

	<p>Student Objective: Compare and contrast the relationships between the human services professional, human services agencies and organizations, and the community Assessment: Service-learning with local agency; portfolio and reflection assessment  <b>Course: SHS 280 Chemical Dependency Case Management</b>  Student Objective: Demonstrate knowledge in community resources applicable to patient's addiction treatment  Assessment: Research community resources for chemical dependency  <b>Course: SHS 103 Survey of Institutions</b>  Student Objective: Using databases, research information on a social problem, solution and presentation at student "Resource Fair"</p>
<p>2. Plan, initiate, manage and terminate change groups, skills groups, and education groups.</p>	<p><b>Course: SHS 108-Group Dynamics and Counseling</b>  Student Objectives:</p> <ul style="list-style-type: none"> <li>• Understand and describe group roles and functions in the change process</li> <li>• Understand and recognize implicit and explicit group norms of behavior</li> <li>• Plan and form groups to meet specific outcomes</li> <li>• Understand and practice effective forms of communication in a group setting</li> <li>• Understand and practice group initiation skills</li> <li>• Understand group stages and effective leadership practices for each stage</li> <li>• Understand and practice conflict management skills in groups</li> <li>• Understand the differentiating features of education, skills, support, and change groups</li> <li>• Understand and describe group closure needs and techniques</li> </ul> <p>Assessment: Mid-term and final exams</p>
<p>3. Conduct interviewing and counseling skills appropriate to entry level human services practice.</p>	<p><b>Course: SHS 106 Principles of Interviewing and Counseling</b>  Student Objectives:</p> <ul style="list-style-type: none"> <li>• Identify their values, motivation and needs as pertains to interviewing and counseling clients</li> </ul>

## 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: SOCIAL AND HUMAN SERVICES - AAS DEGREE AND CERTIFICATE

DATE: 7 JANUARY 2008

	<ul style="list-style-type: none"> <li>• Compare, contrast, and demonstrate use of various methods and foundational skills used in interviewing and counseling</li> <li>• Organize and write client case notes in commonly used formats</li> <li>• Reflect upon, and self-assess use of various methods and foundational skills used in interviewing and counseling</li> <li>• Describe cultural considerations in the interviewing and counseling process</li> </ul> <p>Assessment: Completion of CD-Rom exercises, videotaping and assessing interviewing sessions, and final exam</p> <p><b>Course: SHS 233 Chemical Dependency Counseling</b>          Student Objectives:</p> <ul style="list-style-type: none"> <li>• Examine the qualities and characteristics required in chemical dependency counseling and develop an honest appraisal of self</li> <li>• Understand the core elements of counseling</li> <li>• Understand and practice counseling skills</li> <li>• Develop an understanding of the various types of group therapy and learn methods and techniques to facilitate the group process</li> </ul> <p>Assessment: Writing assignments, research paper, class exercises and role play</p> <p><b>Course: SHS 210 Multicultural Counseling</b>          Student Objectives:</p> <ul style="list-style-type: none"> <li>• Become familiar with the conceptual dimensions of multicultural counseling</li> <li>• Become familiar with the barriers to effective multicultural counseling</li> </ul> <p>Assessment: Quizzes, group presentation, final test</p>
<p>4. Comply with, professional ethical standards common to the human services field.</p>	<p><b>Course: SHS 100 Introduction to Human Services</b>          Student Objectives:</p> <ul style="list-style-type: none"> <li>• Develop self-awareness of personal values, beliefs, and ethics</li> <li>• Identify social values and ethical standards that guide professional practice</li> </ul> <p>Assessment: Reading exercises, essay</p> <p><b>Course: SHS 233 Chemical Dependency Counseling</b>          Student Objective: Identify legal and ethical considerations in chemical dependency counseling          Assessment: Written assignments; research paper</p> <p><b>Course: SHS 270 Law and Ethics</b>          Student Objectives:</p>

## 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

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DATE: 7 JANUARY 2008

	<ul style="list-style-type: none"> <li>• Become familiar with the Washington Administrative Codes that govern the delivery of mental health and chemical dependency treatment services</li> <li>• Explore professional standards of practice and codes of ethics</li> <li>• Demonstrate critical thinking and insight relative to your clinical value system, biases, and beliefs which influence your clinical practice</li> <li>• Explore the differences between personal and professional ethics and begin to integrate this learning into your own standard of practice</li> <li>• Explore the balance of law, society, and ethics</li> </ul>
5. Apply professional skills that meet standards of field supervision in a recognized human services organization.	<p>SHS 197, 198 and 199 require the student to identify learning objectives relevant to the particular agency the role they fulfill. These are developed by the agency supervisor and the student with input from the faculty member. The student is graded upon completion of the required number of hours (125) and they write a self evaluation as well. The self evaluation provides the student the opportunity to identify those skill areas in need of further development</p> <p>SHS 199 (3<sup>rd</sup> quarter field placement) requires a portfolio for all students. The portfolio is made up of writing samples, letters of reference, additional training documentation such as industry certificates and an up-to-date resume/cover letter.</p> <p>There are 2 new specializations, one for Chemical Dependency Prevention Specialists and one for Management in Human Services. Students completing required courses are awarded certifications by the college division office and they demonstrate the achievement of student learning outcomes.</p>

**EXTERNAL EVIDENCE?** *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

The Technical Advisory Committee is made up of employers, industry leaders, and field placement supervisors. The members through their knowledge of the work environment provide feedback to keep the curriculum current with latest industry tools and trends.

Field placement supervisors evaluate student performance through Learning Objective Agreements (contracts) with students on a quarterly basis. Learning Objective Agreements are based on what industry requires on the job as well as what students identify as areas of interest. Consequently, industry requirements and employer needs are explored on a quarterly basis through these agreements.

Faculty meet with each site supervisor in the field at least once per quarter and regularly by phone and email for feedback on industry demands and student performance. Employment feedback regarding student performance is also used as an assessment tool to determine if curriculum is addressing the needs of the industry.

# 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: SOCIAL AND HUMAN SERVICES - AAS DEGREE AND CERTIFICATE

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## **FINDINGS:** *What have you learned from your outcomes assessment activities?*

Chemical Dependency Prevention training: King County recently awarded chemical dependency prevention grants to all 19 of its school districts, creating several new jobs in the prevention specialist field.

Management in Human Services training: The Technical Advisory Committee expressed frustration with case workers who have very few of the skills needed to manage a team or an agency. They need case workers with a strong sense of business management.

During Field Placement site visits we consistently receive positive feedback about our students' performance. Student grades, assigned by the agency supervisor, are most frequently in the 3.5-4.0 range. These grades are higher on average than grades in in-class courses, suggesting that students competently apply classroom learning and meet and exceed workplace expectations.

## **ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

The Chemical Dependency Prevention Specialist curriculum was designed and implemented using state and national professional standards. This curriculum prepares students for the state/national prevention specialist certification. Seattle Central, through its TAC and industry relationships, was ahead of the new state requirement by launching the Chemical Dependency Prevention Certificate program in 2006.

The Evans School of Public Affairs' short-term management certificate provided the model for Seattle Central's Management in Human Services certificate program. This encompasses supervision, organizational management, and budgeting in non-profit settings. Seattle Central launched the Management in Human Services Certificate program in 2006.

Five courses have been substantially revised: SHS 222 (Conflict Management), SHS 223 (Multicultural Counseling), SHS 224 (Conflict Management), SHS 225 (Relapse Prevention) and SHS 226 (Adolescent Assessment). The content was originally presented in the form of workshops but the importance of the content is better reflected in the full course format.

## **ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

Seattle Central is currently developing a BA in Applied Behavioral Sciences. The A.A.S. degree in Social and Human Services or one of the other community colleges in the area will prepare students for the B.A. degree in Applied Behavioral Science. Students will earn an additional 90 credits, 30 of which will reflect General Education, 30 of which will reflect Core courses and 30 of which will reflect specialization electives. 30 of the 90 credits can be 100 or 200 level SHS courses. We anticipate establishment of approximately 10-15 new 300 and 400 level courses, some required and some elective, which will be developed to meet the requirements of the program. Examples of these courses include Public Policy Analysis, Environmental Science, Applied Social Psychology, Technical Writing and Applied Technology and Small Group Communication.

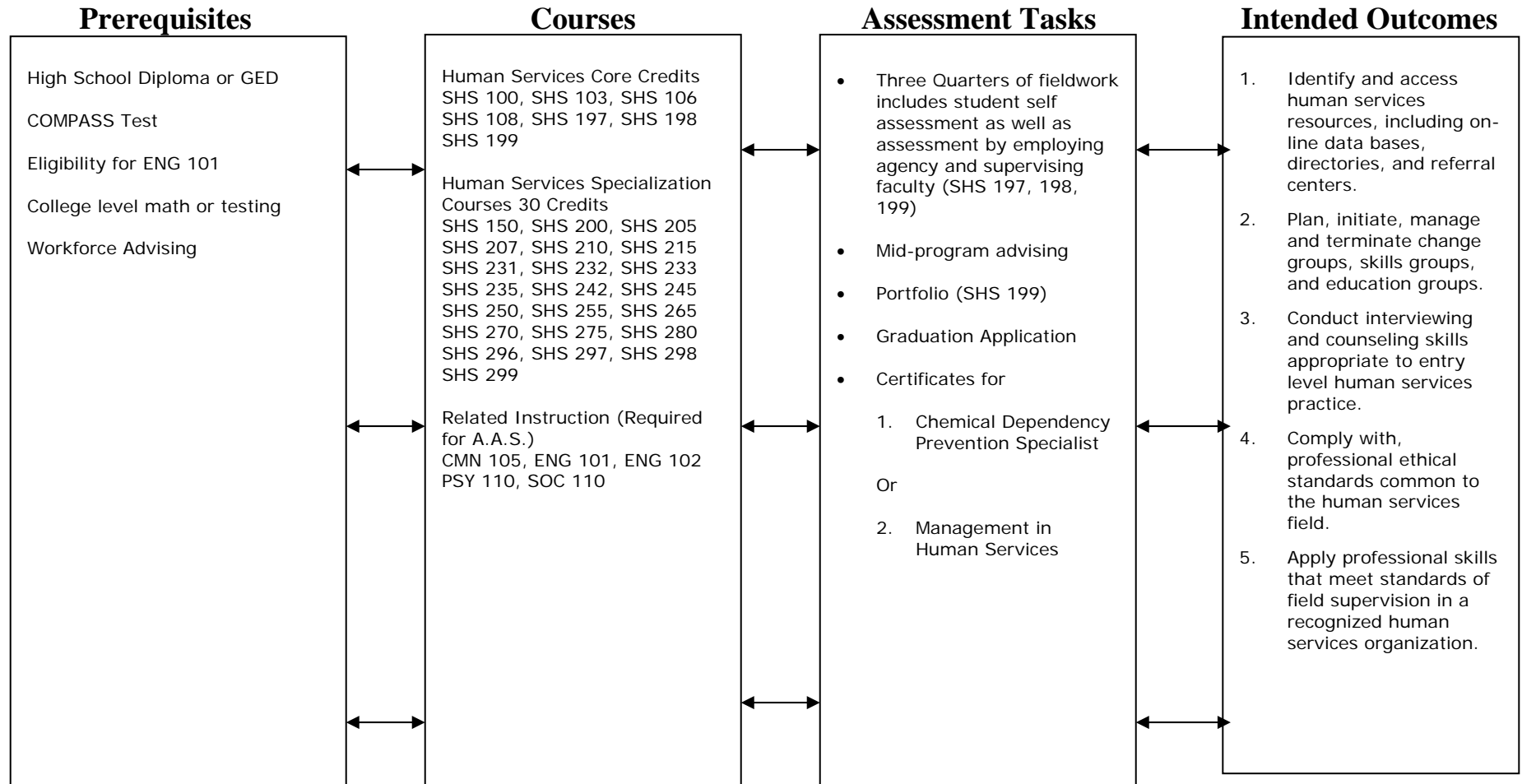
**Social and Human Services AAS Degree and Certificates**

Revised 7 January 2008

**Program Name:**

**Theme(s):** Group facilitation, interviewing and counseling, safety and professional ethics

**Program Role:** Prepares students for employment in community oriented social and human services occupations or for transfer to a four year program.



*What must students understand to demonstrate the intended outcome?*

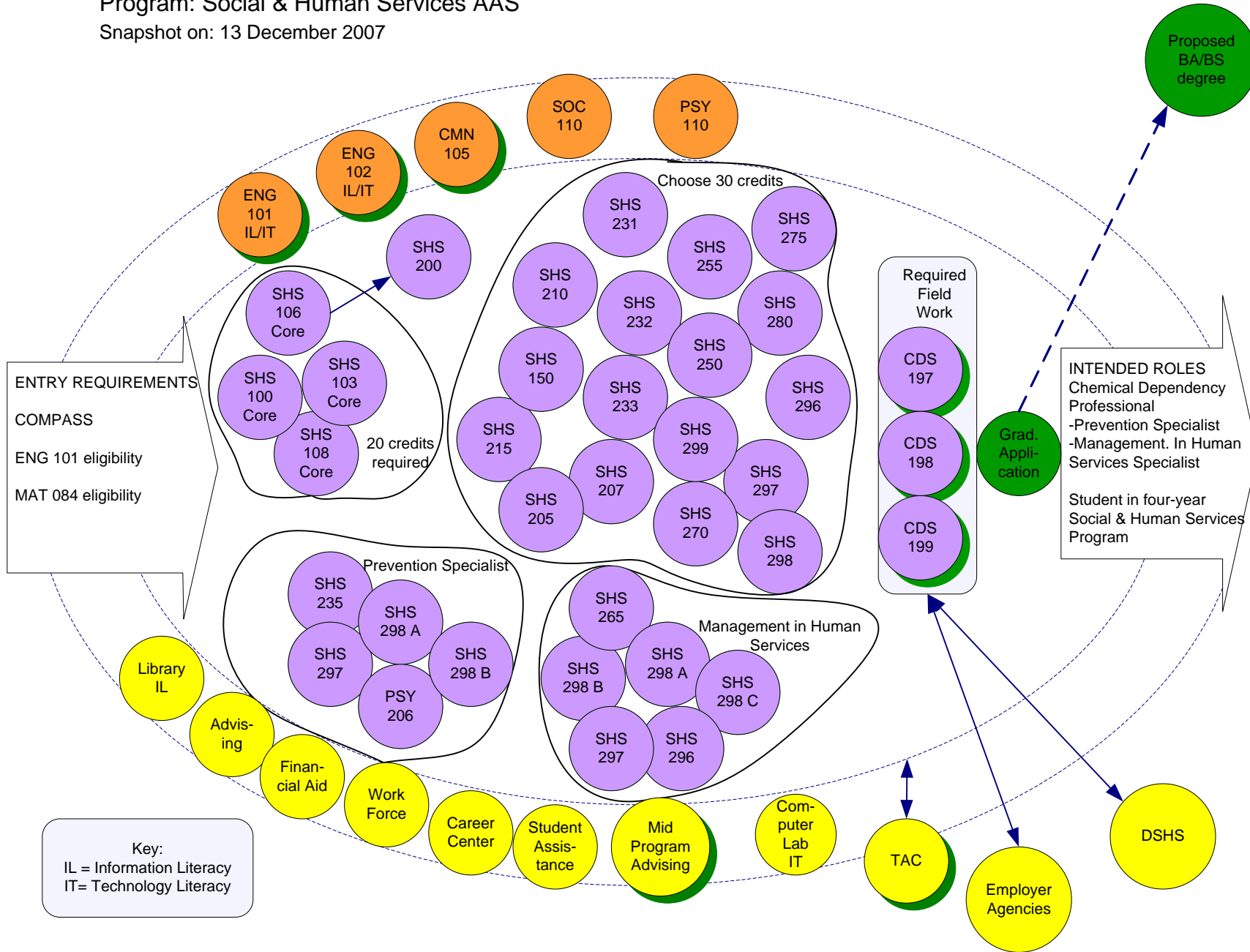
*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO "out there" that we're responsible for "in here"??*

# Program: Social & Human Services AAS

Snapshot on: 13 December 2007



## Intended Learning Outcomes:

1. Demonstrate the ability to identify and access human services resources, including on-line data bases, directories, and referral centers.
2. Demonstrate the ability to plan, initiate, manage and terminate change groups, skills groups, and education groups.
3. Demonstrate the ability to conduct interviewing and counseling skills appropriate to entry level human services practice.
4. Demonstrate an understanding of, and agreement to comply with, professional ethical standards common to the human services field.
5. Demonstrate applied professional skills that meet standards of field supervision in a recognized human services organization.

**INTENDED ROLES**  
Chemical Dependency Professional  
-Prevention Specialist  
-Management. In Human Services Specialist

Student in four-year Social & Human Services Program

**Key:**  
IL = Information Literacy  
IT = Technology Literacy

## Program Assessment Inventory

Program:                     Social and Human Services Degree – AAS Degree                    

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Early program</i>	<i>Mid program</i>	<i>End of program</i>
<b><i>Students are prepared to learn (prerequisites)</i></b>			
ASSET test scores			
COMPASS test scores	X		
SLEP test scores			
Other?			
<b><i>Students are assessed as they move through the program</i></b>			
Competencies assessment			<i>by state license</i>
Internship feedback	X	X	X
Pre-Mid-Post assessment			
Service Learning experience feedback			<i>CDS 197-199</i>
Student course evaluations		<i>quarterly</i>	
Student focus groups			
Student grades		<i>quarterly</i>	
Student interviews			
Student self assessment	X	X	X
Student surveys			
<b><i>Students are assessed as they complete the program</i></b>			
Completion statistics			<i>by college</i>
Capstone projects			
Graduation statistics			
Portfolios			<i>CDS 199</i>
Presentations			
<b><i>External assessment data is collected</i></b>			
Transfer rates			<i>by college</i>
Employer surveys			
Technical Advisory Committee		<i>meets quarterly</i>	
License certification success rates			<i>by college</i>
Performance in 4 year programs			
Employment rates			
Salary statistics			
Survey of former students			X
Other?			

## **Social and Human Services (AAS) – 2006 Learning Outcomes**

Students achieving an AAS degree in Social and Human Services will:

1. Demonstrate the ability to identify and access human services resources, including on-line data bases, directories, and referral centers.
2. Demonstrate the ability to plan, initiate, manage and terminate change groups, skills groups, and education groups.
3. Demonstrate the ability to conduct interviewing and counseling skills appropriate to entry level human services practice.
4. Demonstrate an understanding of, and agreement to comply with, professional ethical standards common to the human services field.
5. Demonstrate applied professional skills that meet standards of field supervision in a recognized human services organization.