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Spring 2010

### Human Services Discipline Assessment Report 2009/2010

Human Services Discipline

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#### Recommended Citation

Human Services Discipline, "Human Services Discipline Assessment Report 2009/2010" (2010).  
*Assessment of Student Learning Reports*. 191.  
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# **Liberal Arts for the Human Services (Interdisciplinary Major) Assessment Plan for 2009-2010**

## **Unit Mission Goals**

This interdisciplinary program aims to provide a firm liberal arts basis for understanding individual human behavior in its social context; provide a liberal arts foundation for professional work in baccalaureate-level human services occupations such as counseling, casework, personnel work, criminal justice, and administration of human services in federal and state agencies, private businesses, or professional organizations; and prepare students for graduate work in the human services professions.

### **How does LAHS contribute to UMM's Mission**

Because of its interdisciplinary nature, the Liberal Arts for the Human Services major inherently serves the liberal arts mission of UMM. In addition, since it draws from Psychology, Sociology, Anthropology, Statistics and several other disciplinary majors, those courses fulfil most of UMM's General Education requirements. This major provides students with a comprehensive, in-depth perspective on the human services, and fosters a life-long philosophy of service to the human community, broadly defined.

## **Learning Objective 1**

Students will be able to apply ethical principles in their graduate work and professions within the human services.

### **Expected Outcome 1**

Know and understand the ethical and legal constraints on practice and research in the human services.

### **Method(s), Measure(s), and Instrument(s) for Expected Outcome 1**

Students are required to pass a class in ethics taught by a licensed psychologist. Students are also expected to use the concepts taught in this class in a four-credit internship experience within the Human Services. Students are evaluated on their internship progress and satisfactory completion by a faculty member within LAHS as well as an on-site supervisor.

### **Timeline for the Outcome 1**

In progress.

## **Learning Objective 2**

Students will be competent in oral and written communication.

### **Expected Outcome 2**

Students will be able to prepare and present clear, cogent, and appropriate talks and papers dealing with a number of topics related to the human services.

### **Method(s), Measure(s), and Instrument(s) for Expected Outcome 2**

Courses within Psychology, Sociology and Anthropology offer frequent opportunities for students to develop their oral and written communication skills. Success in this area will be documented through papers and presentations in individual courses as specified by each instructor. The capstone experience for this interdisciplinary major is the internship, in which students must write two lengthy papers, one on the experience itself, the other integrating new theoretical and practical learning with the experience.

### **Timeline for the Outcome 2**

In progress.

### **Learning Objective 3**

Students will be introduced to a variety of critical and theoretical perspectives related to the human services within the disciplines of Psychology, Sociology and Anthropology and will be able to think critically about the theoretical and empirical research related to the human services.

### **Expected Outcome 3**

A demonstrated ability to critically analyze, interpret, and synthesize both primary and secondary theoretical and empirical sources.

### **Method(s), Measure(s), and Instrument(s) for Expected Outcome 3**

Written and oral presentation of work within classes based on reading and analysis of primary and secondary sources; class-work that emphasizes literature searches, critical writing, analysis and interpretation; in-class discussions that center on critical examination of primary and secondary theoretical work; students must take and pass a class in basic statistics; some, although not all, students will also take a course or courses in methodology within Psychology, Sociology or Anthropology.

### **Timeline for the Outcome 3**

In progress

### **Goals for 2009 – 2010**

1. Survey LAHS seniors on their opinion about how well the LAHS curriculum prepares them to meet the above learning outcomes. This will be done spring semester of 2010.
2. Have LAHS faculty meet regularly to discuss issues related to the major, including discussing assessment issues and goals. Survey faculty on what they see as the strengths and weakness of our curriculum and our students' achievements. The first meeting will occur Fall of 2009.
3. Develop individual plans with at least one faculty member in each discipline represented within LAHS for individual course assessment. This will be done Fall 2009.