



**USCB**

**HUMAN  
SERVICES**

# PROGRAM EVALUATION REPORT

FALL 2018 – SPRING 2022

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# ADVISORY COUNCIL & STAFF MEMBERS

## ADVISORY COUNCIL MEMBERS

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**Diana Gill, PhD**, Chair, Department of Public Health & Human Services

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# Introduction

The Human Services (HMSV) program at the University of South Carolina Beaufort (USCB) is an interdisciplinary liberal arts degree, drawing heavily from the disciplines of psychology and sociology. Graduates of the HMSV program gain the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care. Program graduates will also be able to more effectively manage non-profit organizations, deliver direct care as a human service professional, and have the skills to assist in building informal networks of care.

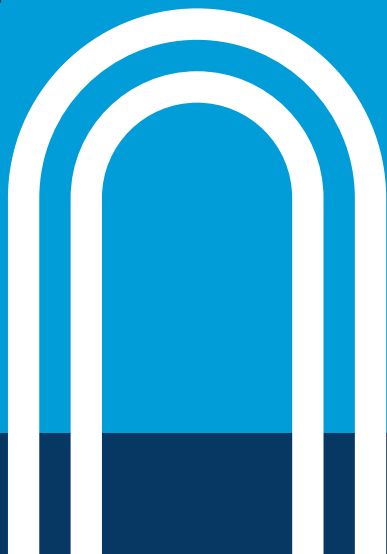
One of the most distinctive features of the Human Services Program is the experience-based internship component. Three internship courses require students to complete at least 360 total clock-hours in a supervised human service setting. Over the years, the program has established valuable partnerships with multiple human service agencies in the Beaufort region and beyond. The program also maintains beneficial relationships with technical colleges in the state. Staff members maintain matriculation agreements that help students make a smooth transition between the HMSV associate and bachelor degree. The logic model ("Appendix A") further illustrates inputs, outputs, student learning outcomes and intended impact for the program.

The HMSV program has been in operation since fall 2004; the program was initially accredited by the national Council on Standards for Human Services Education (CSHSE) in October 2018. This evaluation report, which covers Fall 2018-Spring 2022 academic years, will support the program's five-year CSHSE reaccreditation review. The following groups provided valuable input during the evaluation planning, data collection, and report preparation process: the HMSV Advisory Council, HMSV students and alumni, faculty members, and the USCB Office of Institutional Effectiveness and Research. Lori Vargo, USCB Director of eLearning, provided invaluable support as facilitator for each of the focus groups.

# METHODOLOGY

With assistance from the Advisory Council, the HMSV Program Team developed an evaluation plan to comprehensively assess the program in terms of skills development, student and alumni experiences, impact of program policies and external factors, and capacity building opportunities. A total of eight key evaluation questions guided this process; data from internship surveys, four focus groups (two alumni/student focus groups and two internship supervisor focus groups), assignment rubrics, course syllabi, and institutional effectiveness reports were analyzed to provide answers for each key evaluation question. The evaluation plan (“Appendix B”) outlines key evaluation questions, data and sampling strategies, data collection methods, and data analysis techniques.

Survey results were not tested for statistical significance and as such, the findings herein apply only to the sample population. Self-selection bias may further limit the evaluation, particularly regarding findings related to data collected from the alumni survey, and the student and employer focus groups. An additional limitation is related to the relative position of the evaluation report authors. As faculty and staff members within the study program, the authors have a level of expertise and access to institutional information which provides important context for the study; however, this proximity necessarily raises concerns about objectivity. Multiple data sources, triangulation, and non-program related focus group facilitation are some of the key strategies used to mitigate these limitations. Further, the limitations noted are comparable to those encountered in similar research efforts.



# KEY FINDINGS & DISCUSSION



## SKILLS & FITNESS FOR THE PROFESSION

- Small group facilitation skills
- Direct service & intervention skills
- Fitness for the Profession Policy impacts



## STUDENT EXPERIENCES

- Online and on-campus comparison
- Alumni outcomes
- Impacts of COVID-19 Pandemic



## CAPACITY BUILDING

- Justice, equity, diversity & inclusion
- Future focus

## Context for Key Findings

### *Enrollment Trends*

Enrollment in the program averages just under 100 majors each academic semester. The enrollment high for the evaluation period was 127 students in Fall 2018; the enrollment low was 82 students in Spring 2021. Like most education programs, enrollment was negatively impacted by the COVID 19 pandemic.

### *Student Demographics*

The average age for program majors is 28; however, that average is influenced by the inclusions of students who are much older than the traditional college aged student (the age most occurring for program majors across the evaluation period is 21). Like many human service and social service disciplines, the HMSV program at USCB is heavily represented by female students, although there appears to be a modest increase in the number of males students enrolled as of fall 2020. In terms of race and ethnicity, the program enrolls a higher percentage of underrepresented students (African American and Hispanic) than the general student body; on average, at least half of the program majors are students from underrepresented backgrounds.

### *Online & On-Campus Majors*

The HMSV program at USCB is offered in both in-person and on-line formats. Students are either classified as on-campus students or Palmetto College (the brand name for USCB's online programs) students. On-campus students reside either in the USCB dormitories or in private housing in and around Beaufort County where the USCB campus is located; they may take all their courses in face-to-face course format, or some combination of face-to-face and online courses. Palmetto College students are located across the state of South Carolina (and in some limited instances, outside of the state). Palmetto College students tend to be transfer students from one of the technical college Human Services programs; Palmetto College students completing their bachelor's degree program requirements at USCB virtually, with no in-person courses. There has been a notable increase in the overall percentage of HMSV majors who are Palmetto College students since the inception of the program. During the previous comprehensive evaluation, just over 45% of all majors were classified as Palmetto College; during the current evaluation period, that percentage was 66.5% on average.

## **Skills & Fitness for the Profession**

### *Small Group Facilitation Skills*

This evaluation investigated how well the program is developing students' small group facilitation skills. The program is required to incorporate group facilitation skills in core course curriculum objectives, assignments and assessments for both face-to-face and online instruction modalities. The evaluation team's review of student learning outcomes, small group simulation recordings, focus group themes suggest that the program is improving performance in this area when compared with previous evaluation periods.

The average percentage of majors earning grades of "B" or better on specific assignments related to this outcome is 81% for the current evaluation period, compared to an average of 75% for the previous period. The small group simulation recordings and debriefing sessions for Human Services B282 (Mezzo-Level Interventions) support this finding; the simulation assignment was introduced during the evaluation period, so comparison to the previous period is unavailable. Internship focus group themes support this finding as well, with added findings that the program should increase its focus on interpersonal communication to help ensure students are able to effectively form relationships with existing team members at internship sites.

### *Direct Service and Intervention Skills*

The evaluation assessed how well the program is developing students' skills to facilitate appropriate direct services and interventions related to specific client or client group goals. The program is required to demonstrate the development of clear course objectives that focus on skill training, with direct skill instruction, assignments, and assessments for both face-to-face and online instruction modalities. The evaluation team's review of student learning outcomes and internship supervisory survey results suggest the program is improving performance in this area when compared with previous evaluation periods.

The average percentage of majors earning grades of "B" or better on specific assignments related to this outcome is 86%, compared to an average of 77% for the previous period. Further, 100% of interns received an internship supervisor score of 4 or higher on a 5-point scale during the evaluation period. The average internship scores for the current evaluation period are consistent with scores from the previous evaluation period.

### *Fitness for the Profession Policy*

The program adopted a Fitness for the Profession Policy ("Appendix C") in Fall 2018 as a part of the CSHSE initial accreditation process. This policy outlines broad expectations related to preparation and entering the Human Services profession for all program majors; it stipulates a clear set of indicators that students should make reasonable progress on during the course of their program enrollment and stipulates measures for withdrawal from the program if reasonable progress is not attained as required. A review of alumni focus group themes suggests



enhanced awareness of this policy across program majors. The focus group data also suggests the need for more amplification of the policy, particularly at the internship site level. The evaluation team assessed internship supervisor survey questions related to overall professionalism and interns' potential as candidates for job openings at the internship site. The survey scores (100% 4 or higher on a 5-point scale) suggests the program is sustaining and improving performance in terms of developing overall professionalism for program majors.

## **Student Experiences**

### *Online and On-Campus Comparison*

The evaluation teams investigated potential differences in student learning outcomes between on-campus and Palmetto College students. As noted in the context section, during the previous comprehensive evaluation just over 45% of all majors were classified as Palmetto College, but during the current evaluation period, that percentage was 66.5% on average. The satisfaction level (92% were 'very satisfied' or 'satisfied') for current students and alumni for both classifications suggests that on-campus and on-line modalities produce high satisfaction outcomes for HMSV students. Similarly, the likeliness to recommend the program (96% were 'very likely' or 'likely' to recommend) for current students and alumni for both classifications suggests that on-campus and on-line modalities produce high program approval outcomes for HMSV students. In terms of academic performance, the average GPA for Palmetto College students is higher during the report period when compared to on-campus students, at 3.07 and 2.84 respectively.

### *Alumni Outcomes*

Another key evaluation question related to student experiences after program completion. The evaluation team examined the types of employment and graduate school programs that HMSV majors entered upon completion of their program at USCB. A total of 76% of survey respondents indicated full or part-time employment in the Human Services field; 33% reported they have jobs directly related to their HMSV internship. 66% of alumni indicated enrollment in graduate programs related to human services, and 80% of respondents indicated they felt 'extremely well prepared' (50%) or prepared' (30%) for either employment or graduate studies in the human services field.

### *Impacts of COVID-19 Pandemic*

As stated in the context section, enrollment in the HMSV program at USCB was negatively impacted by the COVID 19 pandemic, a trend documented in nearly all other university programs. However, enrollment appears to be the only area with a notable (negative) COVID 19 impact for the program overall. Student learning outcomes were consistent before and after the height of the pandemic, and despite multiple closures/reductions in hours at human service organizations, students were still able to attain relevant field experience, as internships shifted from face-to-face to virtual options during the pandemic. Themes from the internship site

supervisor focus groups suggest some limited challenges, in terms of communicating the masking/social distancing protocols during the tail end of the pandemic.

## **Capacity Building**

### *Justice, Equity, Diversity & Inclusion*

In light of the self-development standard outlined in the Fitness for the Profession policy, and in recognition of the USCB Faculty Statement on Systemic Racism and Racial Equity (<https://www.uscb.edu/about/mission-vision-values.html#equity>), the research team examined how matters of justice, equity, diversity and inclusion were incorporated within the Human Services program. The team conducted content analysis of a random sample of all human service course syllabi during the evaluation period; this review showed that assignments or course policies with the keywords justice, equity, diversity, inclusion, dignity, ethics, values, humanity, and equality were mentioned an average of seven (7) times across the sample. Further, themes from the student/alumni focus group and internship site supervisor focus groups suggest that matters of justice, equity, diversity, and inclusion are well incorporated throughout the program. This is the first evaluation period that data has been analyzed related to these topics; as such, comparative analysis is not possible, however the findings provide important baseline data for subsequent evaluations.

### *Future Focus*

A final aspect of the program that was assessed during the evaluation relates to needs and opportunities for improvement in the future. A review of the evaluation process itself suggests that additional capacity is needed in terms of consistent support for data collection and analysis, and for improvements in the internship survey protocol and methods. Themes from the focus groups and the alumni survey indicate that there is potential to make several enhancements to the internship process: students and internship site supervisors agree that more on-site internship orientations would be valuable (this enhancement is already underway as of Spring 2023), students and alumni suggested that group discussions of their overall internship experiences would be helpful for more success in subsequent internships and other positions; students and alumni would like to have access to a list of potential internship sites and more clarity around possible careers related to the Human Services major; and, internship site supervisors suggest the program offer more development for skills specifically related to virtual working environments, and more focus on the characteristics of various disabilities that individuals may encounter in the sector. In terms of policy, the focus group themes suggest the program should incorporate Junior/Senior level check points to assess Fitness for the Profession progress.

# VISUAL DATA



## TABLE 1: SUMMARY OF DATA ANALYSIS FINDINGS

### DESCRIPTIVE DATA:

- Overall program enrollment by academic year
- Aggregate Program enrollment by age
- Aggregate Program enrollment by gender
- Aggregate Program enrollment by race/ethnicity
- Aggregate Program enrollment by type (on-campus; Palmetto College)

### STUDENT LEARNING OUTCOMES:

- Palmetto College/online & on-campus student GPA & graduation rates
- Student Learning Outcomes by Human Service courses

### SMALL GROUP, DIRECT SERVICE & INTERVENTION SKILLS:

- Small Group Facilitation Skills Development – Internship Supervisor Survey Ratings
- Fitness for the Profession – Internship Supervisor Survey ratings, overall professionalism and likeliness to hire

### ALUMNI SURVEY RESULTS:

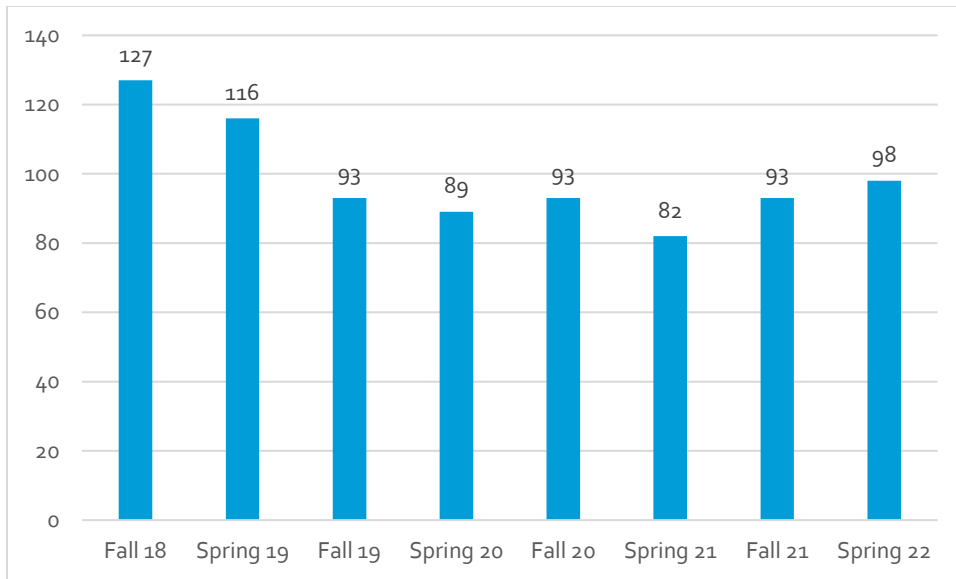
- Employment in HMSV field
- Positions directly related to HMSV internship
- Graduate study enrollment related to HMSV
- Preparation for employment or graduate studies in HMSV field

**TABLE 1: Summary of Data Analysis Findings**

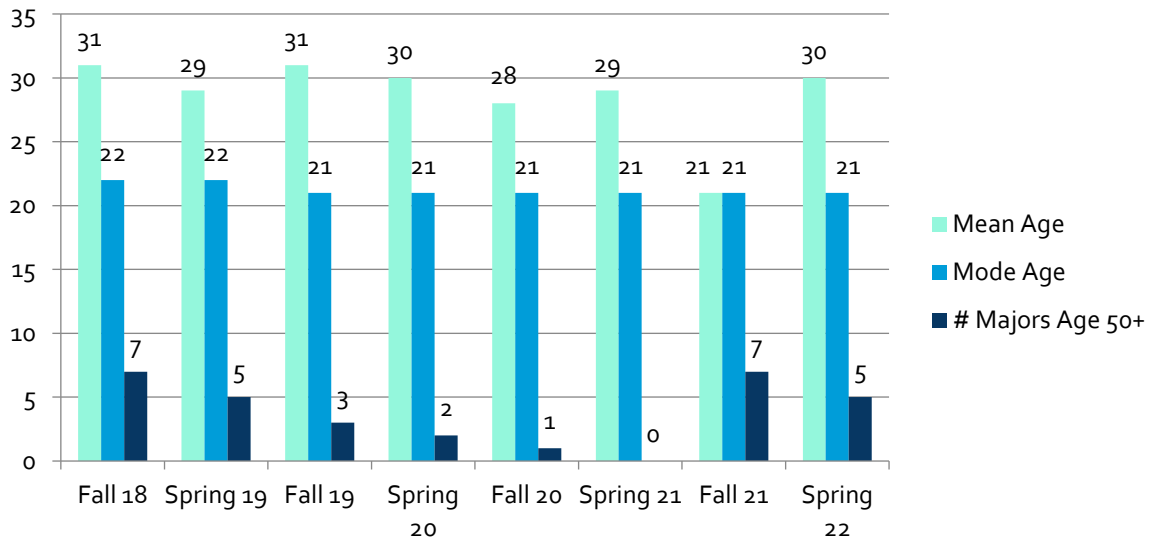
Key Evaluation Questions	Data Analysis Findings & Highlights
1. How well does the program develop students' small group facilitation skills?	<b>Improved performance from previous evaluation period</b> – as evidenced by observation of small group simulation recordings and debriefing sessions ( <i>this cross-disciplinary partnership is a possible model approach</i> ) and Student Learning Outcome data for the report period ( <i>an average of 81% of all students achieved 80% or higher on the B282 Mezzo-Level Interventions Group Observation assignment and B300 Macro-Level Interventions Planning &amp; Community Organizing assignment</i> ). Themes from internship site supervisor focus group suggest the program should increase focus on interpersonal communication to help ensure students are able to effectively form relationships with existing team members at internship sites.
2. How well does the program develop students' direct service and intervention skills?	<b>Improved performance from previous evaluation period</b> – as evidenced by Student Learning Outcome data for the report period ( <i>an average of 86% of all students achieved 80% or higher on B280 Micro-Level Interventions Voice-Thread Video Project assignment, HMSV B282 Mezzo-Level Interventions Group Observation assignment and HMSV B490 Internship III Capstone/Portfolio assignment</i> ) and Internship satisfaction survey data ( <i>100% of interns evaluated by internship site supervisors during the summer 2021-fall 2022 period received a score of 4 or 5 on a 5-point scale</i> ).
3. What are the impacts of the program's Fitness for the Profession Policy?	<b>Enhanced awareness across program majors; sustained or improved performance in overall professionalism for program majors</b> – as evidenced by themes from student/alumni focus groups and internship satisfaction survey data ( <i>100% of interns evaluated by internship site supervisors during the summer 2021-fall 2022 period received a score of 4 or 5 on a 5-point scale in response to specific questions about overall professionalism and rating as potential candidate for job openings at the internship agency</i> ). Themes from student/alumni focus groups and internship site supervisor focus groups also suggest a need to further amplify the Fitness for the Professional Policy at the internship site level as well as across all Human Service program courses.
4. How are matters of justice, equity, diversity, and inclusion incorporated within the program?	<b>Effectively integrated across major program courses</b> – as evidenced by analysis of course syllabus content ( <i>mentions of assignments or course policies with keywords justice, equity, diversity, inclusion, dignity, ethics, values, humanity, equality – average of 7 times across a random sample</i> ); and themes from student/alumni focus groups and internship site supervisor focus groups.
5. Are there differences in student learning outcomes between online and on-campus students?	<b>Average percentage of Palmetto College students across evaluation period is 65%</b> . 92% of all student & alumni survey respondents were 'very satisfied' or 'satisfied' with the program; 96% were 'very likely' or 'likely' to recommend the program; average GPA for Palmetto College students during report period (3.07) compared to on-campus students
6. What are the impacts of COVID-19 pandemic on the program?	<b>Low overall impact on student learning outcomes or internship performance</b> . Internship Site Supervisor focus group themes suggest some challenges regarding communication of masking/distancing protocols on-site.
7. Do program alumni enter related graduate programs, or secure employment in the HMSV field?	<b>76%</b> of alumni survey respondents indicated <b>employment in Human Services field</b> ; 33% reported jobs related to Human Services internship; 66% of alumni respondents indicated they enrolled in a graduate program related to the Human Services major; <b>80%</b> of respondents indicated they felt 'extremely well prepared' (50%) or 'prepared' (30%) for employment or graduate school in HMSV field.
8. What are the capacity building needs and opportunities for the program?	Junior/Senior level Fitness for the Profession Policy check-in; enhanced internship orientation at agencies ( <i>in-progress</i> ); group discussion of internship experiences; virtual working environment skills building; software training; basic understanding of various disabilities; new name for interns (e.g. <i>para-professionals</i> ); list of potential internship sites; clarity around possible careers for Human Services major; more alumni engagement; regular phone hours for online professors; enhanced coordination between advisors, faculty and students.

## DESCRIPTIVE DATA:

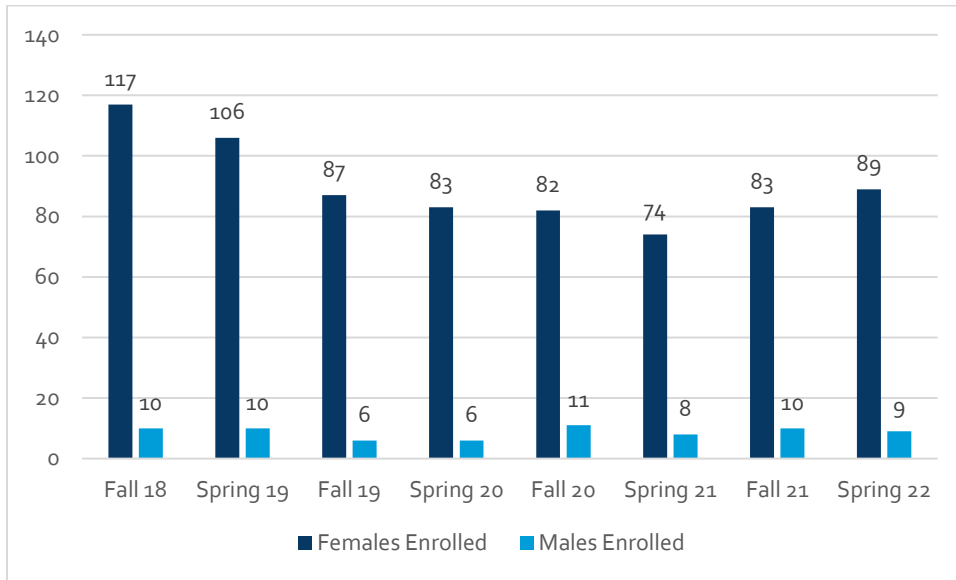
**CHART 1: Overall Program Enrollment by Academic Year**



**CHART 2: Aggregate Program Enrollment by Age**

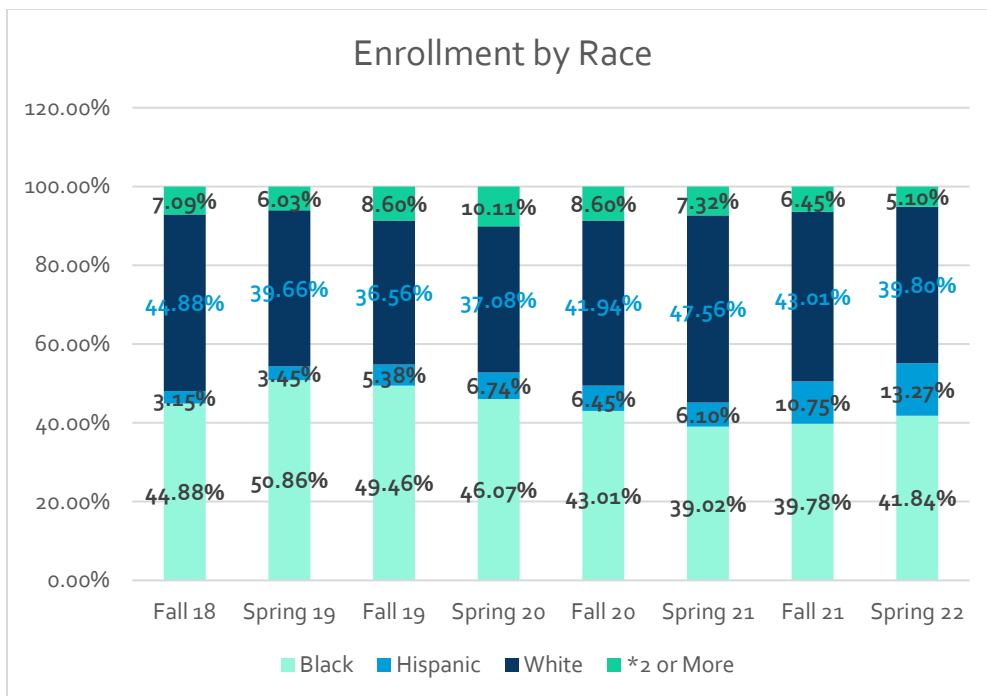


**CHART 3: Aggregate Program Enrollment by Gender\***

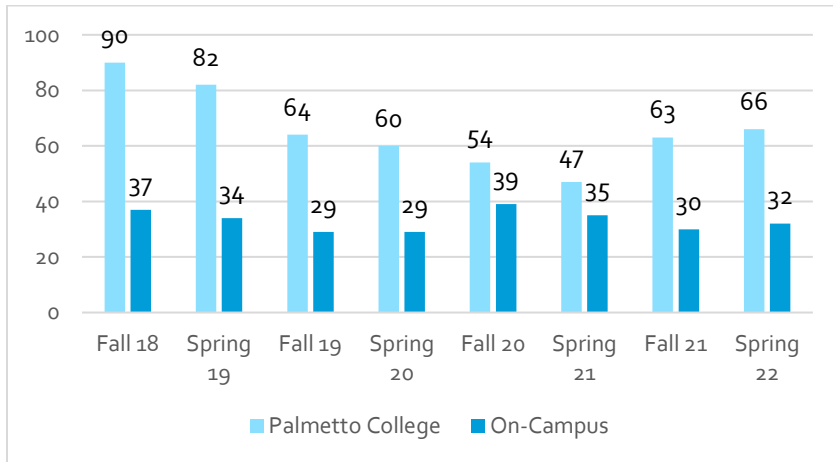


\*Data for additional gender categories were not collected by the University during the report period

**CHART 4: Aggregate Program Enrollment by Race/Ethnicity**

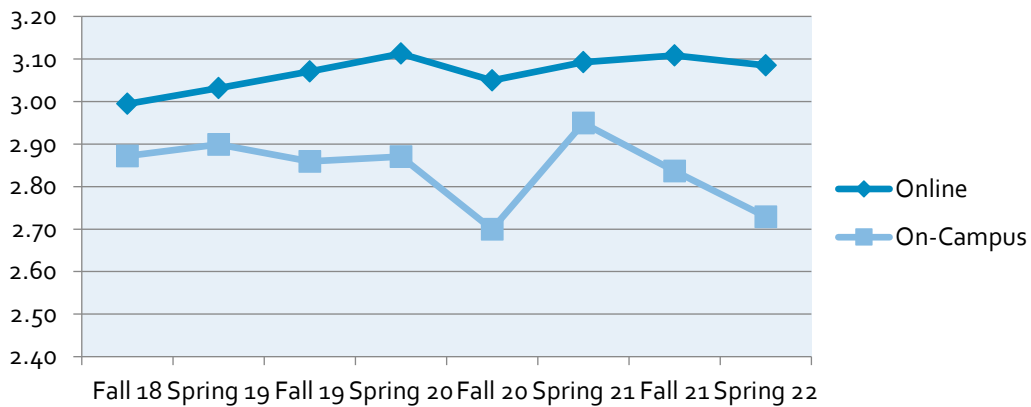


**CHART 5: Aggregate Program Enrollment by Type (On-campus; Palmetto College)**

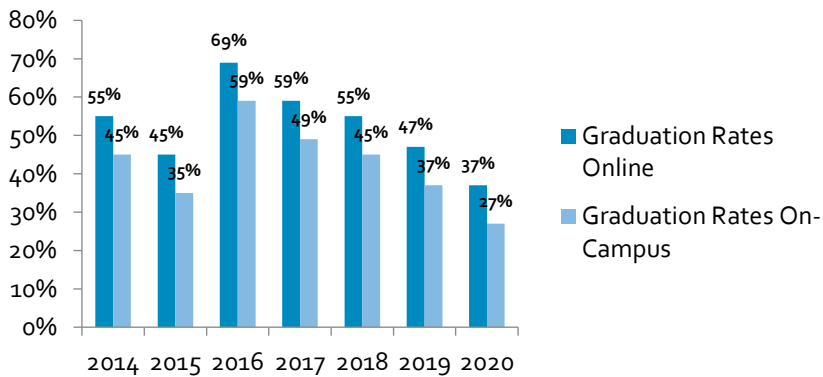


**STUDENT LEARNING OUTCOMES:**

**CHART 6: Palmetto College/Online & On-campus Student GPA**



**CHART 7: Palmetto College/Online & On-campus Student Graduation Rates**



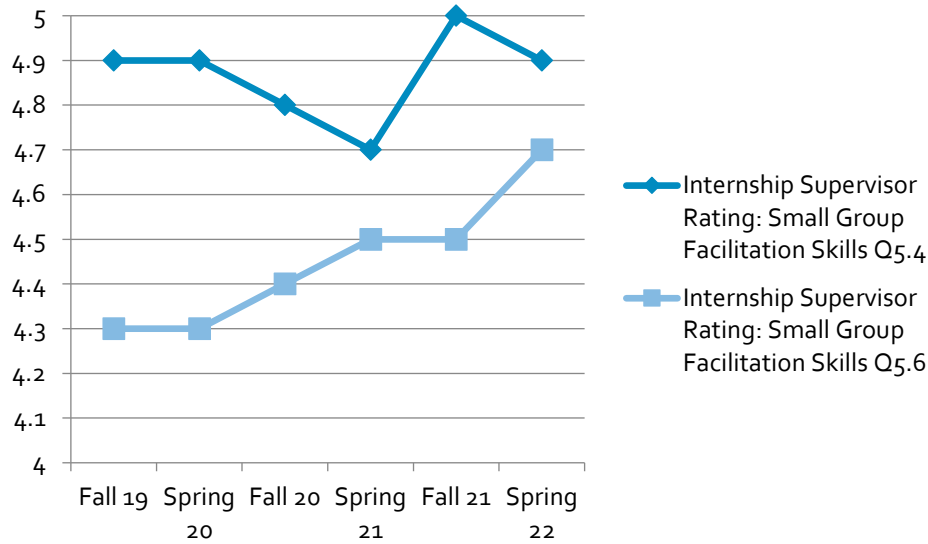
**Table 2: Student Learning Outcomes by Human Service courses**

Student Learning Outcome	Courses	Fall 21/Spring 22		Fall 20/Spring 21		Fall 19/Spring 20		Fall 18/Spring 19	
		% Earning 80%+	N	% Earning 80%+	N	% Earning 80%+	N	% Earning 80%+	N
1. Demonstrate knowledge of the historical development of human services.	B190	75.25%	83	73.00%	63	81%	101	81%	142
	B300								
2. Demonstrate knowledge that includes knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal and their interactions.	B282	70.50%	54	81.00%	37	87%	72	87%	81
	B300								
3. Demonstrate knowledge of the conditions that promote or limit human functioning.	B190	77.25%	83	75.00%	63	81%	101	81%	142
	B300								
4. Demonstrate knowledge and skills in information management.	B302	86.00%	35	83.00%	31	96%	17	96%	40
5. Demonstrate knowledge and skill in the systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.	B280	79.38%	70	80.00%	73	88%	54	88%	117
	B302								
6. Demonstrate knowledge and skills in human services interventions that are appropriate to their level of education.	B280	81.25%	81	84.00%	93	90%	93	90%	126
	B282								
	B490								
7. Demonstrate interpersonal skills.	B180	97.00%	83	91.00%	67	92%	79	92%	105
	B490								
8. Demonstrate knowledge and skills in the administrative aspects of the services delivery system.	B400	88.00%	65	88.00%	54	92%	66	92%	68
	B490								
9. Demonstrate knowledge about and skills in applying human services values and attitudes and promote understanding of human services ethics and their application in practice.	B190	79.25%	76	80.00%	81	85%	93	85%	149
	B400								
10. Demonstrate an awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.	B180	97.00%	83	91.00%	67	92%	79	92%	115
	B490								
11. Engage in at least three internships at approved sites and have a minimum of 350 hours of supervised field experience and be awarded academic credit for these experiences that are integrated into the curriculum. <i>Student satisfaction survey results.</i>	B290; B298; B490	100.00%	89	93.00%	67	90%	81	90%	93
11b. <i>Internship site supervisory satisfaction survey results.</i>	B290; B298; B490	92.00%	65	94.00%	43	90%	40	90%	40



**SMALL GROUP, DIRECT SERVICE & INTERVENTION SKILLS:**

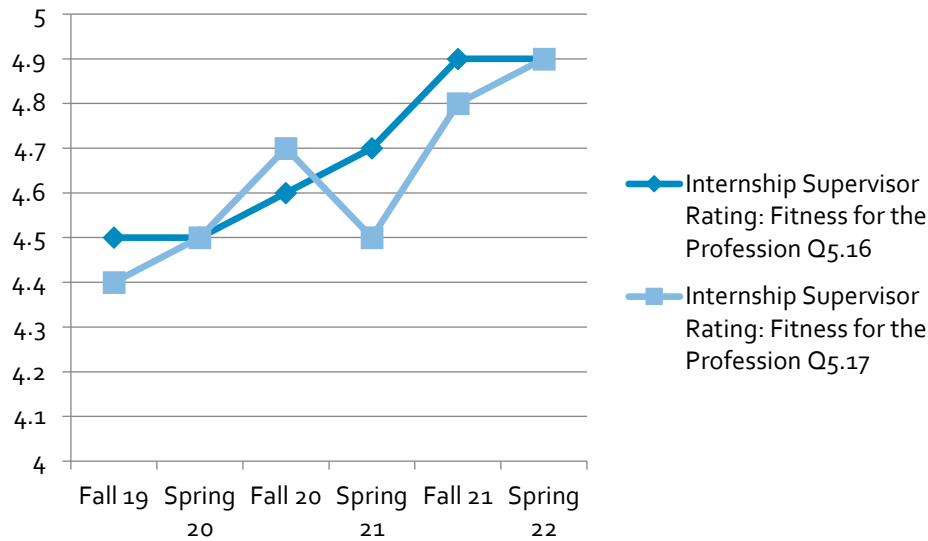
**GRAPH 1: Small Group Facilitation Skills Development – Internship Supervisor Survey Ratings**



**Q5.4 = Treated those they worked with, with respect and dignity**

**Q5.6 = Ability to identify and maximize assets, strengths, and resources**

**GRAPH 2: Fitness for the Profession – Internship Supervisor Survey Ratings**

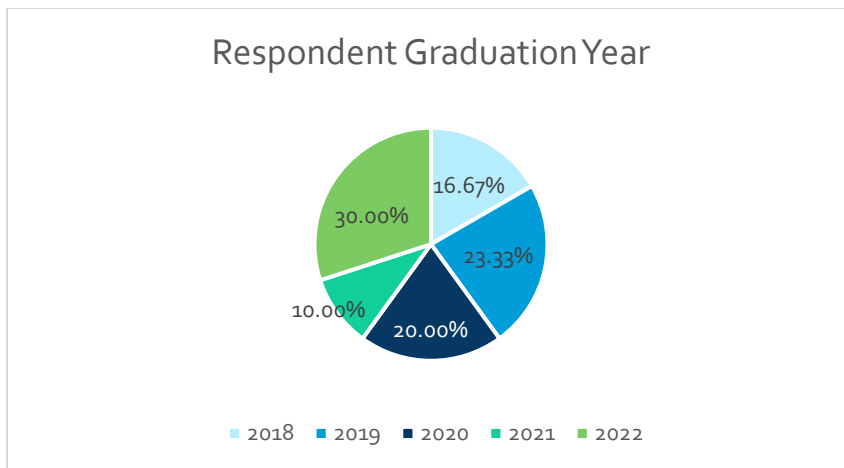


**Q5.16 = Overall Professionalism**

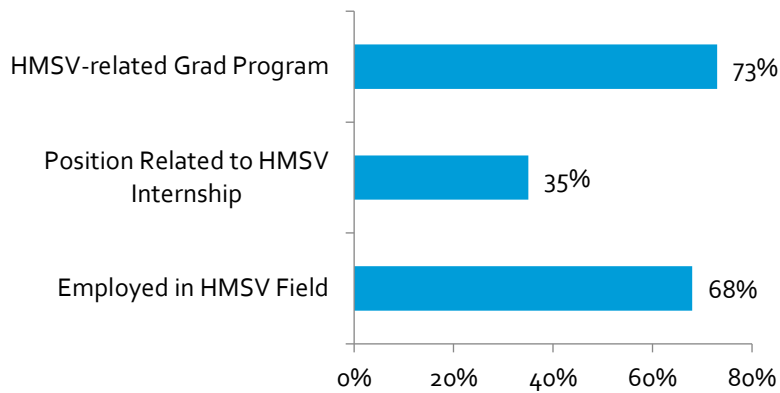
**Q5.17 = Potential Candidate for Position at Host Agency**

## ALUMNI SURVEY RESULTS:

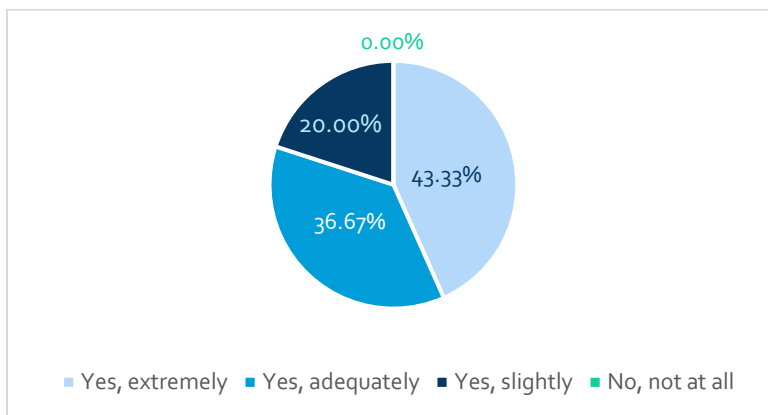
**CHART 7: Survey Respondents (30 Total)**



**CHART 8: Employment & Graduate Studies in HMSV field**



**CHART 9: Preparation for employment or graduate studies in HMSV field**



# CONCLUSION

Findings from analysis of data across multiple data sources suggest strong performance for the USCB Human Services Program, in terms of developing student skills, implementing the Fitness for the Profession Policy, and incorporating matters of justice, equity, diversity and inclusion. Findings also indicate that students consistently benefit from and are satisfied with the program, regardless of their participation in online and in-person modalities. Three areas described below should be considered for continued enhancement in the future.

## INTERNSHIP PROGRAM ENHANCEMENTS

The internship component is a cornerstone of the USCB Human Services Program. In addition to the requirement for on-site internship orientations, the program should implement a process to facilitate student group discussions of overall internship experiences each semester; this could be incorporated as a part of a regular Fitness for the Profession checkpoint. The program might also develop a sample list of potential internship sites and consider partnering with Career Services to offer special workshops on possible careers related to the Human Services major each semester.

## ADDITIONAL SKILL DEVELOPMENT AREAS

The program demonstrated strong progress on skills related to small group, direct service, and intervention skills. The program could build on This progress by incorporating more skills practices in the context of populations with various disabilities and doing so in primarily virtual working environments.

## PROGRAM EVALUATION CAPACITY

The program should build capacity for ongoing data collection and analysis, and for improvements in the internship survey protocol and methods. A dedicated internship position for alumni engagement, data analysis, and survey maintenance would provide valuable experience for majors and consistent support for implementation of evaluation recommendations.

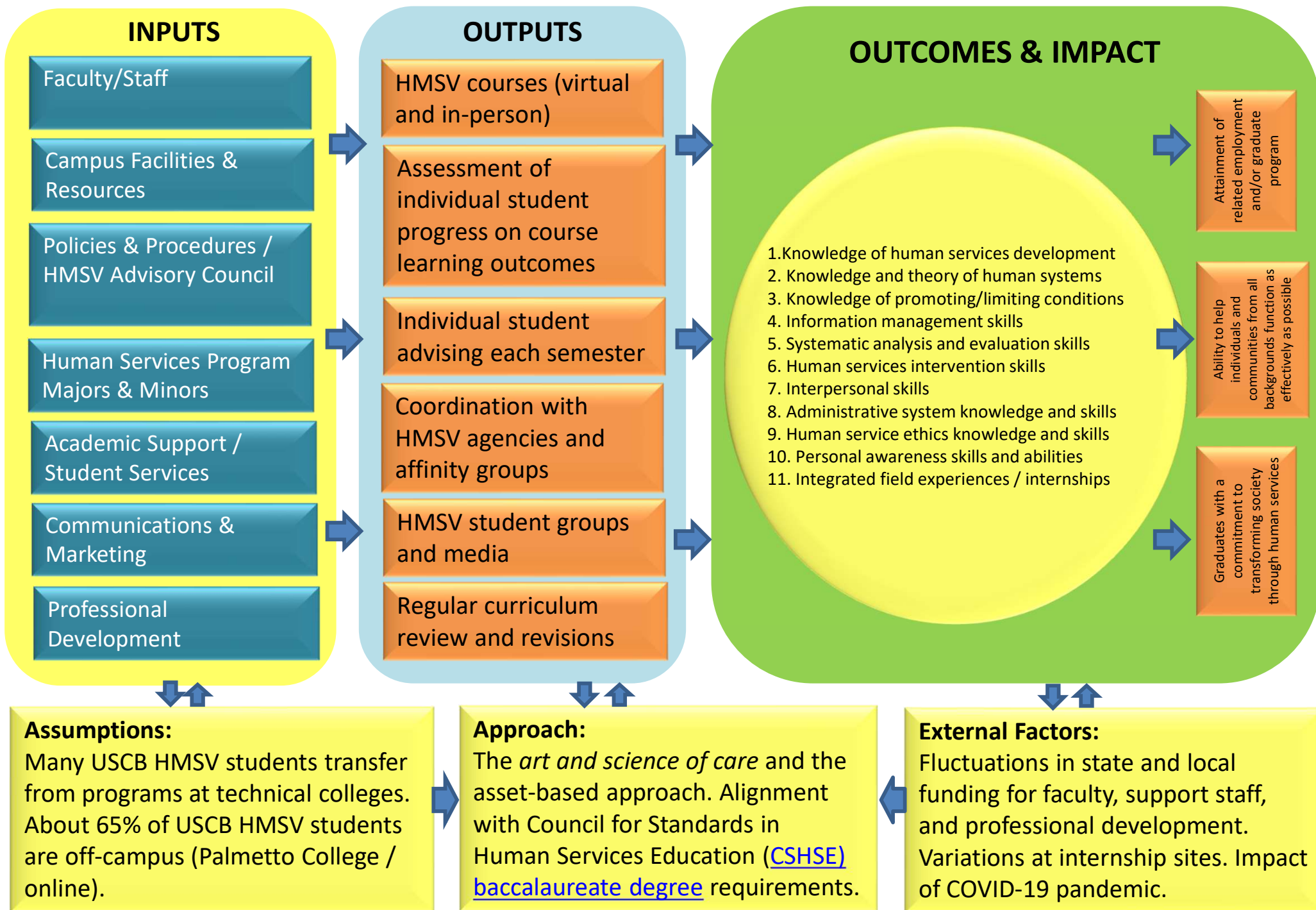
# Appendices

**A** – USCB Human Services Program Logic Model

**B** – Evaluation Plan

**C** – Fitness for the Profession Policy

# USCB Human Services Program – Logic Model



**USCB HUMAN SERVICES PROGRAM EVALUATION PLAN (FALL 2018-FALL 2022)**

Key Evaluation Questions	Data / Samples	Type of Data Collection					Data Analysis Notes
		Survey	Individual Interview	Focus Group	Direct Observation	Program Records	
1. How well does the program develop students' small group facilitation skills?	HMSV B282 & B300 students (2018-2022 active students)				Mock group session rubric	Student Learning Outcomes	SLOs include Fall & Spring semesters only; mock group sessions Fall 2022 only
2. How well does the program develop students' direct service and intervention skills?	HMSV B280, B283 & B490 (2018-2022 active students)	Internship evaluations				Student Learning Outcomes	SLOs include Fall & Spring semesters only; internship evaluations include student and supervisor results
3. What are the impacts of the program's Fitness for the Profession Policy?	All 2018-2022 active students	Internship evaluations		X			Focus groups will be offered virtually and in-person
4. How are matters of justice, equity, diversity, and inclusion incorporated within the program?	All 2018-2022 active students, faculty & internships; random sample HMSV course syllabi & rubrics	Internship evaluations		X		X	Focus groups will be offered virtually and in-person; content analysis of syllabi and rubrics
5. Are there differences in student learning outcomes between online and on-campus students?	All 2018-2022 active students					Student Learning Outcomes	SLOs include Fall & Spring semesters only
6. What are the impacts of the COVID-19 pandemic on the program?	All 2018-2022 active students	Internship evaluations		X		Student Learning Outcomes	SLOs include Fall & Spring semesters only; virtual & in-person focus groups
7. Do program alumni enter related graduate programs, or secure employment in the HMSV field?	Purposive sample of program alumni, 2015-2022	Alumni survey					Existing USCB Alumni Survey data may be sufficient
8. What are the capacity building needs and opportunities for the program?	All 2018-2022 active students, faculty & internships; alumni sample	Internship evaluations		X		Institutional Effectiveness Reports	Internship evaluations include student and supervisor results; virtual & in-person focus groups

## EVALUATION PLAN IMPLEMENTATION TIMELINE

### USCB HUMAN SERVICES PROGRAM (AUGUST 2022-MAY 2023)

Goals	Objectives/Tasks	Responsible Party/Required Resources	Month/Timeframe
1. Involve stakeholders in the evaluation process	Incorporate HMSV B302 student feedback into key evaluation questions and plan design; review evaluation questions at Advisory Council meeting prior to finalization of evaluation plan	HMSV Program Coordinator	August – November 2022
	Revise evaluation plan based on stakeholder feedback	HMSV Program Team	November – December 2022
2. Secure internal data in a timely manner	Develop data request narrative and submit electronic data request to USCB Institutional Effectiveness Team; secure IEO report; secure samples of syllabi and rubrics	HMSV Program Coordinator	September - December 2022
	Review data files, request clarification as needed	HMSV Program Coordinator, Department Internship Coordinator	December 2022
3. Ensure that primary data collection protocols are appropriate and effective	Design and pilot-test focus group protocol	HMSV Program Coordinator	January 2023
	Design, pilot-test and deploy alumni survey	HMSV Program Coordinator; Program Evaluation Intern(s)	January - February 2023
4. Host a minimum of 3 focus group sessions with virtual and in-person options	Current student & alumni focus groups	HMSV Program Coordinator	February – March 2023
	Current faculty & internship supervisor focus groups	HMSV Program Coordinator, Department Internship Coordinator	February – March 2023
5. Identify findings and recommendations for program enhancement	Analysis of data from program records review	HMSV Program Coordinator; Program Evaluation Intern(s)	February 2023
	Analysis of data from focus groups and alumni survey	HMSV Program Coordinator; Program Evaluation Intern(s)	April 2023
6. Disseminate evaluation findings and recommendations to stakeholders	Develop draft evaluation report document	HMSV Program Coordinator; Program Evaluation Intern(s)	May 2023
	Discuss draft evaluation report with Advisory Council	HMSV Program Coordinator	May 2023
7. Incorporate evaluation findings and recommendations into curriculum and program design	Use evaluation report as context for the 2023 Council for Standards in Human Services Education reaccreditation application.	HMSV Program Team	May – September 2023

**UNIVERSITY OF SOUTH CAROLINA BEAUFORT**  
**HUMAN SERVICES PROGRAM**  
**Fitness for the Profession Policy**

**POLICY BACKGROUND**

The Human Services (HMSV) program at the University of South Carolina Beaufort (USCB) is an interdisciplinary liberal arts degree that draws heavily from the disciplines of psychology and sociology. The HMSV program at USCB is guided by the principles of the national Council on Standards for Human Services Education (CSHSE).

As our society has transitioned from the industrial to the post-industrial we have witnessed a decline of offered informal networks of care. With this diminishing of previous support networks, new professional care givers are required who need broader education and specific skill training. The emerging profession of human services and the Human Services degree program at USCB is part of this new art and science of care. At the core of our program is a major commitment to the asset approach. This approach can be simply and succinctly summarized in these two maxims that permeate our curriculum: *everyone is a gift, and everyone is gifted*. “Everyone is a gift” refers to the intrinsic value that every human being has is the essence of human dignity and equality. “Everyone is gifted” refers to the idea that each person has a set of personal qualities, skills, and abilities that they can utilize and enhance to improve their own life, the lives of those they love and of the communities they hold dear.

Undergraduate students in the Human Services program at USCB are expected to gain and demonstrate the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care. We believe that every student who selects this program should be able to meet or exceed these skills and abilities, upon successful completion of the program. This policy outlines broad expectations related to preparation and entering the Human Services profession for all program majors.

**POLICY STATEMENTS**

*Understanding why students select the Human Services program*

It is the position of this program, and to articulate through this policy, the ‘field’s values of diversity, access, rehabilitation and belief in the capacity to change’ (Kerewsky, 2016). The USCB Human Services program faculty, staff and advisory council are aware of and sensitive to the myriad reasons why students may choose to major in human service. For example, individual and or family experiences related to crisis or traumatic events often motivate a person to seek a profession in the helping field. In many cases, first-hand experience overcoming challenges and barriers provides a valuable point of reference and foundation of empathy for working with participants facing similar circumstances.

*Program approaches to identifying student needs*

Every student in the Human Services program brings a unique set of characteristics, talents, and opportunities for improvement to the learning environment. Human Services program faculty and staff will employ a variety of approaches and strategies to identify barriers that may prevent attainment of optimal learning outcomes for all students.



### *Student ability to identify and deploy resources*

Self-awareness, self-direction, and self-advocacy are essential skills for success as a Human Services professional. The USCB Human Services program faculty, staff and advisory council members expect majors in this program to develop and continuously improve the skills needed to identify resources to meet a variety of personal and professional needs, as well as to demonstrate the propensity to actively seek out and take advantage of those resources. A brief list of examples of resources include:

- Faculty and Staff Advisors – seek out advising appointments early and routinely each semester
- Office of Career Services – make appointments with career service representatives, attend career and professional development workshops, and participate in Career and Graduate School Fairs on campus
- Human Services Student Organization (HSSO) – connect with peers and other program majors/minors through the student-led club
- Disability Services – as needed, seek accommodations from USCB Disability Services, and schedule appointments to discuss needs with faculty members at the beginning of each semester
- Counseling Services – as needed, utilize USCB’s cost-free counseling (licensed therapists)

### *Student ability to effectively complete internship requirements*

A critical factor in students gaining and demonstrating the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care is the completion of three internships at progressively higher levels of responsibility. The USCB Human Services program faculty, staff and advisory council members are aware that initial internship placements may or may not proceed as expected in many instances. In circumstances where a student is unable to effectively complete an internship placement, it is incumbent upon the student to meet with the Internship Coordinator and discuss strategies for proceeding successfully.

### *Approval required to proceed with internship placement*

This policy is based CSHSE standards-based indicators of fitness for the profession. Students enrolled in the Human Services Program at USCB will be evaluated on an ongoing basis (in-class performance, internship outcomes, etc.) according to the indicators of fitness for the Human Services profession outlined in Table 1. Prior to a student receiving approval to proceed with any of the 3 required internship courses, the Program Coordinator, with the assistance of advisors and other faculty members, will evaluate the student’s progress towards attaining the indicators as outlined in Table 1. Students not demonstrating satisfactory progress will be required to complete a written professional improvement plan and attain satisfactory progress before they can receive approval to proceed with the internship component of this program. Students who do not attain satisfactory progress will be required to withdraw from the USCB Human Services program. Students have the right to file a grievance if the student disagrees with the Department’s decision regarding satisfactory progress and program withdrawal.

**Table 1**

<b>Curriculum Standard</b>	<b>Indicators of Fitness for the Human Services Profession</b>
Self-Development	<input type="checkbox"/> Uses individual experience and knowledge for understanding and helping clients. <input type="checkbox"/> Acts in ways that reflect awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. <input type="checkbox"/> Understands how these personal characteristics affect clients.
History	<input type="checkbox"/> Understands the context in which the profession evolved. <input type="checkbox"/> Uses a framework of historical data to assess conditions in the field. <input type="checkbox"/> Projects and shapes trends and outcomes. <input type="checkbox"/> Has knowledge of how different human services emerged and the various forces that influenced their development.
Interpersonal Communication	<input type="checkbox"/> Creates genuine and empathic relationships with others.
Human Systems	<input type="checkbox"/> Determines appropriate responses to human needs based on an understanding of the structure and dynamics of individuals, groups, organizations, communities, and society.
Human Services Delivery Systems	<input type="checkbox"/> Identifies human conditions that provide the focus for the human services profession.
Information Management	<input type="checkbox"/> Appropriately integrates and uses information such as client data, statistical information, and record keeping. <input type="checkbox"/> Manages information including obtaining, organizing, analyzing, evaluating and disseminating information.
Program Planning and Evaluation	<input type="checkbox"/> Assesses the needs of clients and client groups. <input type="checkbox"/> Plans programs and interventions to assist clients and client groups in promoting optimal functioning, growth, and goal attainment. <input type="checkbox"/> At regular intervals, evaluates outcomes and adjusts the plan both at an individual client and program level.
Interventions and Direct Services	<input type="checkbox"/> Serves as a change agent by applying core knowledge, theory, skills, and values to provide direct services and interventions to clients and client groups.
Administrative	<input type="checkbox"/> Provides administrative supports (indirect service) for the effective delivery of direct services to clients or client groups through a holistic approach to human services.
Client-Related Values and Attitudes	<input type="checkbox"/> Interacts with clients to reflect the values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.
Field Experience	<input type="checkbox"/> Draws from a knowledge base integrating classroom learning with supervised field experience in a human services setting.

Table adapted from Kincaid and Andresen, 2016

#### References

Kerewsky, S. (2016). Fitness for the Human Services Profession: Preliminary Explorations. Council for Standards in Human Service Education Monograph.

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Draft language reviewed by the HMSV Advisory Council: September 26, 2017

Draft policy reviewed: May 8, 2018 & September 26, 2018

Policy Approved: September 28, 2018