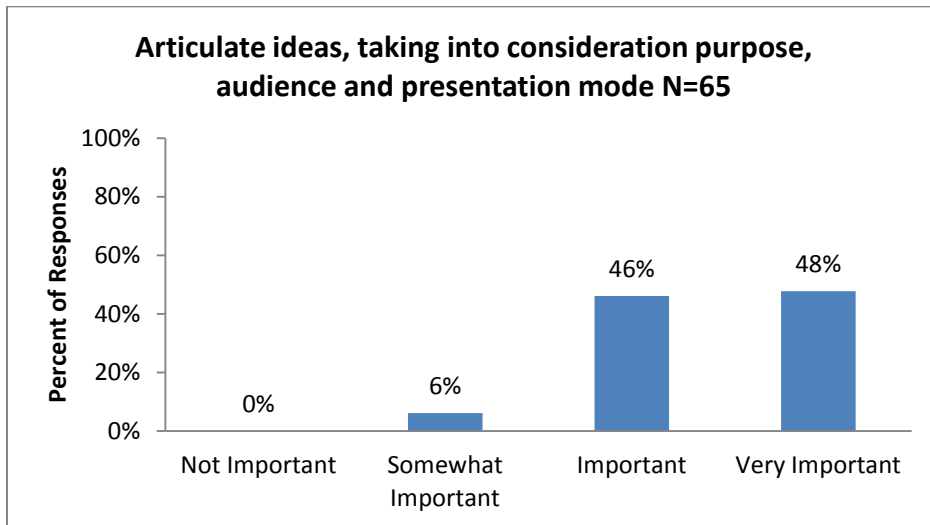
**Chart 21. Agency-rating on the Importance of Evidence-based Evaluation**



*Importance of Communicating Ideas*

As shown in Chart 22, 91.3% of agencies rate the ability to articulate ideas, taking into consideration purpose, audience, and presentation mode as important to very important, with a mean score of 3.42.

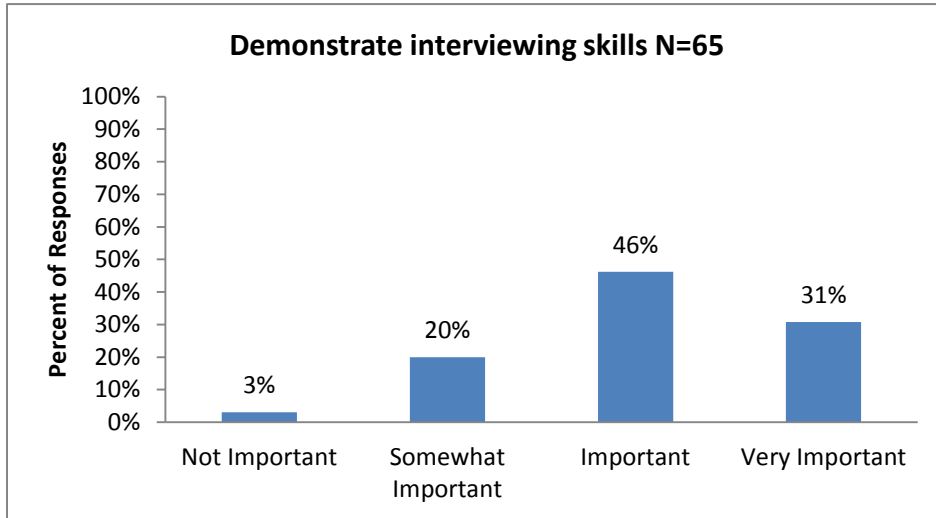
**Chart 22. Agency-rating on the Importance of Communicating Ideas**



*Importance of Interviewing Skills*

As shown in Chart 23, 77% of agencies rated being able to demonstrate interviewing skills as important to very important, with a mean score of 3.05.

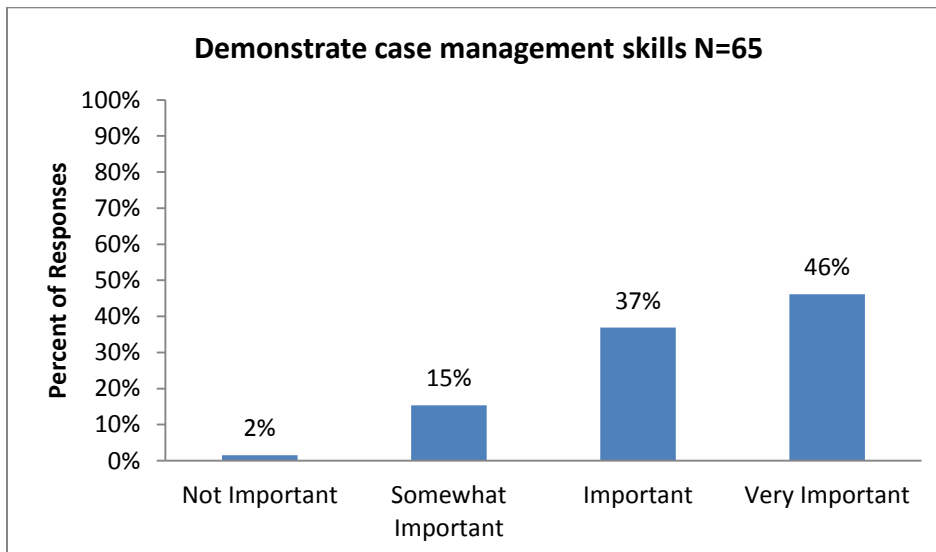
**Chart 23. Agency-rating on the Importance of Interviewing Skills**



*Importance of Case Management Skills*

As shown in Chart 24, 83% of agencies rated having the ability to demonstrate case management skills as important to very important, with a mean score of 3.28.

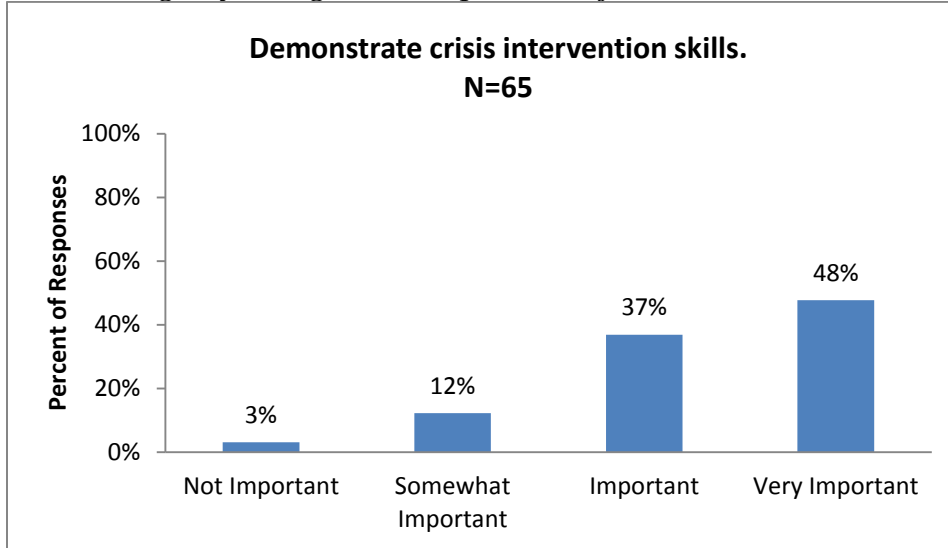
**Chart 24. Agency-rating on the Importance of Case Management Skills**



*Importance of Crisis Intervention Skills*

As shown in Chart 25, 85% of respondents agreed that having demonstrating crisis intervention skills was important to very important, with a mean score of 3.29.

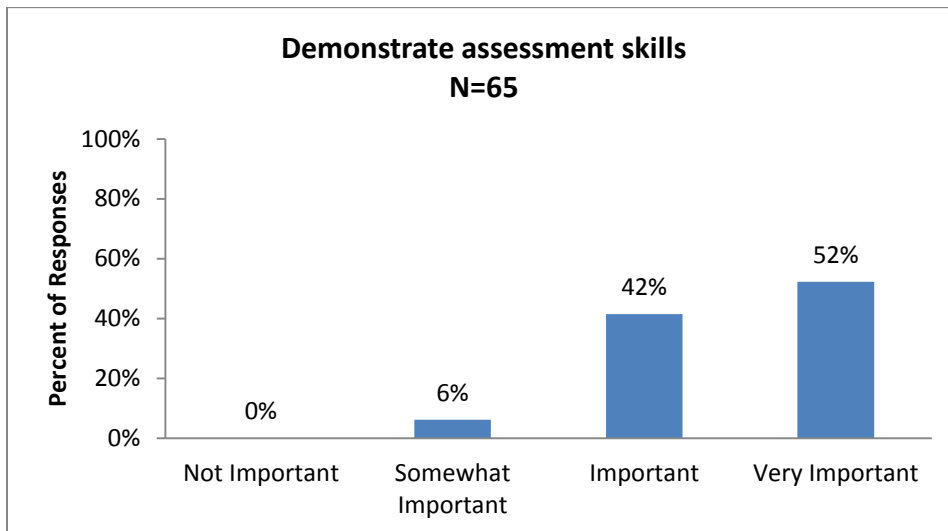
**Chart 25. Agency-rating on the Importance of Crisis Intervention Skills**



*Importance of Assessment Skills*

As shown in Chart 26, 94% of respondents rated it important to very important for the intern to demonstrate assessment skills, with a mean score of 3.46.

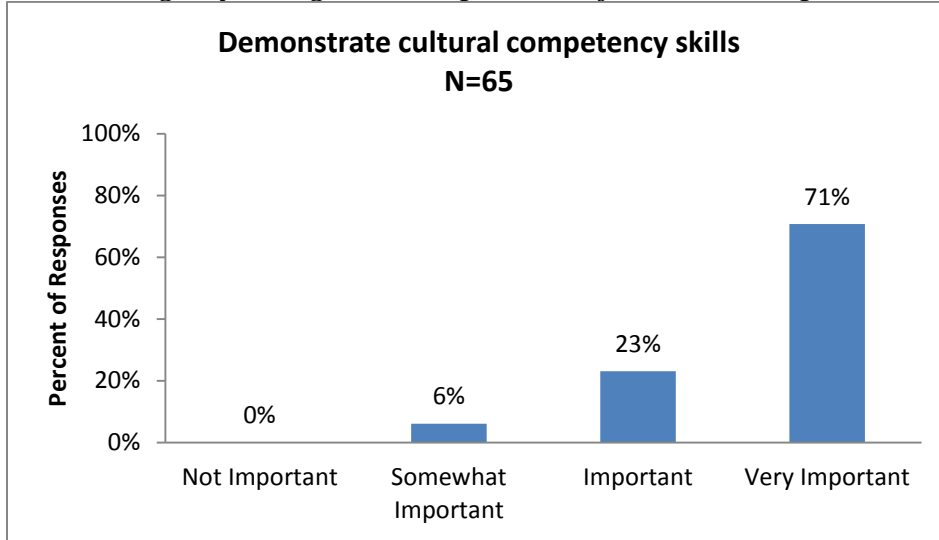
**Chart 26. Agency-rating on the Importance of Assessment Skills**



*Importance of Cultural Competence Skills*

Being able to demonstrate cultural competence skills was rated as important to very important by 94% of the respondents, as shown in Chart 27, with a mean score of 3.65.

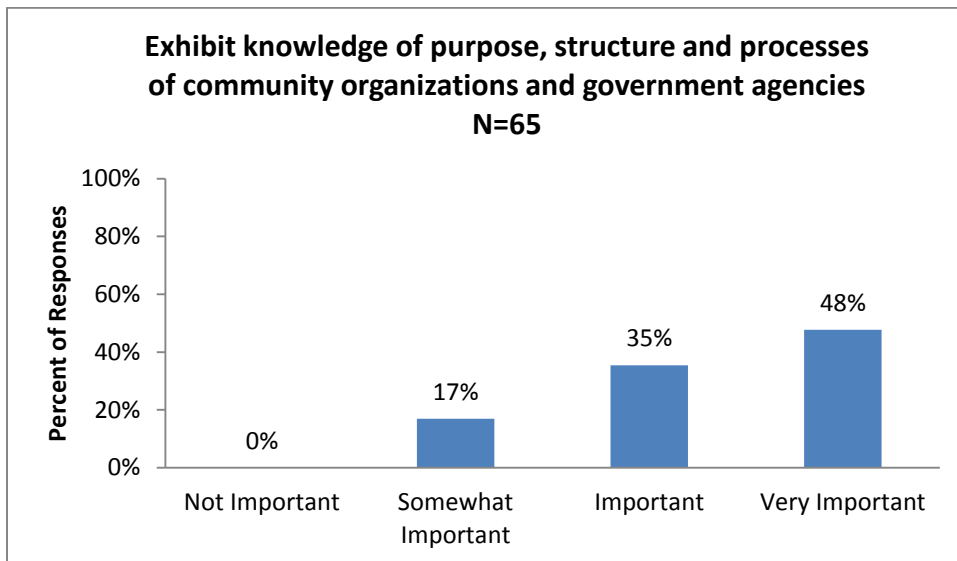
**Chart 27. Agency-rating on the Importance of Cultural Competence Skills**



*Importance of Overall Knowledge on Community Organizations and Government Agencies*

There were 61% of the agencies that rated the need for an intern to be able to exhibit knowledge of purpose, structure and processes of community organizations and government agencies as very important, as shown in Chart 28, with a mean score of 3.31.

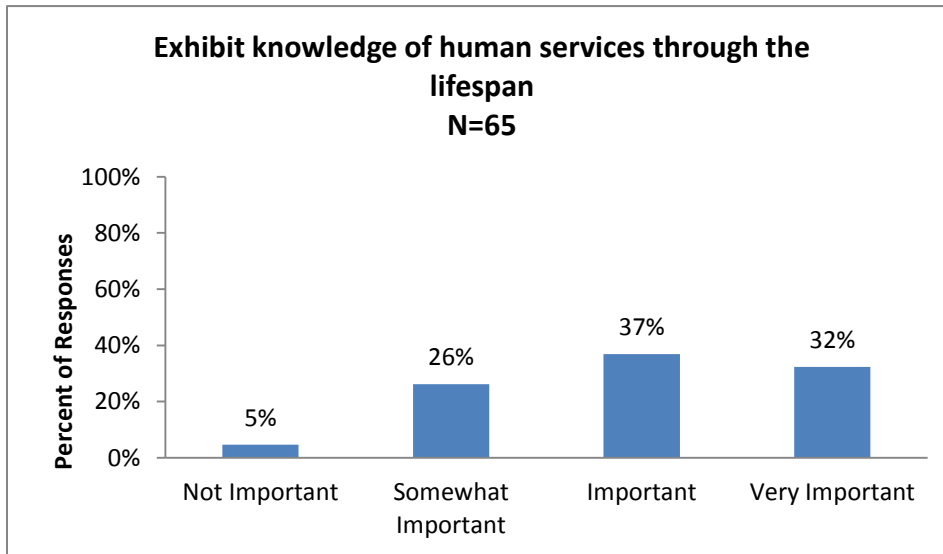
**Chart 28. Agency-rating on the Importance of Overall Knowledge on Community Organizations and Government Agencies**



*Importance of Knowledge on Human Services through the lifespan*

As shown in Chart 29, 69% of respondents rated the ability to exhibit knowledge of human services through the lifespan as important to very important, with a mean score of 2.97.

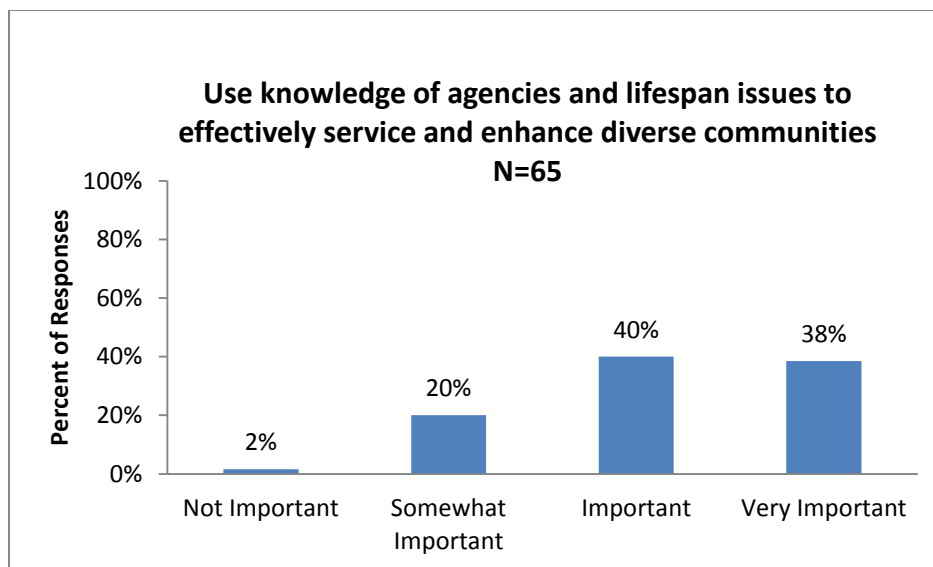
**Chart 29. Agency-rating on the Importance of Knowledge on Human Services through the lifespan**



*Importance of Ability to Apply Knowledge of Agencies and Lifespan Issues*

As shown in Chart 30, 78% of respondents rate the ability to use knowledge of agencies and lifespan issues to effectively service and enhance diverse communities as important to very important, with a mean score of 3.15.

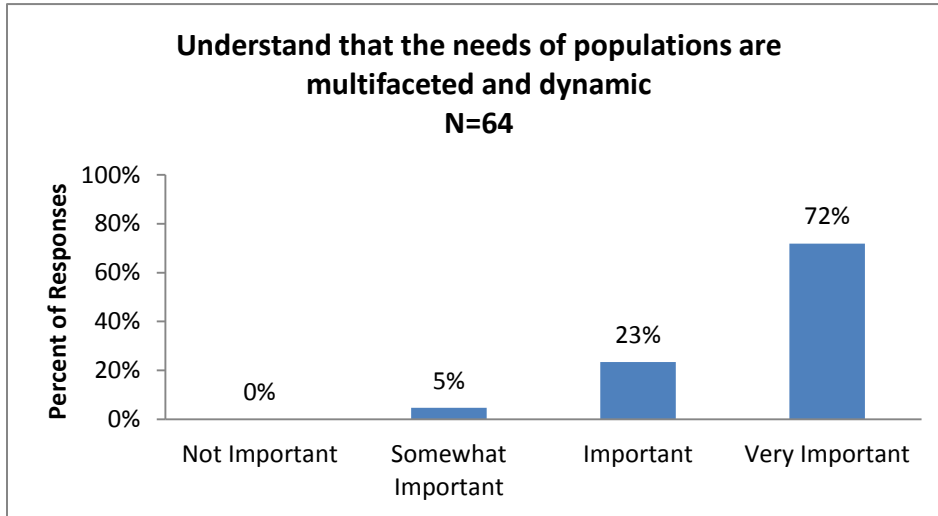
**Chart 30. Agency-rating on the Importance of Ability to Apply Knowledge of Agencies and Lifespan Issues**



*Importance of Understanding the Needs of Clients are Multifaceted and Dynamic*

The ability to understand that the needs of populations are multifaceted and dynamic was rated as important to very important by 95% of respondents, as shown in Chart 31, with a mean score of 3.67.

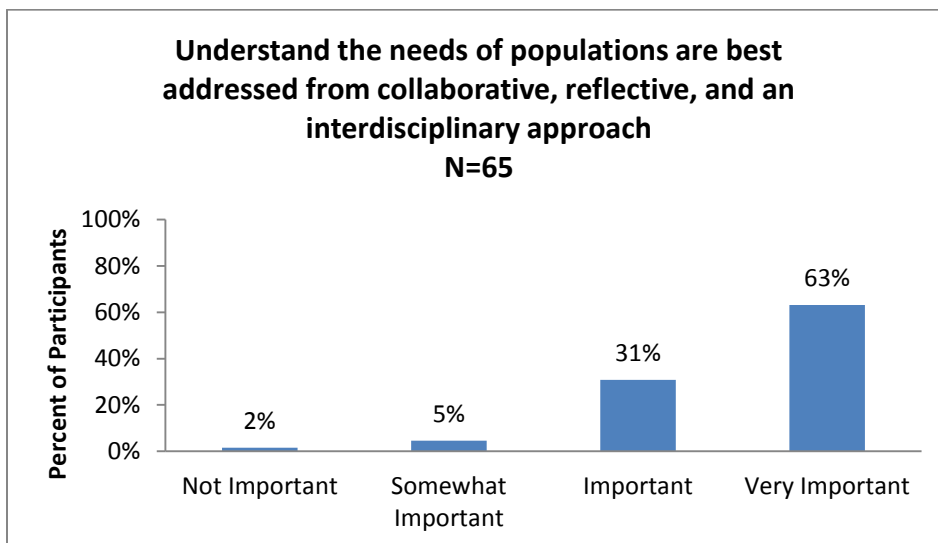
**Chart 31. Agency-rating on the Importance of Understanding the Needs of Clients**



*Importance of Collaborative Practice*

Entering into an agency with the understanding that the needs of populations are best addressed from a collaborative, reflective and an interdisciplinary approach was rated at important to very important by 94 % of the respondents, as shown in Chart 32, with a mean score of 3.55.

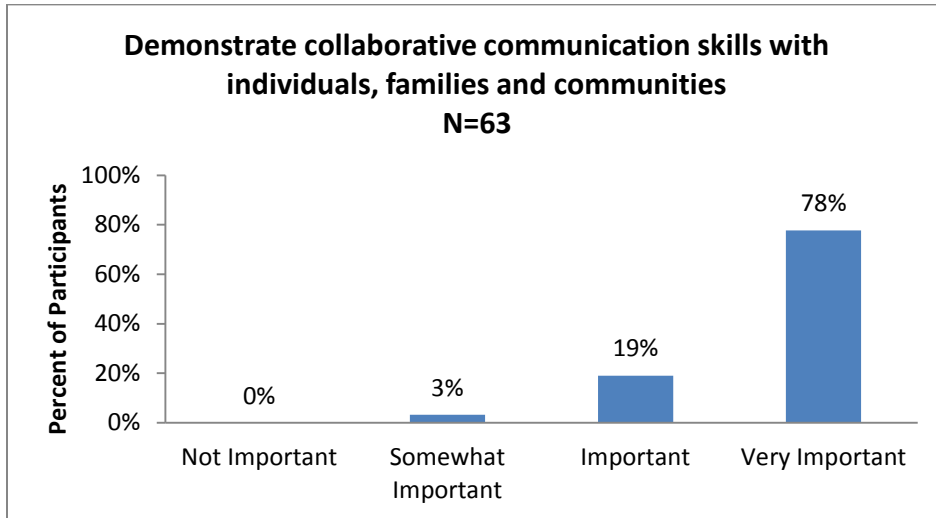
**Chart 32. Agency-rating on the Importance of Collaborative Practice**



*Importance of Collaborative Communication Skills*

The ability to demonstrate collaborative communication skills with individuals, families and communities was rated by 97% of the respondents as important to very important, as shown in Chart 33, with a mean score of 3.7.

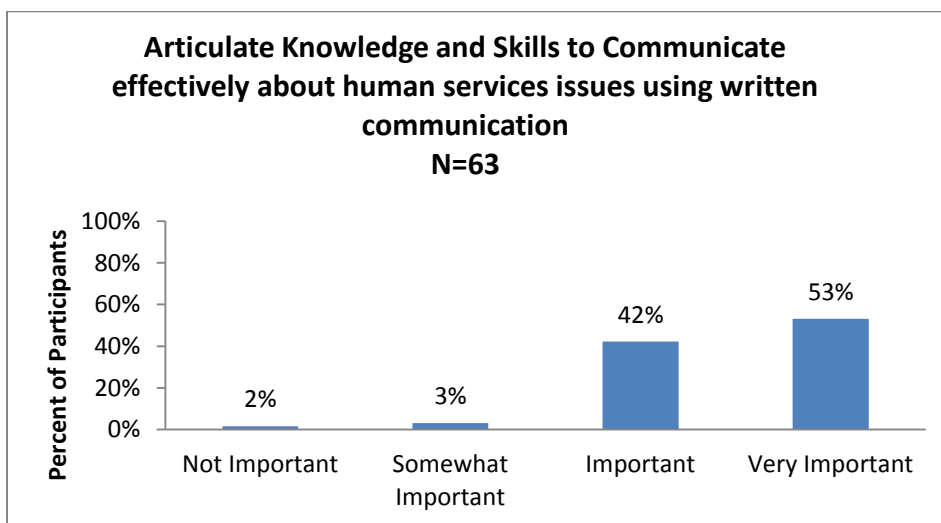
**Chart 33. Agency-rating on the Importance of Collaborative Communication Skills**



*Importance of Written Communication Skills*

As shown in Chart 34, 94% of respondents rated having the ability to articulate knowledge and skills to communicate effectively about human services issues using written communication as important to very important, with a mean score of 3.47.

**Chart 34. Agency-rating on the Importance of Written Communication Skills specific to Human Services**

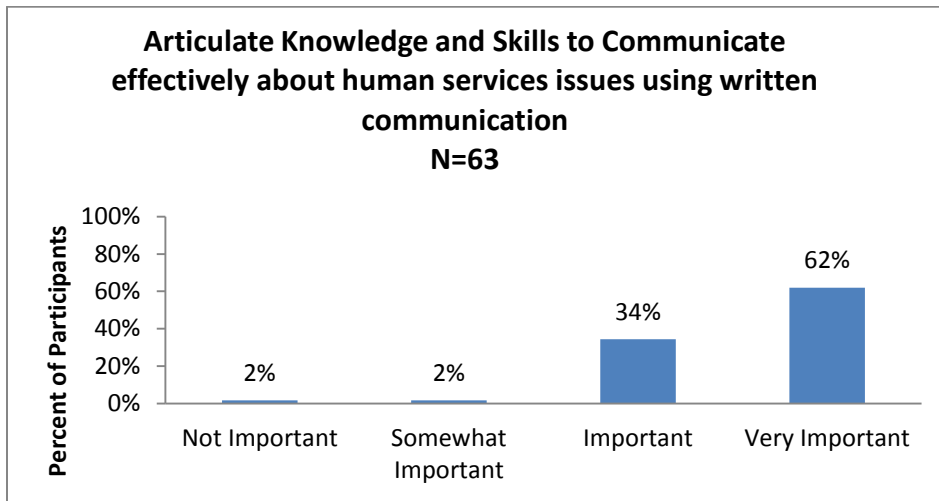




*Importance of Oral Communication Skills*

Being able to articulate knowledge and skills to communicate effectively about human services issues using oral communication was rated as important to very important by 96% of the respondents, as shown in Chart 35, with a mean score of 3.58.

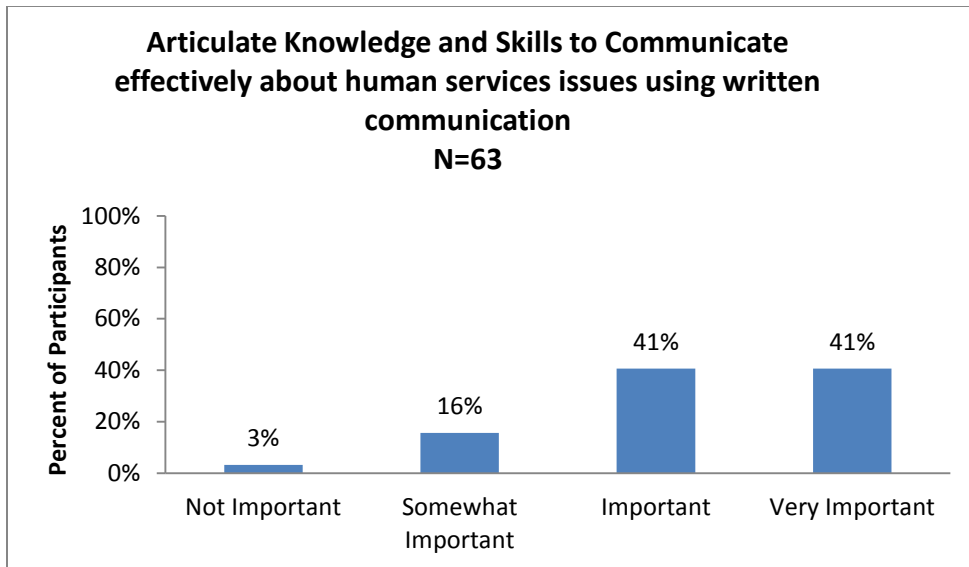
**Chart 35. Agency-rating on the Importance of Oral Communication Skills specific to Human Services**



*Importance of Information Technology Skills*

As shown in Chart 36, 82% of respondents rated the skills to use information technology to support human service delivery and implementation as important to very important, with a mean score of 3.19.

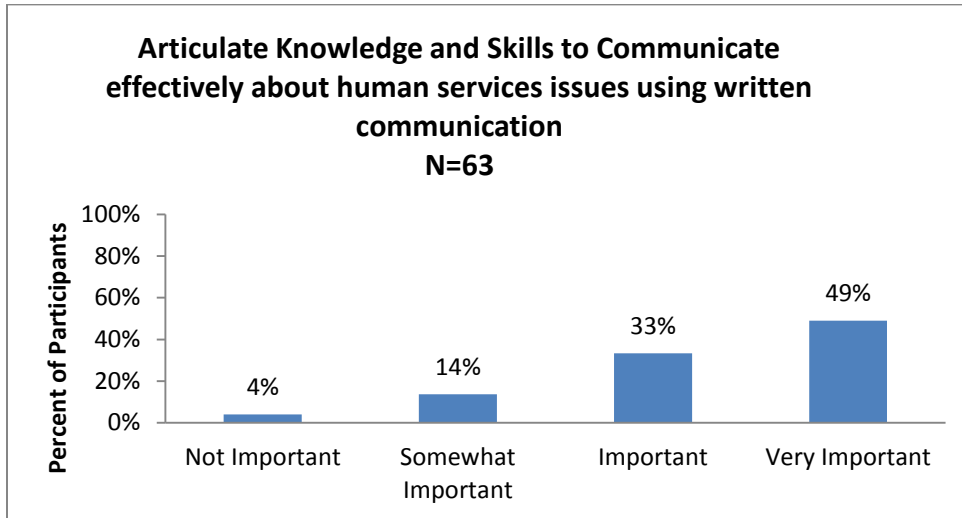
**Chart 36. Agency-rating on the Importance of Information Technology Skills**



*Importance of an Online Masters Program in Human Services Leadership*

Chart 37 shows the response to the question regarding Online Masters Degree Program in Human Services Leadership which was rated by 82% of the agency representatives as important to very important, with a mean score of 3.27.

**Chart 37. Importance of an Online Masters Program in Human Services Leadership**



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 38 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.

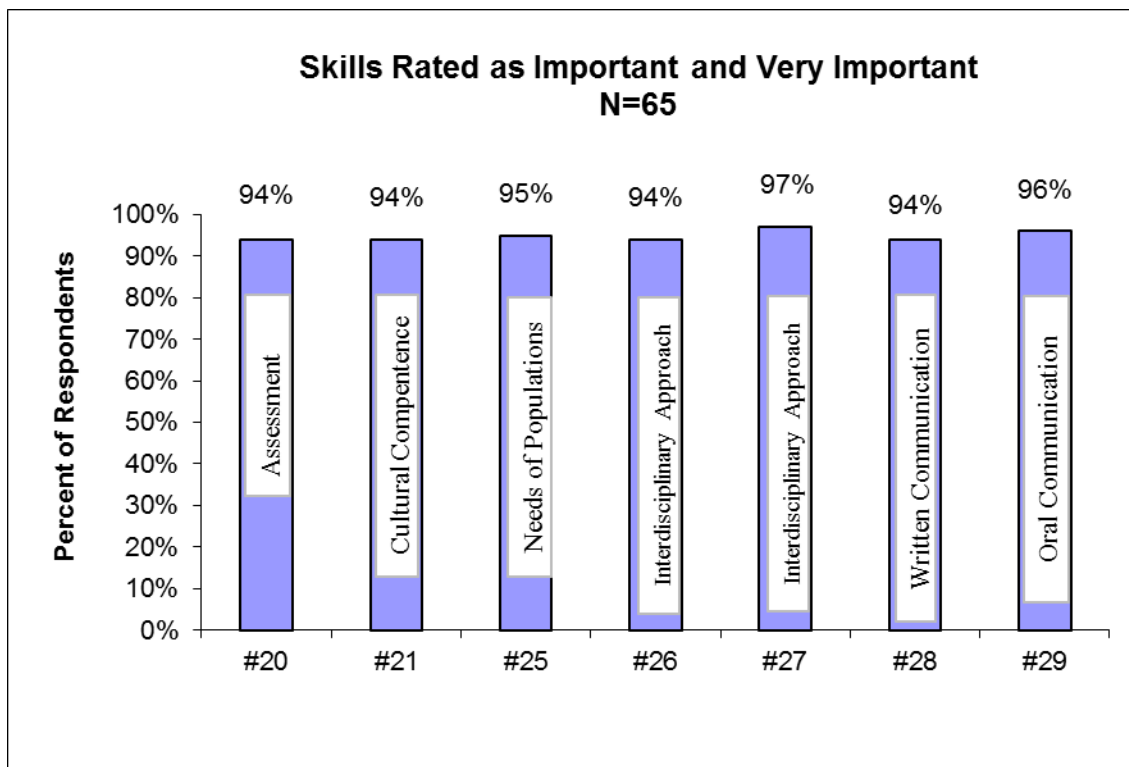
Skill #26: Understand the needs of populations are best addressed from collaborative, reflective, and an interdisciplinary approach.

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 38. Skills & Competencies Important for Human Service Employees**



***Student Evaluation of the Fieldwork Experience***

**Methodology**

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 about the agency and their agency supervisor. The purpose of the evaluation is to assess the learning outcomes for the students and the appropriateness of the agency and supervision.

The results are utilized by the Fieldwork Coordinator and Department Chair to assess continued approval of agencies as fieldwork sites. In addition, the Fieldwork Coordinator will share with the agencies the responses by students regarding the learning experience in the placement.

**Measures**

The survey contains 25 questions including demographic information, overall rating of the agency and satisfaction questions. There are 5 Likert questions and 20 demographic and open-ended questions.

[Attachment 15: Student Evaluation of Fieldwork Experience](#)

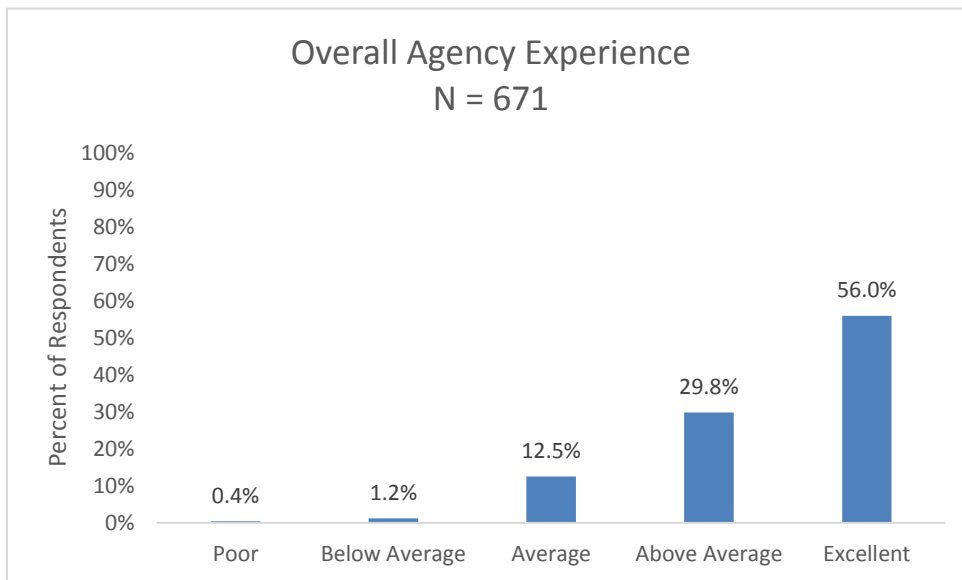
**Results**

*Student Evaluation of the Agency*

**Rate your overall Agency Experience:**

As presented in Chart 39 below, there were 85.8% of respondents who rated their overall experience of their agency above average (29.8%) and excellent (56%).

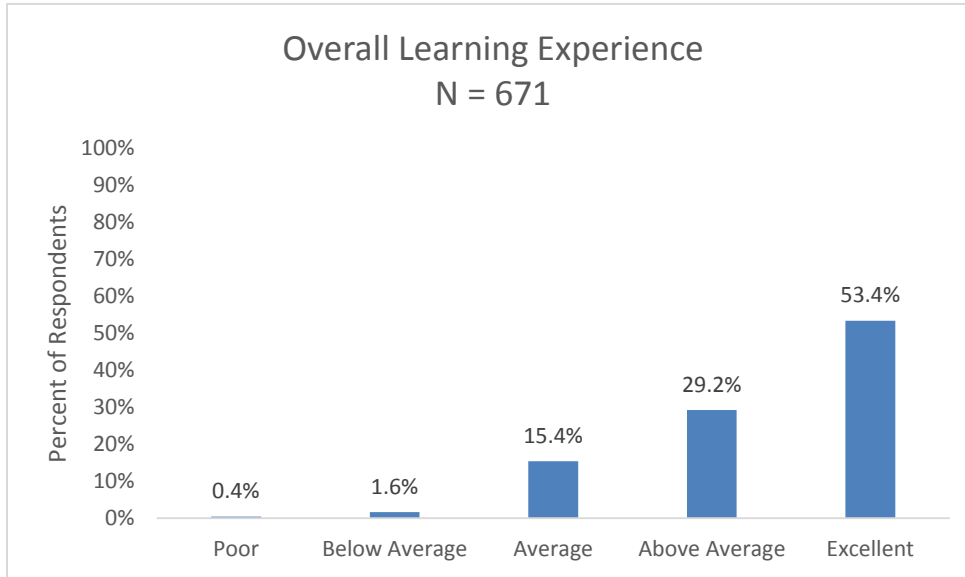
**Chart 39. Overall Agency Experience**



**Rate Your Learning Experience:**

As presented in Chart 40 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 40. Overall Learning Experience within the Agency**



**Content Analysis - Summary of the Overall Agency Experience**

Students were provided the opportunity to respond to the statement:

“Please describe your overall learning experience at your placement.” The following is a content analysis of the results from the respondents. The general themes were divided into eight major categories:

- Independence/Autonomy/Support/Encouragement;
- Self-Discovery;
- Application of theory taught in classroom to fieldwork experience;
- Specific content areas: case management, social work, etc.;
- Diverse cultures/populations;
- Development of soft skills;
- What they did not learn; and
- Resources in the community.

Independence/Autonomy/Support/Encouragement

Students' reported that the experience during their fieldwork placement gave them a sense of independence, autonomy, support, and encouragement. The following are some examples of their statements.

- *"I have learned to grow as an individual. I was put in situations where I needed to take initiative and I did. I appreciated that they allowed me to grow and learn so much."*
- *"They really allowed for me to work independently, but offered me enough education and support to make me feel comfortable."*

Self-Discovery

Many also gained more self-discovery about themselves through the situations they agency put them in:

- *"The learning experience is much more different being in the field than learning it from the text book. Within the 5 months I've been at RIO, I've witnessed many things and learned so much, not only about the population, but also about myself."*
- *"I learned more in the 3 months at AFH than I have in a number of years of working with the public. I learned my own strengths and weaknesses. I learned how to be more assertive and less judgmental of others."*

Application of theory taught in classroom to fieldwork experience

Students acknowledged what they learned in the classroom and how it could be applied into their fieldwork experience:

- *"This gave me the opportunity to understand the material that I have learned in class. There are so many theories and other important information that enabled me to have a better understanding of how children learn."*
- *"I learned the case management process and was able to see how theories and procedures I have learned in school are applied with clients."*

Specific content areas: case management, social work, etc.

Students shared specific content areas in case management and social work that they learned:

- *"This agency really helped me learn a lot about case management and different resources for the homeless community."*
- *"I've learned many skills such as case management, court intakes, supervised visits and preparing court reports."*

Diverse cultures/populations

In regards to diverse cultures and populations, students shared:

- *"What I learned the most has been working with different diversities, which I enjoy working with and helping others who are in need of services and aid."*
- *"The agency was a great experience to learn social services in a culturally sensitive environment."*

Development of soft skills

Some students developed skills that they acknowledged can be transferred to other parts of their life:

- *“While interning at the Boys & Girls Clubs I have learned to be independent, creative, proactive, responsible, responsive, and organized.”*
- *“I learned how to complete a project on my own and also how to better interact with people who may have a disability. It taught me patience and forced me to be organized.”*

What they did not learn

Some students commented on things that they did not learn, or did not feel like they got the most out of their fieldwork experience:

- *“I didn’t learn everything as I would’ve liked to, the structure wasn’t so great due to the high stress level environment.”*
- *“There were too many interns and there was not much work that allowed me to learn something.”*

Resources in the community

Lastly, students shared about how they gaining experience in learning about resources in the community:

- *“I learned the different agencies and resources that families can use at the resource center.”*
- *“I gained experience talking to student’s families in the AUHSD and providing them with link to resources in the community.”*

*Content Analysis - Summary of Most Value Experience at the Fieldwork Placement*

Students were provided the opportunity to respond to the statement:

*“Please describe the most valuable experience you gained while at your fieldwork placement site.”*

The following is a content analysis of the results from the respondents. The general themes were divided into nine major categories:

- Confidence and skills gained;
- Career options;
- Making a difference to others;
- Understanding of non-profits;
- Learning administrative tasks;
- Shadowing a therapist, counselor or social worker;
- Critical thinking skills;
- Relationships and connections formed; and
- Self-discovery about themselves.

Confidence and skills gained

Students expressed that the confidence and skills they gained while in their placement was the most valuable because:

- *“This exposure helped to make me less fearful of leading group therapy and more confident in applying what I have learned from my 300 and 400 level courses.”*
- *“I really got to interact with and help the clients. Working at this internship site has definitely aided my ability to communicate effectively with clients.”*

Career options

Students also became more aware of other career options that are available in the human services sector:

- *“It also made me aware of the different aspects that I may be interested in pursuing.”*
- *“I was given the opportunity to see different aspects and treatment options. I was able to see if I was a good fit for this type of career.”*

Making a difference to others

Seeing the difference the students were making in the lives of others was also a very valuable experience for the students:

- *“My attitude is a lot more positive, as now I see that the work that I do does make a difference in this world.”*
- *“When children would trust me, and when I was able to see that my help was making a difference in their social, personal and academic level.”*

Understanding of non-profits

Working in the field also gave students a clearer understanding of how non-profits operate:

- *“Working with a nonprofit agency and realizing the hard work and dedication it takes to run the organization.”*
- *“For me one of the most valuable parts of my experience was learning the in’s and out’s of how agencies operate. My agency is somewhat of a smaller agency but it really gave me the chance to see how everything works.”*

Learning administrative tasks

Exposures to other administrative tasks that are crucial to the nonprofit sector were also valuable tools to take in:

- *“The most valuable part of this experience was networking. In the administrative office there were individuals of many fields. There were individuals in accounting, marketing, communications, etc.”*

Shadowing a therapist, counselor or social worker

Shadowing therapists, counselors, and social workers at the site played an important role in the student’s experience:

- *“The best part was shadowing the caregivers and getting to have a firsthand impression on what it’s like for seniors every day.”*



Critical thinking skills

Utilizing their critical thinking skills posed a valuable challenge for humans services students:

- *“Learning how to be a critical thinker. Throughout my life, I have only thought on a straight, narrow path, but the Supervisor as well as being a facilitator challenged that and I feel that I have the foundation for being a critical thinker.”*

Relationships and connections formed

Building relationships and forming connections with clients had a major impact on the whether or not the students experience was valuable to them:

- *“I think the most valuable part was the relationships I formed with the clients as I volunteered my time. They were the reason I wanted to go back every day.”*
- *“What I will always remember will be the relationships that I built with my clients. I will always remember the girls that were part of my program.”*

Self-discovery about themselves

Lastly, students gained a greater self-awareness about themselves and their abilities to be mental health workers:

- *“I went into this placement feeling somewhat insecure about my abilities to work with this population. But with the support of my supervisor and the other staff members, I learned that I am quite competent in this role.”*
- *“Getting that one on one time with clients and learning what I can and cannot handle when it comes to client issues.”*

**Content Analysis - Summary of the Least Valuable Aspect of the Placement Experience**

Students were provided the opportunity to respond to the statement; “What was the least valuable part of your experience at this placement?” The following is a content analysis of the results from the respondents. The general themes were divided into five major categories:

- Work not challenge Student’s potential
- Not Able to Work/Interact with Clients
- Not enough/No supervision
- No clear instructions/training
- Not a good fit

Work not challenging the Student’s potential

Students enter into internship placements with the hope that they will be able to apply their classroom knowledge into the field; these comments represent the desire for more challenging work to increase professional development:

- *“I was not able to practice any counseling sessions with teens.”*
- *“They did not provide interns with any opportunities to increase their professional development. Interns simply filed paperwork or entered data all day long.”*

- *“There were some task and office work that I felt did not contribute to my learning, but I know that doing some of those tasks come with any job or internship.”*

Not Able to Work/Interact with Clients

Lack of interaction with clients was a disappointment to students as well, being that the purpose of the fieldwork site is to gain such experience:

- *“I would have preferred to have more direct client interface. In the form of intake assessment or in home visits.”*
- *“The least valuable part of the experience was not being able to interact more frequently and directly with the shelter itself.”*
- *“The least valuable part was not getting the chance to work with families coming to the shelter. My tasks as an intern were limited.”*

Not enough/No supervision

Some students wished that their site was able to provide more supervision to them while placed at the fieldwork site for the given semester:

- *“Supervision. I did not receive the supervisor-student interaction that I had hoped for.”*
- *“Not being able to be training by my supervisor the way that I would have wanted. Because of a shortage in staff, I found myself being supervised and trained by other counselors who were appointed this duty.”*

No clear instructions/training

Lack of training for students and failure to give clear instruction, by the supervisor, hindered students experience with the agency and clients they were serving:

- *“I wish I would have some training about Medicare so that I can help clients and gain experience from it.”*
- *“Agency didn’t follow through on intern training opportunities.”*

Not a good fit

Sometimes, after already being placed into a site, students realized that the agency just may not have been a good fit for their capabilities or interest:

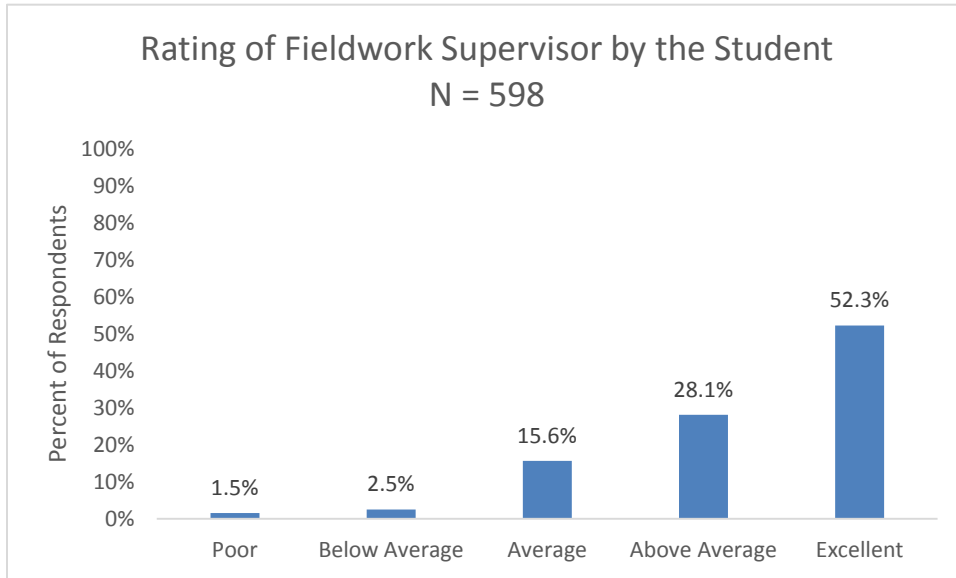
- *“Another least valuable part was the language barrier. Although I tried my best to communicate with many of the participants it was hard to communicate with the majority of them.”*
- *“I was assigned to projects that didn’t entirely relate to my major (Psychology/Human Services). While I appreciated the good intention, this was frustrating.”*

*Student Evaluation of the Supervisor*

*Rate supervision you received at your placement*

As presented in Chart 41, there were 80.4% of respondents who rated their placement supervisor above average (28.1%) and excellent (52.3%).

**Chart 41. Rating of Fieldwork Supervisor by the Student**



**Content Analysis - Summary of Student's Evaluation of Supervisor's Greatest Strengths**

Students were provided the opportunity to respond to the statement; "What were the greatest strengths of your supervisor?" The following is a content analysis of the results from the respondents. The general themes were divided into five major categories:

- Professionalism
- Warm/Friendly/Approachable
- Supportive
- Patient
- Knowledgeable

*Professionalism*

Students appreciated the professionalism in their supervisors. Some characteristics of professionalism noted by the students included providing positive feedback, being confident, and having good communication skills.

- "She was very constructive in providing feedback, or guidance."
- "She was very professional, confident of her abilities, great role model, and willing to motivate me."
- "He was a great communicator, was open to suggestions, always willing and eager to help and explain no matter what, and always professional."

Warm/Friendly/Approachable

A student's comfortableness at the fieldwork site is sometimes measured on how safe they feel to approach their supervisor on a daily basis. As you will read below, students felt much warmth and friendliness from the supervisors which made it easier to approach them:

- *"My supervisor was very approachable, organized, willing to answer questions and concerns, supportive, patient, and reliable."*
- *"Her greatest strengths were probably her availability and her willingness to answer questions."*
- *"Approachable, flexibility with my schedule, friendly, kind, and giving of her time."*

Supportive

Ongoing support in a student's life is very important to sustain a healthy environment. These comments indicate that students valued the constant support even by their supervisor's, letting them know that they cared and were there to help them along:

- *"Her support, encouragement, and positive reinforcement fostered trust and rapport."*
- *"Very supportive and positive."*

Patience

Given that students are entering into the internship with very little hands on experience, patience on the supervisor's part is crucial to the student's environment.

- *"The greatest strength of my supervisor was her patience and true desire to help the students improve."*
- *"Her patience with me and her ability to direct me to areas of learning that I was most interested in."*

Knowledgeable

Being knowledgeable and able to offer sound advice was a highly valued strength because it offered the student another place to learn about their field, and understand why one must go about things in a certain way:

- *"Very knowledgeable in the field of ADA."*
- *"Provided knowledge that would enhance my experience."*

**Content Analysis - Summary of Supervisor Areas Needing Improvement**

Students were provided the opportunity to respond to the statement; "In what areas do you believe your supervisor needs improvement?" The following is a content analysis of the results from the respondents. The general themes were divided into five major categories:

- Organization
- Availability to Provide Feedback
- Implementing and Delegating Tasks
- Providing Guidance and Structure
- Time Management

### Organization

Students felt that the organizational skills of the supervisors hindered their experiences when it came time to perform necessary tasks at the fieldwork site:

- *“Being more prepared. Arranging my day’s activities ahead of time.”*
- *“My supervisor needs to increase his strength in organizing more efficiently.”*
- *“Having an agenda for me ahead of time.”*

### Availability to Provide Feedback

Having face-to-face time with supervisors is critical for a student’s progress at the agency. Some students felt that due to the supervisor’s lack of availability, they did not receive the attention needed at times to ask questions and gain feedback on the tasks that were assigned to them:

- *“The supervisor was always very busy. I would have like him to be more available to his interns for basic questions about the agency.”*
- *“Constant feedback was not always provided to me.”*
- *“He is super busy and I get frustrated because he is so hard to get a hold of sometimes.”*
- *“Offered more feedback as to how she feels I did on the tasks that were given.”*

### Implementing and Delegating Tasks

Students are excited to enter into the fieldwork portion of the program because it is their opportunity to apply what they have learned in the classroom to the work environment. These comments depict a lack of implementation and delegating skills necessary for a supervisor to ensure that students are getting the most out of their experience as an intern:

- *“Finding time to coordinate projects or trying to provide intern with a variety of duties.”*
- *“My supervisor could work on creating a few more meaningful tasks for the interns to do throughout the semester.”*

### Providing Guidance and Structure

Some supervisors had no problem delegating tasks, although lacked in communicating how the task was to be done and providing constant feedback when necessary:

- *“In communicating to us when there is an event to be advocated to accomplish the goal and not letting us know a week before the goals needs to be met.”*
- *“Giving interns direction on what the daily assignments are.”*

### Time Management

Given that many of the sites offered to the students are agencies in the non-profit sector, supervisors oftentimes wear many hats. Depending on the size and services of the agency, one person may attend to clients, answer phones, and supervise the interns all in one day. This lack of time management on the supervisors’ part hindered the students to receive the services necessary for them to learn:

- *“Time management; as the new Acting Director; its hard for her to do all the administrative work she is obligated to do.”*
- *“Time management; I feel he has so much on his plate and he gets overwhelmed.”*

***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 about the fieldwork office. The purpose of the evaluation is to assess the service of the fieldwork office.

The results are utilized by the Fieldwork Coordinator and Department Chair to improve the Fieldwork Office operations, processes and interactions.

**Measures**

The survey contains 14 questions including demographic information, overall rating of the fieldwork office and satisfaction questions. There is one Likert question and 13 demographic and open-ended questions.

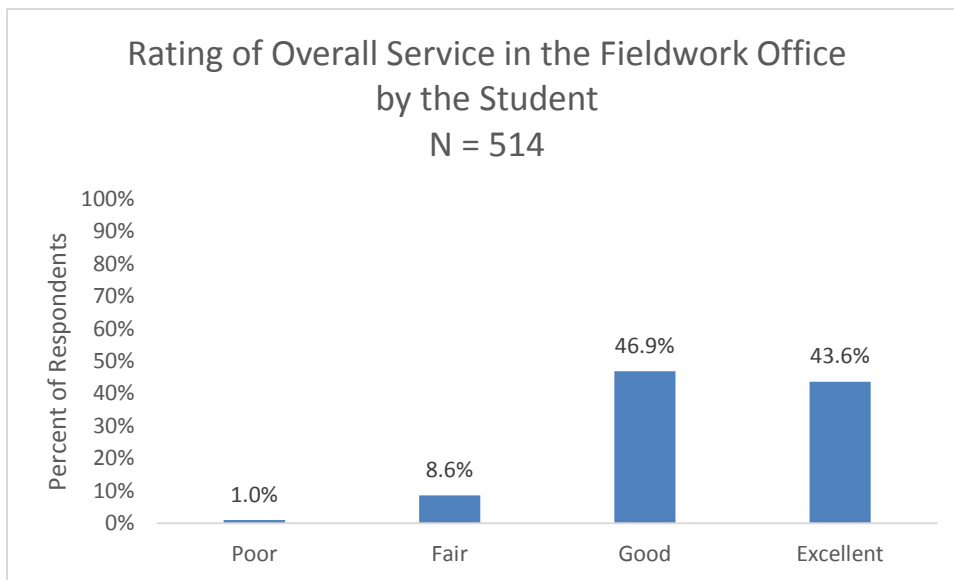
[Attachment 16: Student Evaluation of the Fieldwork Office](#)

**Results**

***Rate the overall service in the Fieldwork Office***

In Chart 42 below, 90.5% of the students rated the overall service of the Fieldwork office as good to excellent.

***Chart 42. Overall Rating of the Fieldwork Office***



**Content Analysis - What were the experiences communicating with the fieldwork office?**

Students were provided the opportunity to respond to the statement; “What were the experiences communicating with the fieldwork office?” The following is a content analysis of the results from the respondents. The general themes were divided into seven major categories:

- Helpful
- Overall Environment
- Organized
- No Contact/Limited with Fieldwork Office or Staff
- Email Contact
- Prompt Service
- Areas of Concern

**Helpful**

Students shared that staff and office assistants in the fieldwork office were very helpful.

- *“People there are very welcoming, helpful and always have an answer for any question asked!”*
- *“Whenever I had questions, they always helped me out. Sometime, I didn’t even have an appointment, and they still helped me.”*

**Overall Environment**

Students described the overall environment of the fieldwork office as positive and an excellent place. The friendly and kind nature of the staff only added to the positive experiences some students had during their internship experience, depending on the amount of time they spent utilizing the fieldwork office for additional support:

- *“They were great. The staff is really friendly and kind to answer any questions.”*
- *“My experiences were great. Every time I went into the fieldwork office the staff was very friendly and helpful.”*
- *“I had an excellent experience. I was able to get the assistance that I needed.”*

**Organized**

Students appreciated the organization of the staff in the fieldwork office as well:

- *“Sometimes it took some time to get an appointment, but the office was always professional, efficient, and available.”*
- *“The Fieldwork Office is very helpful and organized which is very beneficial because students are able to get everything turned in on time.”*

**No Contact/Limited with Fieldwork Office or Staff**

Along with being organized, the fieldwork office and staff have implemented a process and website that was simple and concise enough, that students did not find it necessary to have to go to the office for additional help.

- *“I never had to work with the fieldwork office. The paperwork and the process are so straight forward and well explained that I didn’t feel the need to consult the office.”*
- *“I didn’t have any real need to keep in contact with the fieldwork office. Most of my questions were answered were answered by the website or emailed to me.”*

Email Contact

Fieldwork office staff was very prompt and diligent about answering emails, making the process much more efficient and convenient for students:

- *“Staff always replied to my emails quickly and with the information I needed.”*
- *“Communicating with (Staff) was much easier through email for me. I really appreciated her fast replies and her feedback on any questions regarding fieldwork placement.”*

Prompt Service

Receiving prompt services were crucial, and highlighted as a major asset, for students when needing to work with the fieldwork office:

- *“If I needed any questions answered they were prompt to call back within the same day.”*
- *“I attended classes in the evening so had to communicate via email. The response back was quick.”*

Areas of Concern

Some students, however, felt that the fieldwork office could improve upon some areas that would better fit the student’s needs:

- *“I wish their hours extended to evening hours because it makes it difficult for students that take classes in the evenings.”*
- *“Sometimes the fieldwork office was busy and I was unable to effectively communicate with someone.”*

**Content Analysis - How might the HUSR fieldwork office better serve your needs?**

Students were provided the opportunity to respond to the statement; “How can we better serve your needs?” The following is a content analysis of the results from the respondents. The general themes were divided into six major categories:

- More Sites Outside of Orange County
- Online Evaluations
- Provide Instructions/Reminders
- Up to Date Info on Website
- Later Business Hours
- No Concerns

More Sites Outside of Orange County

Being that the campus is a commuter school, students not residing in the Orange County area had a difficult time finding agencies outside of the county where it would make it easier to complete their fieldwork hours. Some recommendations were to offer more fieldwork sites in cities outside of Orange County:

- *“More placements in LA County. Not everyone lives in OC.”*
- *“Trying to find approved agencies in the Corona, Norco, Riverside area.”*



### Online Evaluations

Submitting evaluations online was a difficult task due to the procedures and lack of communication regarding the process of how to go about submitting the forms:

- *“I find the evaluation form changes inconsiderate of the students. Not enough steps were taken to make sure students would not complete wrong forms.”*
- *“The online evaluation is confusing and frustrating to my supervisor. They had problems with the new program, very unhappy.”*

### Provide Instructions/Reminders in Advance

To better prepare for the fieldwork semester, students would have appreciated more instructions and reminders prior to entering into their fieldwork year. Being that there is so much information and paperwork to complete before, during and after, more reminders would have been beneficial.

- *“I think that the HUSR Fieldwork office could better serve the students by giving them more information earlier, before first placements, because I think many students including myself were confused at first on what to do.”*
- *“They could be clearer about which documents they need and maybe have a checklist for students since there are so many to keep track of.”*
- *“Conduct more classroom announcements for students of human services in their freshman and sophomore years.”*

### Up to Date Info on Website

Students who cannot always be on campus, or attend classes mainly at night when the fieldwork office is closed, depend highly on the internet and web announcements. Not having the most up to date info makes it difficult for those night and long commuter students to stay informed and receive accurate information:

- *“Update website with correct contact of agency supervisors. Overall, website needs to be more updated with new information if any.”*
- *“The website should be updated. There should be an easier way to access the fieldwork office for people who are not as internet proficient.”*

### Later Business Hours

Not all students can come to campus during normal business hours of operation because they themselves work. For those students who only attend night classes, offering later business hours would be beneficial especially during practicum year given the amount of questions:

- *“Possibly later evening hours, for individuals who work during regular business hours.”*
- *“As a full time student who also works full time, it would be very helpful if the fieldwork office would be open at later hours.”*

### No Concerns

For some students the fieldwork office was a great asset and offered wonderful services throughout their internship year:

- *“I think there is help offered from many different outlets. So far it appears that the HUSR department is doing a great job.”*
- *“I think the website and the fieldwork office has made it easy and helpful for me this semester, I don't think a change is necessary.”*

### ***Supervisor Evaluation of the Student Intern***

#### **Methodology**

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 about student learning outcomes, competencies, and overall experience. The purpose of the evaluation is to assess the learning outcomes and the overall experience for the student.

The results are utilized by the Fieldwork Coordinator and Department Chair to assess continued approval of agencies as fieldwork sites. In addition, the Fieldwork Coordinator will share with the agencies the results regarding the learning experience in the placement.

#### **Measures**

The survey contains 22 questions including demographic information, overall rating student performance, 27 competencies, student strengths and weakness. There are 2 Likert questions and 20 demographic and open-ended questions.

#### [Attachment 17: Supervisor Evaluation of the Student Intern](#)

#### **Results**

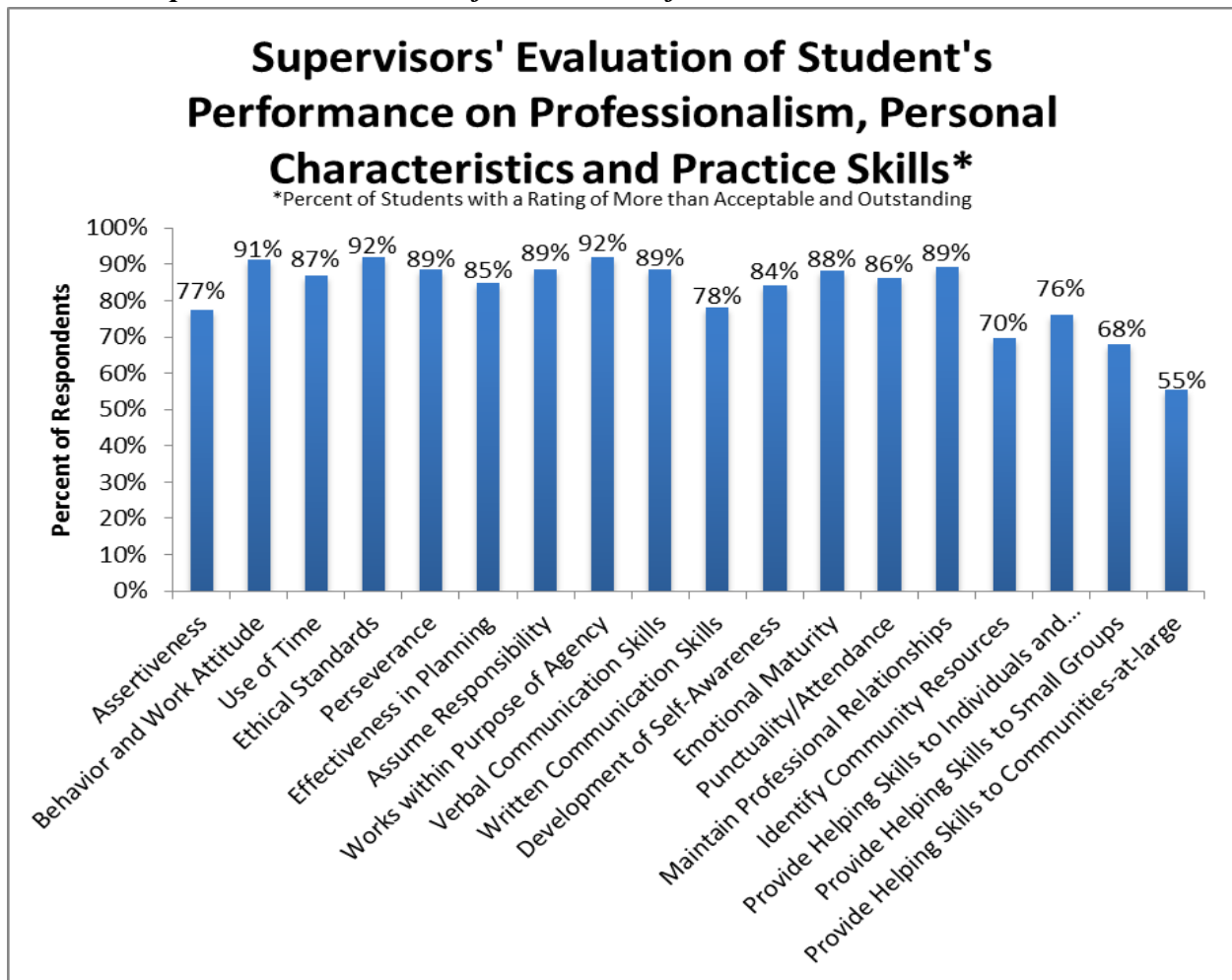
Supervisors were asked to rate the students' performance on professionalism, personal characteristics and practice skills on a Likert scale of: not applicable; not acceptable; below average; average; more than acceptable; and outstanding; in the following categories:

- 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 43 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.

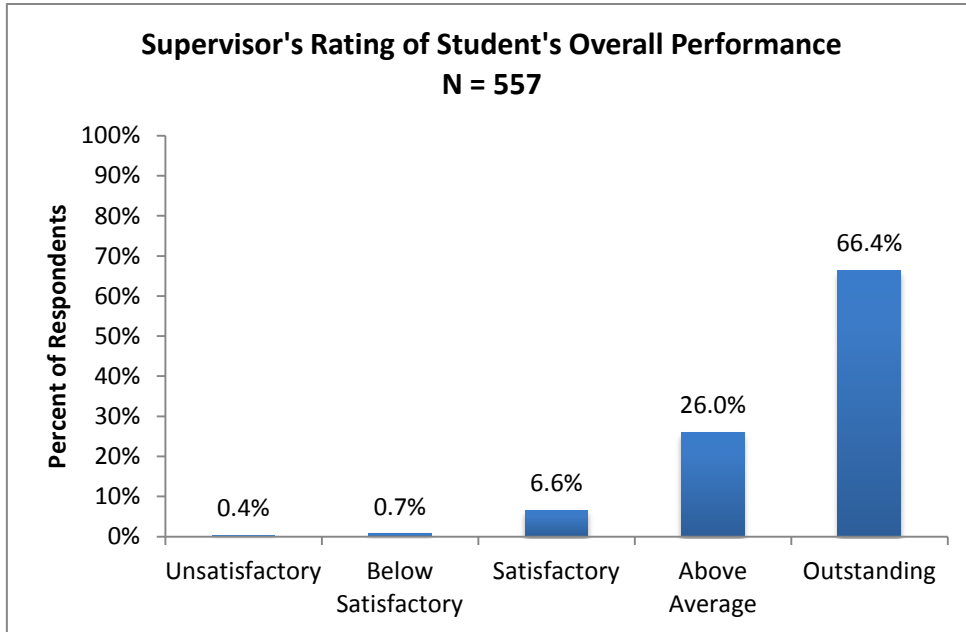
**Chart 43. Supervisor's Evaluation of Student's Performance**



Rate student's performance overall

As shown in Chart 44 below, there were 92.4% of supervisors who rated student's overall performances above average (26%) and outstanding (66.4%).

**Chart 44. Supervisor's Rating of Student's Overall Performance**



***Student Opinion Questionnaires (SOQ)***

*Summative Analysis of Most Recent Evaluation*

The University requires each Department to implement the Student Opinion Questionnaires. The Questionnaires include both a Likert rating scale of 1 to 4, as well as two open-ended questions about the faculty member's strengths and areas needing improvement. The Human Services Department requires the SOQ to be administered to each section of every course taught by all faculty throughout the college year.

[Attachment 18: Student Opinion Questionnaires](#)

The results of the Human Services Department SOQs show both individual faculty results in comparison with the Human Services Department scores. The following are the results from Fall 2015 Human Services Department Summary Report.

# Student Opinion Questionnaires

Summarized report

Total number of forms: 1926

Report name: 201004\_HUSR\_Fall\_SOQ\_Summary

Report Date: 02/03/2011

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:	3.6	0.69	71%	20%	8%	1%	0%	1926
I rate the clarity and comprehensibility of the professor's explanations, demonstrations; and presentations as:	3.53	0.75	66%	24%	8%	2%	0%	1927
I rate the organization of the professor's lecture as:	3.49	0.79	65%	23%	10%	2%	0%	1927
I rate the professor's use of examples and illustrations as:	3.57	0.7	68%	24%	8%	1%	0%	1924
I rate the professor's active, personal interest in the class as:	3.67	0.62	75%	20%	5%	0%	0%	1926
I rate the professor's specificity of course objectives as:	3.53	0.72	65%	26%	8%	1%	0%	1914
I rate the degree to which the professor's grading system was fair and based on sufficient evidence as:	3.58	0.7	68%	23%	8%	0%	0%	1907
I rate the degree to which examinations or assignments covered the subject of the course as:	3.5	0.77	64%	25%	8%	2%	0%	1892
I rate the professor's communications of information about my performance on tests, papers, and so forth as:	3.48	0.8	64%	24%	10%	3%	0%	1908
I rate the professor's willingness to answer questions as:	3.66	0.67	75%	18%	5%	1%	0%	1928
I rate the professor's availability outside of class as:	3.52	0.75	65%	25%	9%	1%	0%	1901
I rate the degree to which the professor was concerned with student needs and interests as:	3.6	0.7	71%	21%	6%	2%	0%	1914
I rate the degree to which the assigned reading materials contributed to the course as:	3.51	0.74	64%	26%	9%	1%	0%	1914
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:	3.47	0.75	60%	29%	9%	2%	0%	1924
Overall, I rate this course as:	3.55	0.7	66%	26%	8%	0%	0%	1927
Overall, I rate the professor's teaching in this course as:	3.58	0.72	70%	22%	7%	2%	0%	1922
<b>Totals</b>	<b>3.55</b>	<b>0.72</b>	<b>67%</b>	<b>24%</b>	<b>8%</b>	<b>2%</b>	<b>0%</b>	<b>30681</b>

#### **4.b-3. A summative analysis of the most recent evaluations**

##### ***Summary: Alumni Survey Results***

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 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.

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.

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 14 on page # 60, there were eight categories in which 90% or more of respondents rated the learning goals and outcomes to be "important" or "very important".

##### ***Summary of Community Agency Survey - Fieldwork Day***

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.

There were 87% of the respondents who stated they 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 or above as shown in Chart 38 on page # 74.

### ***Summary of Student Evaluation of the Fieldwork 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 39 on page # 75. 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 40 on page # 76.

### ***Summary of Student Evaluation of the Supervisor***

There were 80.4% of respondents who rated their placement supervisor above average (28.1%) and excellent (52.3%) as shown in Chart 41 on page # 82. The content analysis of the supervisors' greatest strengths discerned five categories: professionalism, friendly/approachable, supportive, patient, and knowledgeable.

### ***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. There were 90.5% of the students who rated the overall service of the Fieldwork office as good to excellent as shown in Chart 42 on page # 85.

### ***Summary of Supervisor Evaluation of the Student Intern***

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 43 on page # 90. 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. Lastly, There were 92.4% of supervisors who rated student's overall performances above average (26%) and outstanding (66.4%), as shown in Chart 44 on page # 91.

### ***Summary of Student Opinion Questionnaires (SOQ's)***

The results of the Human Services Department SOQs show both individual faculty results in comparison with the Human Services Department scores. The results of the 1,926 SOQ's from fall 2015 reveal very high ratings of faculty teaching performance with the department mean of



3.55 on a 4 point scale. Additionally, the 67% A's and 24% B's ratings are 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 as the standard of excellence.

**4.b-4. A description of how and in what way the evaluation resulted in any change.**

For each of the evaluations described above the results are utilized by the Department Chair and faculty on an ongoing basis to refine and improve curriculum, field experience, faculty/student interactions, and overall student learning outcomes. The following are specific plans for improvement based on the results of the five assessments.

***Human Services Assessment Plan***

The results above are specific to Learning Goal and Outcome 1. The faculty will continue to work on each of the Learning Goals and Outcomes 2 and 3. The insights gained from the process of assessing Learning Goal and Outcome 1 will inform the refinement of measures utilized, protocol for implementation, and data collection and analysis for Learning Goals and Outcomes 2 and 3.

***Alumni Survey***

The Alumni Survey is administered every five years in conjunction with the CSHSE self-study. Based on the results of the survey, it was determined that a more immediate assessment of recent graduates would be useful to ascertain their employment or graduate study. The College of Health and Human Development implemented a pilot of an Exit Survey of all graduates in 2016 which will help guide the Human Services Department's protocol for an Exit Survey specific to our department to be conducted on an annual basis in the fall of each year.

***Community Agency Survey – Fieldwork Day***

The Community Agency Survey – Fieldwork Day results provide a plethora of information on the impact of the HUSR educational program on student knowledge and skills as they applied to the internship experience. The questions did not specifically address the graduates of the program once they were employed in the human services field. Therefore, a new questionnaire will be developed to be distributed every two years to agencies on the Approved Fieldwork Agencies List. The questionnaire will be specific to the hiring and employability of HUSR graduates.

***Fieldwork Experience Survey***

The results indicate a positive experience fieldwork experience for the students in their placement, with their fieldwork supervisor, and the fieldwork office. The opportunity for students to engage in three semesters of internship experience is valuable for the HUSR department to assess the students' skills and ability to apply knowledge to practice. In addition,

the fieldwork experiences provide the HUSR students and department the ability to evaluate the appropriateness of the students' skills and capacity to work in the field of human services. Finally, the input from the students is valuable in determining whether the agencies are providing the appropriate learning environment and supervision. If necessary, an agency can be removed from the approved list based on student, faculty, fieldwork coordinator, and department chair evaluations.

### ***Human Services Student Opinion Questionnaires (SOQs)***

The SOQs are utilized by the Human Services Department Personnel Committee to evaluate all faculty as a part of the annual performance review process. The Department Chair reviews the results in determining future course assignments.

**4.c The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to the need for transparency about a program's performance outcomes and student achievement (Specifications a. and b.)] Provide the following:**

**4.c-1. Mechanisms used to share evaluative data with internal and external stakeholders. [NOTE: Program performance data and student outcomes, must, at minimum, be posted on the program's website, and the links must be included in the self-study narrative.]**

The HUSR Department values the importance of transparency and communication of the programs successes and challenges for internal and external stakeholders. The Self-Study for CHSHE Reaccreditation is distributed internally to the faculty, Department Chairs, the Dean of the College of Health and Human Development, and the Vice President of Academic Programs in lieu of the Periodical Performance Review (a departmental Self-Study required by the University every five years). The following is the link to the Human Services Department webpage with 2010 Accreditation and Self-Study.

<http://hhd.fullerton.edu/HUSR/Accreditation.htm>

**4.c-2. Content of information shared. [NOTE: Public information provided by the program must include: 1) examples of student learning outcomes as defined by the program's assessment plan as required in Specification a; 2) examples of program effectiveness obtained through formal program evaluation as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trends, graduates placement data, program 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.]**

Examples of the content shared on the HUSR Department website include:

- Student learning outcomes as defined by the program's assessment plan

- Alumni Survey Results on program effectiveness
- Fieldwork Survey Results on the Fieldwork Website
- SOQs provided in the CHSHE Self-study on student satisfaction
- Community Agency Fieldwork Day Survey of Supervisors
- Demographic Information including: enrollment trends, and graduation rates provided in the CHSHE Self-Study

## **E. Standards and Procedures for Admitting, Retaining, and Dismissing Students**

### **Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.**

The University's code section UPS 300.000 addresses Student Bill of Rights and Responsibilities, UPS 300.002: Academic Advising Policy, UPS 300.020: Grading Practices, UPS 300.021: Academic Dishonesty, UPS 300.030: Academic Appeals, and UPS 300.031 the Academic Appeals Board.

#### [Attachment 19: University Policy Statements](#)

The HUSR Department agrees with the standard pertaining to the student's right to know, prior to enrolling in the major, about the departmental policies and procedures for admitting, retaining, and dismissing students. The Department functions within the boundaries established by the University, which are published in the University Catalog. While the HUSR Department cannot turn away or dismiss students, advisement is provided for all entering students; in addition, the HUSR Department has ongoing advisement with any issues related to retention, probation and dismissal of our Human Services student majors. These procedures specific to the Human Services Department are included in the Fieldwork Manual and available on the Human Services Website.

#### ***Admission Procedures***

The Human Services admittance procedure is determined by the university, as the department accepts any student who meets the university admission criteria and applies to the Human Services major. The Department does not have any additional criteria for admission.

#### ***Retention Procedures***

Retention is an integrative process, the Department works with incoming students to create a personal, individualized plan, taking into consideration his/her work schedule, personal demands and long term academic goals. In addition, the Department connects incoming students, first generation students, as well as students who are referred by faculty or are on academic probation, with resources such as the Peer Mentor Program, Student Success Center, Writing Center, and Advising Office. The Department faculty and advisors monitor the progress of students and

offer additional support to students who appear to be struggling academically or emotionally in order to ensure retention and successful completion of their degree. If a student is at risk of being academic disqualification, the department advisors reach out to offer guidance and assistance to raise their GPA to return to complete their degree, if that is their goal. In addition, the College of Health and Human Development has hired a retention specialist to work collaboratively with the Human Service Department Advisor to help identify and engage students in their progress toward completing their degree.

### ***Dismissal Procedures***

The dismissal of students is a serious consideration, thereby requiring intensive engagement of the faculty, advisors and university personnel in the development of a course of action that best suits the individual which could include, changing his/her major, transitioning to a vocational field, or pursuing academic options elsewhere.

#### **5.a Provide documentation of policies regarding the selection and admission of students.**

UPS 300.000 Student Bill of Rights and Responsibilities

#### **5.b Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs (e.g., minorities, students with disabilities, or otherwise disadvantaged or underrepresented students) in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institutions policies.**

UPS 300.002: Academic Advising Policy.

#### **5.c Provide documentation of policies and procedures for referring students for personal help.**

UPS 300.000 addresses Student Bill of Rights and Responsibilities

#### **5.d Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.**

UPS 300.021: Academic Dishonesty

UPS 300.030: Academic Appeals

UPS 300.031 the Academic Appeals Board

#### **5.e Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services professionals.**

The following statement is available in the Human Services Fieldwork Manual regarding the issue of human services professionalism. It is also on the Human Services website in the document titled, *The Human Services Department Policies and Procedures*.

### ***Professional Capacity in Human Services Procedures***

The assessment of a student's professional capacity and fitness for the human services field is conducted through the interactions with the faculty, advisors, fieldwork supervisors, and staff in the Human Services Department. If a determination is made that a student has behavior or legal problems that are not professionally acceptable for the human services field, the advisors, faculty and university personnel collaborate with the student on a plan for pursuing an alternative academic focus of study.

## **F. Credentials of Human Service Faculty**

**Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.**

### **6.a. Include curriculum vitae of full-time and part-time faculty who teach human services courses**

[Attachment 20: Human Services Faculty Curriculum Vitae](#)

**The vitae must demonstrate that:**

#### **6.a.1. Faculty have education in various disciplines and experience in human services or related fields**

The Department of Human Services has an interdisciplinary faculty of 16 full-time and 21 part-time members. For a brief description of each full-time faculty person's credentials and professional background, please consult the appendix, where the resume of each faculty person is given.

Below are the names of all those who serve on the Department's faculty:

#### ***Human Services Full-Time Faculty***

Mikel Hogan, Ph.D. Department Chair	Michelle Berelowitz, MSW
John Doyle, Ph.D.	Joe Albert Garcia, Ph.D.
Gary Geramo, Ph.D.	Stephen Hall, MA
Melanie Horn-Mallers, Ph.D.	Kristi Kanel, Ph.D.
Susan Larsen, Ph.D.	Trent Nguyen, Ph.D.
Lori Phelps, Psy.D.	Carl Renold, Ph.D.
James Ruby, Ph.D.	Mia Sevier, Ph.D.
Lorraine Thornburg, MFT	Yuying Tsong, Ph.D.

#### ***Human Services Part-Time Faculty***

Lupe Alle-Corliss, LCSW	Randy Alle-Corliss, LCSW
Galo Arboleda, MSW	Stuart Bloom, MFT, Ph.D.

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Marta Ortegon Davis, MSW  
Susan Garrett, Ph.D.  
Tiffany Atalla-Hernandez, MFT  
Amy Manfrini, MFT, Ph.D.  
Barbara McDowell, MS  
Joanne Munro, Ph.D.  
Ramona Perez, MS  
Leroy Thompson, MA  
Catherine Ward, MFT

Yesenia Flores, LCSW  
Glennnda-Roy Gilmour, MS  
Thaddeus Knoll, MA  
Kevin Maxwell, MSW  
Victoria Morris, Ph.D.  
Khac Quy Nguyen, MSW  
Charles Royston III, MA  
Candace Trevino, MA

***Staff for the Department***

The Department has three secretarial and clerical assistants who serve the three departments, Human Services, Counseling, and Child and Adolescent Studies. These individuals, along with a brief description of their job duties, are given below:

Leilani Thomas  
Eboni Threatt, MA  
Juli Martinez, MA

The responsibilities for the Human Services Staff members include, data entry of student enrollment for authorizations and permits, update budget and master data base, process faculty contracts, coordinate part-time faculty office space, coordinate faculty search activities, process all purchase orders, travel authorizations and claims, and assist all Human Services majors and minors.

The Fieldwork Coordinator, Juli Martinez, MA, is responsible for the operations of the fieldwork office including the following:

- liaison with community agencies, faculty supervisors, and students
- manage the fieldwork office student support staff
- facilitate the evaluation of the fieldwork placements and students
- update the annual fieldwork manual
- engage with the community to recruit appropriate fieldwork placements
- plan and organize the Fieldwork Day and Fieldwork Supervisor Orientation

**6.a. 2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a Master's degree.**

The Human Services Department Full-time and Part-time faculty have no less than one degree above the BS in Human Services. The faculty have graduate degrees appropriate for the courses they teach in Human Services (Ph.D., LCSW, MSW, MA, MFT, or MS).

## **G. Essential Program Roles**

**Standard 7: The program shall adequately manage the essential program roles and provide professional development opportunities for faculty and staff.**

**7.a Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.**

The Human Services Faculty routinely work on the setting policies, determining the content, implementation, and evaluation of the curriculum as demonstrated in the minutes of the faculty meetings and annual faculty retreat. Some of the issues discussed in the faculty meeting and retreat include developing new courses, concentrations called tracts, refinement of existing courses and their prerequisites, as well as evaluation of student learning outcomes related to specific courses

[Attachment 21: Human Services Faculty Meeting Minutes Fall 2010 to Fall 2015](#)

[Attachment 22: Human Services Faculty Retreat Minutes Fall 2010 to Fall 2015](#)

**7.b. Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.**

**7.b.1 Provide a brief description of how the essential roles are fulfilled in the program.**

### ***Administration***

The department chair works closely with HUSR faculty, as well as, administrative assistants in the Human Services Office complex and the Fieldwork coordinator.

### ***Curriculum development and review***

All full-time HUSR faculty work with the Department Chair in the development and adaptation of curriculum, including standardization across each section of courses offered each semester.

### ***Instruction***

All HUSR Department faculty, including full-time and part-time faculty.

### ***Field Supervision***

Coordinator of the field office works with the full-time faculty and department chair to ensure the three fieldwork classes are soundly integrated with the corresponding courses. In addition, the human services community organizations provide advisement and guidance on the needs of the community organizations and the populations they serve. Fieldwork coordinator meets with the fieldwork supervisors of the agencies listed in the approved fieldwork site handbook in order to evaluate the placement and experiences offered to the students. Finally, the fieldwork handbook for students is reviewed and updated annually to incorporate feedback, evaluation and program improvements.

***Program Planning***

Full-time faculty and department chair are involved in conducting an annual retreat, annual report, faculty meetings, develop curriculum responding to community needs such as family violence, substance abuse track, and gerontology track, issues regarding services and abuse of people with disabilities. In addition, the University requires a self-study which facilitates program planning.

***Program Evaluation***

See above for the description of the seven assessments used to evaluate the Human Services program including the alumni survey analysis. Currently there is the WASC requirement for objective measures of behavioral outcomes of student learning that HUSR faculty are working on. In addition, evaluation of instruction is conducted through a formal annual faculty portfolio review process implemented for part-time faculty, full-time lectures, tenure track faculty and post-tenure review of tenured faculty every 5 years.

***Student Advising***

Human services has implemented a formal review process for every student in the department to receive personalized student advising necessary for progress toward graduation.

***Student Evaluation***

The HUSR Department requires an evaluation of every course/section offered each semester with the University Student Opinion Questionnaire. The results are utilized in the annual evaluation process for all faculty members.

[Attachment 18: Student Opinion Questionnaire](#)



**7.b.2 Provide a table matching faculty and staff positions and names with these roles.**

Table 16 provides the program roles and the corresponding faculty and staff assigned to each role.

***Table 16. Program Roles of Faculty and Staff in the Human Services Department***

<b>Roles</b>	<b>Faculty and Staff Position</b>	<b>Name</b>
Administration	Department Chair, HUSR Faculty, Fieldwork Coordinator, Administrative Assistants	Mikel Hogan See list above Juli Martinez Eboni Threatt, Lelani Thomas
Curriculum Development And Review	Department Chair, HUSR Faculty	Dr. Mikel Hogan See list above
Instruction	Department Chair, HUSR Faculty	Mikel Hogan See list above
Field Supervision	Department Chair Fieldwork Coordinator Fieldwork Faculty Supervisors	Dr. Mikel Hogan Juli Martinez Mikel Hogan, John Doyle, Mia Sevier, Lorraine Kline, Trent Nguyen, Candice Trevino, Yuying Tsong, Michelle Berelowitz
Program Planning	Department Chair HUSR Faculty	Dr. Mikel Hogan See list above
Program Evaluation	Academic Programs Dean CHHD Department Chair HUSR Faculty WASC Department Liaison	Peter Nwosu Laurie Rodes Mikel Hogan See list above Carl Renold
Student Advising	HUSR Student Advisor	Lorraine Thornburg
Student Evaluation	University Academic Affairs Department Chair	Jose Cruz Mikel Hogan

**7.c. Describe how faculty and staff are provided opportunities for appropriate professional development.**

Upon hiring, the tenure-track faculty are released from teaching 2 out of 5 courses per semester for their first two years of instruction. One release time from instruction is provided for faculty development, research, and publication. The additional course release is provided for department, college and university-wide committee representation.

Tenured faculty is provided with 1 release time per semester for department, college and university-wide committee representation.

In addition, all full-time faculty are provided with resources to present and travel to National Conferences in their discipline each academic year.

Finally, the faculty are encouraged to submit proposals to the University Mission and Goals Initiative, and occasional mini-grants.

The University Faculty Development Center provides all faculty with support, resources, training and professional development opportunities to further instruction, research and professional development. Examples of the trainings and workshops available to faculty are: High Impact Practices and Teaching Methods, Assessment of Student Learning Outcomes, Diversity and Inclusion, Development of On-line Courses, and the utilization of technology to enhance classroom instruction.

## **H. Faculty and Staff Evaluations**

**Standard 8: Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.**

### **8.a. Describe the process for faculty and staff evaluation**

*Tenured Full and Associate Professors* are evaluated every three to five years in the process called post-tenure review. They are evaluated by a committee of their peers, Department Chair, Dean of the College and the Vice President of Academic Affairs. The criteria for this formal evaluation are based on the personnel document and include three areas: teaching and professional development (related to teaching), scholarly and creative achievements, and university and community service. Faculty are provided with written feedback from each level of the evaluation process.

*Tenure Track Faculty* are evaluated yearly through the formal Retention, Tenure and Promotion process. They are evaluated by the Department Personnel Committee, Department Chair, Dean of the College, Vice President of Academic Affairs and President of the University. The criteria for this formal evaluation are based on the Department Personnel Document and include three areas: teaching and professional development (related to teaching), scholarly and creative achievements, and university and community service. Faculty are provided with written feedback from each level of the evaluation process. If the faculty member submits a rebuttal, the University Personnel Committee will evaluate the portfolio.

*Full-time Lectures* and *Part-time Faculty* are evaluated yearly through the formal Portfolio Review Process based on the criteria of teaching and professional development (related to teaching). They are evaluated by the Department Personnel Committee, Department Chair and Dean of the College. Faculty is provided with written feedback from each level of the evaluation. Contracts for subsequent employment are awarded upon receipt of the written evaluation from the Department to the Dean's office.

*Staff* evaluations are conducted annually by the Department Chair in consultation with the Associate Dean of the College. The evaluation is both written and verbal based on the criteria of job performance, proactive service and support to student, faculty and department operations.

[Attachment 23: Staff Evaluation](#)

**8.b. Summarize documentation for faculty or staff evaluations and how they relate to the role statements. Documentation shall come from a variety of sources and may include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.**

Table 17, below, summarizes the documentation for faculty or staff evaluations and how they are related to the role statements.

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<b>Table 17. Summary of Roles, Faculty/Staff Position, and Evaluation Documentation</b>		
<b>Roles</b>	<b>Faculty and Staff Position</b>	<b>Evaluation Documentation</b>
Administration	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• HUSR Faculty</li> <li>• Fieldwork Coordinator</li> <li>• Administrative Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Dean’s review of department operations via bimonthly meetings.</li> <li>• Annual Review of Department by the Dean of the College</li> <li>• Faculty Portfolio review process.</li> <li>• Student evaluation of the fieldwork office</li> <li>• Fieldwork supervisors evaluation of the fieldwork office</li> <li>• Department Chair formal evaluation of Fieldwork Coordinator and Administrative Assistants in conjunction with the Associate Dean of the College</li> </ul>
Curriculum Development And Review	<ul style="list-style-type: none"> <li>• Department Chair and HUSR Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• College Curriculum Committee</li> <li>• Annual Review of the Department by the Dean of the College, reviewed by the Academic Vice President, and President</li> <li>• Periodical Performance Review of the Department by the University every 3 to 5 years</li> <li>• CSHSE Accreditation review every 5 years</li> <li>• WASC Accreditation every ten years</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Department Chair and HUSR Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Faculty Portfolio Review Process</li> <li>• Student Opinion Questionnaires (SOQs) every course, every semester</li> </ul>
Field Supervision	<ul style="list-style-type: none"> <li>• Department Chair</li> <li>• Fieldwork Coordinator</li> <li>• Fieldwork Faculty Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Student Evaluation of the Fieldwork Office and Coordinator</li> <li>• Student Evaluation of the Placement site.</li> <li>• Fieldwork Supervisor Evaluation of Student</li> <li>• Annual Formal Evaluation of the Fieldwork Office Coordinator</li> <li>• Fieldwork Day Survey of all Agency Supervisors</li> </ul>
Program Planning	<ul style="list-style-type: none"> <li>• Department Chair and HUSR Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review of the Department by the Dean of the College, reviewed by the Academic Vice President, and President</li> <li>• Periodical Performance Review of the Department by the University every 3 to 5 years</li> <li>• CSHSE Accreditation review every 5 years</li> <li>• WASC Accreditation every ten years</li> </ul>
Program Evaluation	<ul style="list-style-type: none"> <li>• Academic Programs</li> <li>• Dean CHHD</li> <li>• Department Chair</li> <li>• HUSR Faculty</li> <li>• WASC Department Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Review of the Department by the Dean of the College, reviewed by the Academic Vice President, and President</li> <li>• Periodical Performance Review of the Department by the University every 3 to 5 years</li> <li>• CSHSE Accreditation review every 5 years</li> <li>• WASC Accreditation every ten years</li> </ul>
Student Advising	<ul style="list-style-type: none"> <li>• HUSR Student Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Department Chair on an ongoing basis.</li> <li>• Annual Review of the Department by the Dean of the College, reviewed by the Academic Vice President, and President</li> <li>• Developing a Student Survey administered in the Fieldwork and Advising Office</li> </ul>
Student Evaluation	<ul style="list-style-type: none"> <li>• University Academic Affairs</li> <li>• Department Chair</li> </ul>	<ul style="list-style-type: none"> <li>• Students are evaluated by faculty on academic performance for each course</li> <li>• Students grades and years to graduation rates</li> <li>• Developing a capstone project for graduating students for the research series of courses, cultural competence action plans</li> </ul>

**8.c. Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.**

The formal written evaluations provided by the Department Personnel Committee, Department Chair, Associate Dean of the College, Dean of the College, Academic Vice President, University Personnel Committee, and the President of the University identifies strengths and limitations of the individual faculty, staff, and the program. The suggestions are utilized by the Department to improve student learning outcomes, faculty and staff performance, curriculum development, and the fieldwork experience.

**I. Program Support**

**Standard 9: The program shall have adequate faculty, staff, and program resources to provide a complete program.**

**9.a Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.**

The budget is adequate in staffing, part-time, and full-time faculty. The University and College of Health and Human Development are committed to insure the appropriate space allocation for all students at CSUF. In order to understand the department's budget, the following definitions are provided:

**FTEF** Full Time Equivalent Faculty means a full time faculty position. One FTEF may be occupied by a single full time faculty member or it can be divided among several faculty members, each working part-time. Teaching a standard three-unit course requires .20 FTEF. Thus, five three unit courses is 1.0 FTEF.

**FTES** Full time Equivalent Student refers to a hypothetical student enrolled in 15 units; five students. Each enrolled in three units, constitute one FTES; one student enrolled in 15 units also constitutes one FTES. A three unit class with 25 students enrolled generates five FTES.

**SFR** Student Faculty Ratio, the assigned relationship between FTES and FTEF. Multiplying the FTEF allocation by the SFR equals the FTES target.

**Target** A department's enrollment target is the number of FTES a department is expected to enroll in a given semester or academic year. The Cal State University (CSU) system negotiates an overall target with the governor and legislature and each of the 33 Universities in the CSU system are assigned a target. Within each University, each college is assigned a target and then each department is assigned an enrollment target.

***Enrollment Targets (FTES)***

The HUSR department has continued to meet the targeted/budgeted FTES from AY 2010-2011 to 2014-2015. As shown in Table 18 below, the target/budgeted FTES has increased from 430 in 2010/11 to 440 in 2014/15, the department has met or exceeded target every year thus providing sufficient budget resources for the Human Service Department Operations and Revenue Expense Summary Report.

[Attachment 24: Human Service Department Operations and Revenue Expense Summary Report](#)

***Table 18. Trends in Target and Actual FTES***

	<b>Target/ Budgeted FTES</b>	<b>Actual FTES</b>	<b>Actual as % of Target</b>
<b>AY 2010-2011</b>	455	418	92%
<b>AY 2011-2012</b>	453	526	116%
<b>AY 2012-2013</b>	453	454	100%
<b>AY 2013-2014</b>	453	454	100%
<b>AY 2014-2015</b>	484	481	99%

**9.b. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.**

The program and field experience coordination is fulfilled by the faculty members who teach the field work classes (HUSR 395, 395L, 490, 495, 495L and 496, 496L). Each of the field work classes is assigned 3 units; 2 units for on-site field work experience (120 hours per semester) and 1 unit for seminar instruction (2 hours per week). The faculty members are required to contact the agency supervisor each semester providing them with faculty contact information and guidelines for student supervision at the site.

Prior to the semester the start of the semester, students utilize the Human Services Program Approved Agency Directory to research appropriate agencies for a desired placement.

[Attachment 25: Human Services Program Approved Agency Directory](#)

At the beginning of the semester, the faculty and the site supervisor are required to work with the student to complete Internship Placement Form, Learning Goals and Contract (signed by the supervisor, faculty and student), and the Liability Form.

[Attachment 26: Fieldwork Forms](#)

At the end of the semester, the student is required to turn-in the following documents:

- An evaluation of the student's performance completed by the site supervisor and reviewed with the student.
- An evaluation of the site supervision and agency completed by the student.
- An evaluation of the field work office completed by the student.
- The Field Work Hourly Log signed by the site supervisor.

The evaluations mentioned above are utilized by the faculty to assess the learning experience and skills development for each student in assigning a grade. In addition, the faculty utilizes the evaluation of the agency to assess whether the site is appropriate to continue being listed as an approved site for placement. The fieldwork coordinator working with the Department Chair will review all site evaluations to assure that all placements are meeting the requirements and standards for approval as a HUSR Internship Site.

The three field work classes are generally enrolled at 25-30 students per class. The students enrolled in the field work classes are upper division HUSR students having completed the prerequisites of HUSR 201: Introduction to Human Services, HUSR 310: Case Management, and HUSR 380: Theories and Techniques of Counseling.

**9.c. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.**

The program is supported by the following professional staff:

- The Department's central office is staffed by two full-time Administrative Assistants who support the students, faculty, department chair and administration.
- The student advisors meet with students each semester to develop and monitor his/her curriculum study plan for timely progress towards graduation. In addition, the student advisor conducts mandatory Grad-Check workshops for all students in order to ensure students are on path to graduation.
- The full-time field work coordinator assists the students during the field work experience component of the program.
- There are two student interns assigned to the field work office to support the Field Work Coordinator, students, faculty supervisors, and community agencies that serve as field work sites.

- The College of Health and Human Development has hired two additional staff to focus on graduation and retention of students for the purpose of increasing graduation rates and decreasing time to graduation.
- The College of Health and Human Development has created a drop-in Student Success Center located in the main building where the majority of Human Service courses are offered and the Department Office Complex is located. The Student Success Center supports the students with a computer lab, rooms for group meetings, technology support, writing lab, the student organization offices, and the student peer mentor program.
- On campus students living in the dorms are also supported through the “Themed Housing Communities” which link the students to the faculty and the Dean’s Assistant Dean for Student Affairs through lunches, and special events.

**9.d. Describe how there is adequate resource support (e.g., technology, library, computer, labs, etc.) to meet the needs of students, faculty, and administration.**

The program is supported by the following resources:

- The Information Technology supports are provided by the College of Health and Human Development (CHHD) IT Department which includes 4 full-time staff.
- The faculty have access to the CHHD Faculty Technology Center which is fully equipped with research, multi-media supports.
- The faculty utilize the University Faculty Development Center which provides ongoing technical support and training on all aspects of educational technology.
- The CHHD has four computer labs utilized by student and faculty. The HUSR research series of classes: HUSR 315: Research and Data Management; HUSR 385: Program Design and Proposal Writing; and HUSR 470: Program Evaluation of Human Services Organization.
- The faculty, students and staff have access to the University 24/7 Help-line.
- The library resources include training workshops, computer labs, and research support for students and faculty.
- The Student Success Center contains numerous computers and printers for students to access as a more convenient and readily available resource as a supplement to the library.

**9.e. Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.**

The program is supported by the following gathering spaces:

- The CHHD support the Student Success Center centrally located for the HUSR students to access for studying, computer support and informal gathering.



- The HUSR full-time faculty have their own office with computer and printers and telephone support.
- The HUSR part-time faculty have an office complex that includes 9 cubicles with computers, printers and telephone to be shared cooperatively for office hours and class preparation.
- All HUSR faculty have access to the Faculty Resource Room which supports meetings, informal gatherings, test taking and grading technology.
- Within the CHHD there are five conference rooms utilized by faculty for meetings and other functions.

## **J. Transfer Advising**

**Standard 10: Each program shall make efforts to increase the transferability of credits to other academic programs.**

### **10.a. Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.**

The Human Service Department has a well-established articulation agreement with the community colleges, and is always open to articulating relevant courses/credits into our program when approached by a community college. Due to our interdisciplinary studies, we also have in place the ability to transfer units from programs such as psychology, social sciences, math, and child adolescent studies.

### **10.b Briefly describe problems encountered by students in transferring credits.**

There are few problems in students transferring credits, with the exception of being uninformed by the community college about the number of units that can actually transfer into the major. Many students do not understand, or are not aware of the 70 unit maximum they can transfer over to the university. This is especially an issue to those students who have completed a relevant certificate program and have believe that all of those units are transferrable leaving them with little to complete once they transfer to the university.

### **10.c. Summarize any formal and informal articulation agreements and describe how students receive the information.**

We have a formal articulation agreement with many community colleges, most of which have handouts outlining the relevant coursework that is transferrable into the major that are made available to their students. We also have a website where we have a slide show that includes an outline of the major coursework that can be transferred into the major. When a student meets with the Human Services advisor at California State University, Fullerton their transcripts are evaluated for possible transfer coursework and the student is informed of both the formal articulated courses and the courses that meet the criteria to be informally articulated.

**10.d. If the program grants credit for prior experimental learning, waives required credit, or allows substitution or required credits, document how the learning is substantiated and verified as equivalent to the field study hours or courses for which it is substituted.**

Credits for experimental or field experience learning are given to those students who are transferring in from community colleges that have articulation agreements in place and have gone through the formal process of verifying that the criteria has been met. If a student would like to transfer in credit for experimental learning of a non-articulated course it is verified with a course description and or syllabus, outlining the criteria to ensure it meets the minimum in class time, as well as fieldwork time. Credit is only given if the criteria are met.

### **III. Curriculum: Baccalaureate Degree**

[Attachment 10: Curriculum Matrix of Standards](#)

#### **A. Knowledge, Theory, Skills, and Values**

The Curriculum Matrix provides detailed information regarding the application of knowledge, theory, skills and values for all courses in the HUSR program (please see the Matrix Illustrating Relationship of Required Courses to Curriculum Standards).

##### ***1. History***

**Standard 11: The curriculum shall include the historical development of human services.**

##### **11.1.a The historical roots of human services**

HUSR 201: Introduction to Human Services, deals with the historical roots of human services. This initial course deals with topics such as: human services in contemporary America; special populations; theoretical perspectives in human services; characteristics of human services workers; the structure and function of agencies; prevention issues; legislation regarding populations with special needs; and current trends and practices. Other courses also address the history of Human Services.

In addition, HUSR 201, 310, 380, 385, 400, 410, 411, 412, 415, 420, 430, 435, 436, 437, 440, 445, 450 and 475 classes address the historical roots of human services.

##### **11.1.b The creation of the human services profession is addressed in the following courses:**

HUSR 201, 310, 380, 385, 400, 410, 411, 412, 415, 420, 430, 436, 437, 440, 445, and 475.

**11.1.c Historical and current legislation affecting services delivery is addressed in the following courses:**

HUSR 201, 310, 318, 380, 400, 410, 412, 415, 420, 425T, 430, 435, 437, 440, 445, 450 and 475.

**11.1.d How public and private attitudes influence legislation and the interpretation of policies related to human services is addressed in the following courses:**

HUSR 201, 310, 318, 400, 410, 415, 425T, 435, and 475.

**11.1.e The differences between systems of governance and economics are addressed in the following courses:**

HUSR 201, 318, 385, 400, 411, 420, 425T, 430, 435, 440, and 445.

**11.1.f Exposure to a spectrum of political ideologies is addressed in the following courses:**

HUSR 201, 318, 400, 411, 415, 420, 425T, 430, 435, 440, and 445.

**11.1.g Skills to analyze and interpret historical data for application in advocacy and social change are addressed in the following courses:**

HUSR 310, 315, 385, 400, 411, 415, 420, 425T, 430, 435, 440, and 445.

**2. Human Systems**

**Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.**

**12.a Theories of human development are addressed in the following courses:**

HUSR 201, 310, 350, 380, 385, 400, 410, 412, 420, 430, 437, 445, 450, 480.

**12.b Small Group:**

**12.b.(1) Overview of how small groups are used in Human services settings,**

**12.b.(2) Theories of group dynamics, and**

**12.b.(3) Group facilitation skills are addressed in the following courses:**

HUSR 201, 300, 350, 380, 410, 411, 412, 415, 416, 425T, 430, 436, 440, and 450.

**12.c Changing family structures and roles are addressed in the following courses:**

HUSR 201, 300, 310, 318, 350, 380, 400, 410, 411, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, 475, and 480.

**12.d. An introduction to the organizational structures of communities is addressed in the following courses:**

HUSR 201, 310, 318, 385, 400, 411, 412, 415, 420, 425T, 436, 445, and 465.

**12.e An understanding of the capacities, limitations, and resiliency of human systems is addressed in the following courses:**

HUSR 201, 310, 318, 350, 380, 400, 410, 411, 412, 415, 425T, 430, 436, 437, 440, 445, 450, 465, and 475.

**12.f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning style, ability, and socio-economic status) in determining and meeting human needs is addressed in the following courses:**

HUSR 201, 300, 310, 315, 318, 350, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 434, 436, 437, 440, 445, 450, and 465.

**12.g Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism is addressed in the following courses:**

HUSR 201, 300, 310, 318, 350, 385, 400, 411, 415, 420, 425T, 436, 445, and 465.

**12. h Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems is addressed in the following courses:**

HUSR 201, 310, 385, 400, 411, 412, 415, 420, 430, 436, 437, 440, 445, and 475.

### ***3. Human Services Delivery Systems***

**Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.**

**13. a The range and characteristics of human services delivery systems and organizations is addressed in the following courses:**

HUSR 201, 310, 315, 318, 350, 385, 400, 410, 411, 415, 420, 425T, 430, 435, 436, 437, 440, 445, and 465.

**13.b The range of populations served and needs addressed by human services professionals is addressed in the following courses:**

HUSR 201, 310, 318, 350, 380, 385, 400, 410, 411, 415, 420, 425T, 430, 435, 436, 437, 440, 445, and 480.

**13.c The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning is addressed in the following courses:**  
HUSR 201, 310, 380, 385, 400, 410, 411, 415, 420, 425T, 434, 435, 436, 437, 445, 465, and 480.

**13.d Economic and social class systems including causes of poverty is addressed in the following courses:**  
HUSR 201, 310, 318, 385, 400, 410, 411, 415, 420, 425T, 430, 434, 435, 436, 440, 445, and 465.

**13.e Political and ideological aspects of human services is addressed in the following courses:**  
HUSR 201, 310, 318, 380, 385, 400, 410, 411, 415, 420, 425T, 430, 440, 445, and 465.

**13.f International and global influences on services delivery, is addressed in the following courses:**  
HUSR 201, 318, 385, 400, 411, 420, 425T, 430, 440, 445, and 465.

**13.g Skills to effect and influence social policy is addressed in the following courses:**  
HUSR 201, 310, 318, 350, 385, 400, 411, 415, 420, 425T, 430, 437, 440, and 445.

#### ***4. Information Management***

**Standard14: The curriculum shall provide knowledge and skills in information management.**

**14. a Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems is addressed in the following courses:**  
HUSR 201, 310, 315, 380, 385, 400, 410, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, 470, 475, and 480.

**14. b Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others is addressed in the following courses:**  
HUSR 310, 315, 385, 400, 411, 412, 415, 420, 425T, 430, 435, 436, 437, 440, 445, 465, 470, and 475.

**14. c Compiling, synthesizing, and categorizing information is addressed in the following courses:**  
HUSR 315, 385, 400, 411, 415, 420, 430, 435, 437, 440, 445, 465, and 470.

**14. d Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:**

**14. d. (1) Provided in written or oral form**

**14. d. (2) Provided in a timely manner which is addressed in the following courses:**  
HUSR 310, 315, 350, 385, 400, 415, 420, 430, 436, 437, 440, 445, 470, and 475.

**14. e Applying maintenance of client confidentiality and appropriately using client data is address in the following courses:**

HUSR 201, 300, 310, 315, 350, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 470, 475, and 480.

**14. f Using technology for word processing, sending email, and locating and evaluating information is addressed in the following courses:**

HUSR 201, 300, 310, 315, 318, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 435, 436, 437, 440, 445, 450, 465, 470, and 475.

**14. g Performing an elementary community-needs assessment is addressed in the following courses:**

HUSR 315, 385, 400, 415, 420, 430, 435, 440, 445, 470, and 475.

**14. h. Conducting a basic program evaluation is addressed in the following courses:**

HUSR 385, 400, 415, 420, 430, 435, 437, 440, 445, 470, and 475.

**14. i Utilizing research and other information for community education and public relations is addressed in the following courses:**

HUSR 315, 385, 400, 415, 430, 435, 437, 440, 445, and 470.

**14. j Using technology to create and manage spreadsheets and databases is addressed in the following courses:**

HUSR 315, 385, 445, and 470.

## ***5. Planning and Evaluation***

**Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of services, needs; planning appropriate strategies; services and implementation; and evaluations of outcomes.**

**15. a Analysis and assessment of the needs of clients or client groups is addressed in the following courses:**

HUSR 201, 310, 315, 380, 385, 400, 410, 411, 415, 420, 425T, 430, 435, 436, 437, 440, 445, 465, 470, and 480.

**15. b Development of goals, design, and implementation of a plan of action is addressed in the following courses:**

HUSR 201, 310, 385, 400, 410, 411, 415, 420, 425T, 430, 436, 437, 440, 445, and 470.

**15. c Evaluation of the outcomes of the plan and the impact on the client or client group is addressed in the following courses:**

HUSR 201, 310, 315, 385, 400, 410, 411, 415, 420, 430, 436, 437, 440, 445, and 470.

**15. d Program design is addressed in the following courses:**

HUSR 385, 400, 415, 420, 430, 435, 436, 437, 440, 445, and 470.

**15. e Program implementation is addressed in the following courses:**

HUSR 385, 400, 415, 420, 435, 436, 437, 445, and 470.

**15. f Program evaluation is addressed in the following courses:**

HUSR 385, 400, 415, 420, 445, and 470.

**6. *Interventions and Direct Services***

**Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.**

**16. a Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning is addressed in the following courses:**

HUSR 201, 310, 318, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 434, 435, 436, 440, 445, 450, 465, 470, and 475.

**16. b Skills to facilitate appropriate direct services and interventions related to specific client or client group goals is addressed in the following courses:**

HUSR 201, 310, 318, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, 470, and 475.

**16. c Knowledge and skill development in the following areas:**

**16. c. (1) Case Management which is addressed in the following courses:**

**16. c (2) Intake interviewing which is addressed in the following courses:**

**16. c. (3) Individual Counseling which is addressed in the following courses:**

**16. c. (4) Group facilitation and counseling which is addressed in the following courses:**

**16. c. (5) Location and use of appropriate resources and referrals which is addressed in the following courses:**

**16. c. (6) Use of consultation which is addressed in the following courses:**

HUSR 201, 300, 310, 380, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, 475, and 480.

**7. *Interpersonal Communication***

**Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.**

**17. a Clarifying expectations is addressed in the following courses:**

HUSR 201, 300, 310, 350, 380, 385, 400, 410, 411, 412, 415, 425T, 436, 437, 445, and 450.

**17. b Dealing effectively with conflict is addressed in the following courses:**

HUSR 201, 300, 310, 350, 380, 400, 410, 411, 412, 415, 425T, 430, 435, 436, 437, 440, 445, 450, 465, 470, and 480.

**17. c Establishing rapport with clients is addressed in the following courses:**

HUSR 201, 310, 318, 350, 380, 400, 410, 411, 412, 415, 420, 425T, 436, 437, 445, 450, 465, and 480.

**17. d Maintaining behaviors that are or are not congruent with the ethics of the profession is addressed in the following courses:**

HUSR 201, 310, 380, 400, 410, 411, 415, 420, 425T, 436, 437, 445, 450, 465, 470, 475, and 480.

**8. *Administrative***

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

**18.a Managing organizations through leadership and strategic planning is addressed in the following courses:**

HUSR 380, 385, 411, 420, 430, 435, 440, 470 and 475.

**18. b Supervision and human resource management is addressed in the following courses:**

HUSR 420, 430, 435, 440, and 475.



**18. c Planning and evaluating programs, services, and operational functions is addressed in the following courses:**

HUSR 385, 420, 430, 435, 440, 445, 470, and 475.

**18. d Developing budgets and monitoring expenditures is addressed in the following courses:**

HUSR 385, 420, 435, and 470.

**18. e Grant and contract negotiation is addressed in the following courses:**

HUSR 385 and 435.

**18. f Legal and regulatory issues and risk management is addressed in the following courses:**

HUSR 400, 415, 420, 430, 435, 437, 440, and 445.

**18. g Managing professional development of staff is addressed in the following courses:**

HUSR 420, 430, 440, and 445.

**18. h Recruiting and managing volunteers is addressed in the following courses:**

HUSR 385, 420, 430, 435, and 440.

**18. i Constituency building and other advocacy techniques such as lobbying, grassroots movement, and community development and organizing is addressed in the following courses:**

HUSR 385, 411, 420, 430, 435, 440, and 475.

## ***9. Client-Related Values and Attitudes***

**Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.**

**19. a The least intrusive intervention in the least restrictive environment is addressed in the following courses:**

HUSR 201, 310, 380, 385, 400, 410, 411, 412, 420, 425T, 430, 435, 437, 440, 445, and 480.

**19.b Client self-determination is addressed in the following courses:**

HUSR 201, 310, 318, 400, 410, 411, 412, 415, 420, 425T, 435, 436, 437, 440, 445, 450, 465, and 480.

**19. c Confidentiality of information is addressed in the following courses:**

HUSR 201, 310, 315, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 470, and 480.

**19. d The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity is addressed in the following courses:**

HUSR 201, 300, 310, 315, 318, 350, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, and 470.

**19. e. Belief that individuals, service systems, and society can change is addressed in the following courses:**

HUSR 201, 300, 310, 315, 318, 350, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 435, 436, 437, 440, and 445, 450, 465, 470, 475, and 480.

**19. f. Interdisciplinary team approaches to problem solving is addressed in the following courses:**

HUSR 201, 310, 385, 400, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 465, 470, and 475.

**19. g. Appropriate professional boundaries are addressed in the following courses:**

HUSR 201, 300, 310, 318, 380, 385, 400, 410, 411, 412, 415, 420, 425T, 430, 436, 437, 440, 445, 450, 465, 470, 475, and 480.

**19. h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) is addressed in the following courses:**

HUSR 201, 310, 380, 415, 420, 450, 470, and 475.

***10. Self-Development***

**Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.**

**20. a Conscious use of self, is addressed in the following courses:**

HUSR 201, 300, 310, 350, 380, 400, 411, 415, 420, 430, 440, and 445, 450, and 480.

**20. b. Clarification of personal and professional values is addressed in the following courses:**

HUSR 201, 300, 310, 350, 380, 385, 400, 411, 412, 415, 420, 430, 435, 436, 437, 440, 445, 450, 465, and 480.

**20 c. Awareness of diversity is addressed in the following courses:**

HUSR 201, 300, 310, 318, 380, 385, 400, 410, 411, 412, 415, 420, 435, 437, 445, 450, 465, and 470.

**20. d. Strategies for self-care is addressed in the following courses:**

HUSR 201, 300, 310, 380, 400, 415, 430, 436, 437, 440, 445, 450, and 480.

**20. e. Reflection of professional self (e.g., journaling, development of portfolio, or project demonstrating competency) is addressed in the following courses:**

HUSR 300, 318, 350, 380, 400, 411, 415, 420, 430, 437, 440, 445, and 450.

**B. Field Experience**

*Context:* Field experience such as practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

**Standard 21: The program shall provide field experience that is integrated with the curriculum.**

**21. a. Provide a brief description of the overall process and structure of the fieldwork learning experience.**

The fieldwork learning experience centers on a series of three courses and placements. Each of the courses requires a seminar course of 2 units in which they meet weekly in a classroom setting with the HUSR faculty and other students. In addition to the 2 unit seminar course, the students are required to participate in an agency internship for 120 hours per semester for 1 unit.

HUSR 396 and HUSR 396L: Practicum Seminar (2 units) and Practicum (1 unit)

The prerequisites are HUSR 201 and HUSR 380 or HUSR 310. Students generally enroll in their first fieldwork experience during their junior year.

HUSR 495 and HUSR 495L: Fieldwork Seminar (2 units) and Fieldwork (1 unit)

The prerequisites are HUSR 396 and HUSR 396L. Students generally enroll in their second fieldwork experience during their senior year.

HUSR 496 and HUSR 496L: Internship Seminar (2 units) and Internship (1 unit)

The prerequisites are HUSR 495 and HUSR 495L. Students generally enroll in their final fieldwork experience their final semester of their senior year.

Please see Table 19 on page # 123 below for a brief description of each course and their interconnectedness.

<b>HUSR 396</b>	<b>HUSR 495</b>	<b>HUSR 496</b>
<b>Course Description</b>	<b>Course Description</b>	<b>Course Description</b>
The focus of this first practicum is to begin to build a bridge between various theoretical perspectives and concepts that the student has become acquainted with in the Human services program and the “real world” experiences to be confronted in human service agencies.	The focus of this second practicum is for the student to engage in more advanced classroom analysis of agency experience. The skills and techniques of human service workers and organizational analysis, including various roles that human service workers play in an agency will be the subject of class discussion and projects. There will also be an emphasis on community resources for the multi-problem client.	The focus of this final practicum is to prepare the student to advance his or her career or graduate education in social work, counseling, administration community planning and/or management by self-analysis and deeper understanding of theoretical learning and skill building. Advanced case analysis and management analysis will be a big part of the classroom experience.
<b>Course Objectives</b>	<b>Course Objectives</b>	<b>Course Objectives</b>
1. To articulate a clear understanding of various theoretical concepts as they relate to agency experiences.	1. To have students identify and explore problems or concerns related to an agency	1. To enhance students’ personal and professional awareness and development
2. To have students identify any skills that they need to strengthen and practice them at their agency under supervision.	2. To have students explore ethical, legal and professional issues arising in an agency	2. To have students build awareness of the skills and competencies for success in chosen field
3. To promote in students some awareness of the ethical, legal and professional issues that they may confront in the helping process	3. To have students recognize human diversity issues and apply skills which demonstrate this in an agency	3. To have students develop and enhance skills and competencies necessary to chosen field
	4. To have students understand the process of supervision	4. To have students integrate theoretical learning and knowledge with experientially based activities
	5. To have students identify roles and functions of workers in an agency	5. To have students analyze cases from agencies
	6. To have students identify an agency’s	

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	organizational structure	
<b>Course projects</b>	<b>Course projects</b>	<b>Course projects</b>
1.) Personal awareness/self-exploration paper(due at the end of the course)	1.) Assessment paper (due at the end of the course)	1.) Case analysis paper (3 cases to be analyzed)
2.) Ethical panels and class exercises based on textbook	2.) Resume or graduate school autobiography	2.) Self-awareness paper (focus on growth since beginning as a worker and where student needs to go now)
3.) Midterm exam	3.) Mock interview panels	3.) Book review
4.) Students will submit a journal at the end of the semester that narrates agency experience (including emotional and cognitive) to clients and to the policies of the agency. This journal must also include at least 10 different theoretical concepts discussed in the text or in class.	4.) Students will submit a journal at the end of the semester that address issues discussed in class, read in the text that relate to their fieldwork agency. Any problematic issues, issues dealt with in supervision, any areas of confusion, roles of workers, organization structure and politics would be good to write about and react to. At least 10 different concepts should be addressed and specified in this journal.	4.) Student will submit a journal at the end of the semester that narrates agency experience and reactions. Focus will be on reactions to clients and to his or her own emotional state and values while working with clients. Supervision issues must also be addressed in each journal.
<b>HUSR 396L Lab assignment</b>	<b>HUSR 495L Lab assignment</b>	<b>HUSR 496L Lab assignment</b>
The student will serve 120 hours in an approved agency under supervision. Their goal is to focus on theoretical concepts as they relate to the agency.	The student will spend 120 hours during the semester participating in a specially designed project or activity that is aimed at enhancing skills already in use or in learning new skills or knowledge. The student will meet an agency supervisor during the week that the student works at the agency.	The student will work at least 120 hours during the semester at an approved agency site in which appropriate supervision is provided. This focus will be on in depth case analysis and management analysis at his or her current job site as well as analysis at internship site. Deeper self-awareness will be emphasized, particularly as related to multicultural issues and other ethical and professional issues.

**21. b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.**

In three fieldwork courses the students earn one academic credit for 120 hours for the 15 week semester which equates to approximately 8 hours per week in their agencies. In addition, the students are required to attend the seminar course 2 hours per week for classroom instruction.

[Attachment 3: Highlights of the Human Services Major and Student Planning](#)

*Course catalog description*

Below is an example of the fieldwork course descriptions retrieved from the University Course Catalog 2015-2016 for the HUSR 396 and HUSR 396L. All three fieldwork courses are structured in the same way.

[http://www.fullerton.edu/catalog/Course\\_Search/Results.asp](http://www.fullerton.edu/catalog/Course_Search/Results.asp)

**HUSR 396 Practicum Seminar -- Human Services**

Description: Prerequisites: Human Services 201 or equivalent and Human Services 380 or 310. Co-requisite: Human Services 396L. Functions and structure of human services agencies; interrelationships with community services; the role of the human services worker; ethical, legal and professional issues.

Units: (2)

**HUSR 396L Practicum -- Human Services**

Description: Prerequisites: Human Services 201 or equivalent and Human Services 310 or 380. Co-requisite: Human Services 396. Field placement in one or more human service agencies for a minimum of eight hours per week. Credit/No Credit only.

Units: (1)

**21. c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.**

The fieldwork learning experience begins for the Human Services student when they participate in the HUSR 201: Introduction to Human Services in which they are asked to visit at least two human services agencies in the community. The students are required to write a report and present the agencies' information and their experience to the class.

In preparation for the fieldwork experience, the Fieldwork Coordinator or the Human Services Student Advisor presents to students in the HUSR 380 course, information and procedures about the process for selection, requirements and expectations for the completion of the three fieldwork classes.

**21. d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.**

[Attachment 27: Human Services Fieldwork Policy and Procedure Manual](#)

[Attachment 25: Human Services Fieldwork Program Approved Agency Directory](#)

Chart 45 demonstrates the results from the Fieldwork Office Evaluation Survey question, “How would you rate the overall contents of the HUSR Fieldwork Website?” There were 97.1% of the respondents stated that contents of the Fieldwork Website was good or excellent.

**Chart 45. Overall Rating of the Contents of the HUSR Fieldwork Website**

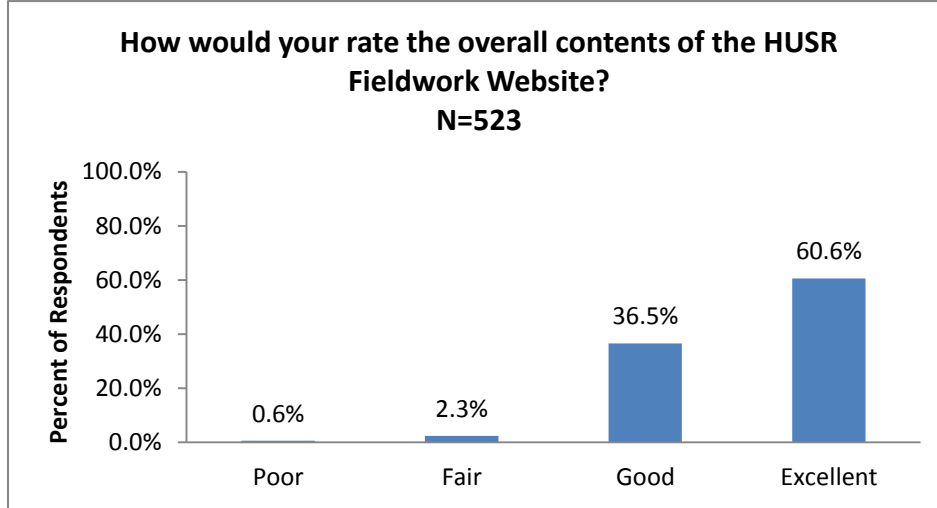
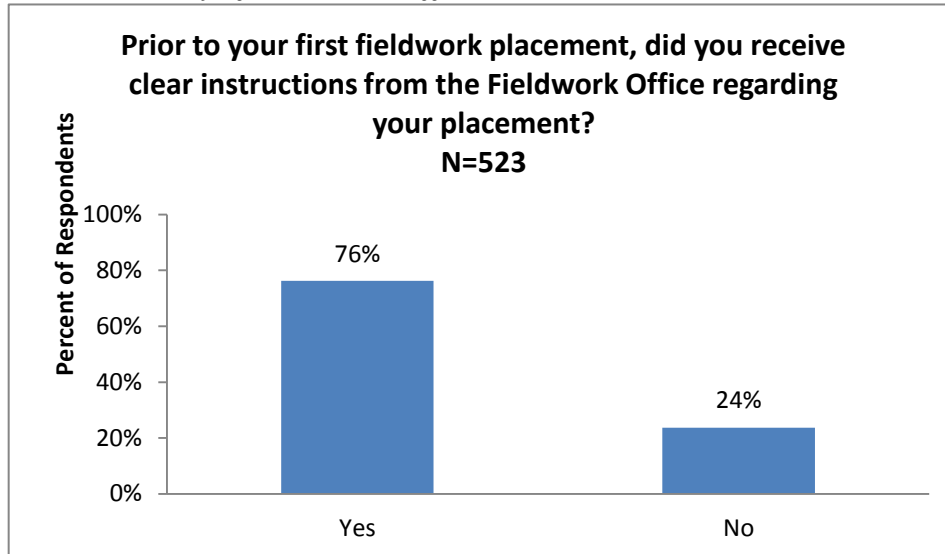


Chart 46 demonstrates the results from the Fieldwork Office Evaluation Survey question, “Prior to your first fieldwork placement, did you receive clear instructions from the fieldwork office regarding your placement?” There were 76% of the respondents stated that they received clear instructions prior to their first placement.

**Chart 46. Ability of Fieldwork Office to Provide Clear Instructions**



**21. e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.**

The Human Services Fieldwork Program Policy and Procedure Manual describes the students' role, activities, anticipated learning outcomes, supervision, and field instruction (pages # 19-24). In addition, the students download from the HUSR Fieldwork Office website the Fieldwork Packet. The Fieldwork Packet includes: Placement Form Instructions and Placement Form; Fieldwork Contract Instructions and Fieldwork Placement Learning Contract (Please See link to the Fieldwork Packet <http://hhd.fullerton.edu/HUSR/Fieldwork/index.htm>).

**21. f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experiences hours.**

The fieldwork seminar classes HUSR 396, HUSR 495, and HUSR 496 are required to meet once a week for 2 hours for 16 weeks. These hours are not included for the HUSR 396L, HUSR 495L, and 496L which are the fieldwork placement requirement of 120 hours each semester. The seminar syllabi can be found in Attachment 9: Course Syllabi provide in numerical order by course.

**21. g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.**

In the [Attachment 8: Catalogue](#) and [Attachment 3: Highlights of the Human Services Major and Student Planning](#), evidence is provided regarding the hours required for each fieldwork placement.

Students are required to take HUSR 396, HUSR 495 and HUSR 496 in their junior and senior year. It is rare that students are able to complete the prerequisites for HUSR 396 prior to their junior year.

[Attachment 3: Highlights of the Human Services Major and Student Planning](#)

**21. h. Demonstrate how the field experience provides the student an opportunity to progress:**

- 1. Observation to**
- 2. Directly supervised client contact to**
- 3. Indirectly supervised client contact to**
- 4. An independent caseload OR assignment of administrative responsibility**

The HUSR 396, 495, 496 fieldwork experiences are designed to provide the students with a progressive level of knowledge, skills and practical application of theory as evident in the course syllabi. However, depending on the students' choice of placement the level of experience for the interns varies over the course of the three internship placements. Students gain exposure to



observation, directly supervised client contact, indirectly supervised contact, to assignment of administrative responsibilities through the three placements.

HUSR faculty will be reviewing and revising the learning skills listed on the Fieldwork Placement Learning Contract to distinguish the level of skill required for the progression of learning through the three fieldwork courses.

**21. i Demonstrate that field supervisors have no less than the same degree that program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.**

It is a requirement of the fieldwork supervisor to have at least a bachelors' degree in human services or related field of study. During the approval process the Fieldwork Office Coordinator ensures that the fieldwork supervisor has the required degree in order to become an approved agency. The approval process requires the submittal of fieldwork supervisor's resume which is described in the Fieldwork Program Policy and Procedure Manual included in

[Attachment 26: Fieldwork Forms.](#)

**21. j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.**

The Fieldwork Office Coordinator, Juli Martinez, is responsible for recruiting new sites, screening sites visits, and ongoing visiting and monitoring of approved sites.

The Faculty Supervisors in the seminar courses HUSR 396, 495, and 496 continually monitor (on a weekly basis) each student's progress in his/her placement through seminar discussions, written reflective reports, and personal communication with the student.

The Human Services Department uses a combination of efforts to monitor the field work agencies including:

- The Fieldwork Office Coordinator's job responsibility is to conduct a site visit for 25% of the approved agencies each semester.
- The Fieldwork Office Coordinator conducts site visits as needed based on the feedback and student evaluations collected each semester.
- The Fieldwork Office Coordinator places identified agencies on a priority concern list to be monitored closely throughout the semester.
- The Faculty Supervisors are required to contact each agency via a letter at the beginning of the semester as an introduction and then follow-up with a phone call for further discussion on the progress of the interns' placement.
- During each of the Fall and Spring semesters' Fieldwork Day, the faculty supervisors meet with the corresponding fieldwork agency representatives of those students in current placement. The purpose of the meeting is to monitor and discuss the progress of each student's performance toward accomplishing his/her learning contract. This meeting allows for the continued development of the student professional skills and the collaborative relationships with the fieldwork agencies.