



Program Review

B.S. in Human Services

1997 - 2004

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Program Review Introduction

The undergraduate Human Services major is designed to provide an interdisciplinary perspective and skills relevant to an array of helping and enabling services provided by a diverse group of public, non-profit and proprietary human service agencies. Persons currently working in such settings as group homes, assisted living, target population outreach, substance abuse treatment, sheltered workshops, probation and parole, youth work, and others, find the knowledge gained in the program to be beneficial in their current employment and open doors for career advancement.

Students build upon a broad liberal arts and social science foundation. The upper division FGCU program is designed to mesh with the community college associate degree in human services, such as that offered by Edison Community College. In the junior and senior years developed is a core set of skills in case management, counseling, information and referral, and community organization, which can be utilized in a variety of practice settings. Course work is applied in extensive fieldwork in the junior and senior years.

The Bachelor of Science in Human Services program is offered through the Division of Social Work and is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, non-profit, and proprietary human service agencies. Curriculum is built upon a broad liberal arts and social sciences foundation and provides for the development of a core set of skills in counseling, case management, information and referral, and community organization. Coursework is augmented by 500 hours of fieldwork; the field coordinator arranges field placement. Students may, upon graduation, use their training for bachelor's level practice or pursue graduate training in social work, counseling, or one of the other helping professions such as psychology or rehabilitation counseling.

The B.S. in Human Services was instituted in Fall 1997 as one of the original degree programs of Florida Gulf Coast University.

1. Program Description

a. Filling a Demand: a Community Analysis

The primary service region of the Human Services program is Southwest Florida, consisting of Charlotte, Collier, Glades, Hendry and Lee counties. The needs of this area are related to dramatically increasing domestic and international migration. Ninety percent of the growth in the region is from net migration rather than native increase. Many migrants from other parts of the United States were initially seasonal (winter) residents who gradually became full-time residents, although the area is now drawing younger full-time families as residents. These mature residents and the younger families are putting stress on Southwest

Florida's social services, health care and affordable housing. While many of the nation's wealthiest migrants settle along the Gulf Coast, the economic base of the area is seasonal and tourist related or agricultural; consequently salaries are low. Low incomes, inadequate supply of affordable up-to-standard housing, family violence, substance abuse, and limited access to health care are the major unmet needs for this population.

The residents of Southwest Florida are a diverse group consisting of immigrants from Mexico, Guatemala, Caribbean countries (Cuba, Haiti, Jamaica, Barbados, Trinidad, Dominican Republic, etc.), Philippines, South American Countries (Brazil, Guyana, Peru, etc.), Puerto Rico, Canada, Germany, and native-born African American and Euro-Americans. Each group brings new strengths but there are tensions between newer and older residents. The personal and political empowerment of marginalized groups is a human need of serious concern to this faculty. The positive contributions of diverse groups to this rapidly developing community will be emphasized in the curriculum and service projects of our students and faculty. The curriculum will also encompass a global and international perspective. Faculty will engage in regular needs assessment to identify new vulnerable groups that may emerge as the population continues to grow.

Needs Assessment: Four needs assessments since 1990 have established the demand for a bachelor's human service program and the desired knowledge and abilities for graduates. The initial needs assessment for the University established the demand for undergraduate and graduate degrees in human services. A subsequent needs assessment focused on the undergraduate program was done in 1996. The 1996 needs assessment included a survey and focus groups in all the service area counties. Additional subsequent needs assessments focused on graduate and undergraduate programs in social work.

The assessments concurred in the need and demand for professionally prepared undergraduates human services workers in Southwest Florida. All human services agencies reported difficulty filling positions and a need to recruit nationally in order to find qualified personnel. Agencies reported their eagerness to participate in the development of the program and provide internships for students, as well as to hire graduates.

An advisory board for the program was formed in 1996 prior to the opening of the University. This board includes agency executives, practicing professionals, and community professionals who are adjunct faculty. The advisory board has an active role in keeping the curriculum and faculty informed of community needs.

Specific curriculum content, such as case management and group work, are included in the program because of community demand. Practicing professionals are frequent guest class presenters and adjuncts to keep faculty and students current in prevailing community needs and procedures. Nearly every course also has a service learning or community experience requirement

that takes students directly into the community. This is in addition to the required 500 hour direct practice internship.

b. Mission and Goals

The goal of the human services program is to educate a cadre of human services professionals equipped to staff and develop the wide range of helping agencies in Southwest Florida. Community demand for professionally trained staff and the regional expansion of services far exceeds available human resources

The program objectives are:

1. to provide opportunities for a broad range of students
2. to emphasize cross-disciplinary education
3. to continually review and revise priorities to meet changing needs in the community
4. to maintain faculty involvement in community services, education, and applies research
5. to include consumers and providers in service and research efforts
6. prepare graduates for efficient and ethical professional practice

The student learning objectives are:

Students will:

1. exhibit an interdisciplinary perspective
2. demonstrate an ability to engage in generalist practice
3. develop a core set of skills in counseling, case management, information and referral, community organization and outreach.
4. demonstrate in actual fieldwork settings the skills, values, and the ethical framework necessary in human services.
5. demonstrate their readiness to enter professional practice and/or pursue graduate education.

Alignment of Goals

A matrix is available that documents the alignment of the Human Services program goals with those of the College of Professional Studies and with the University. An ecological perspective, community service, and ethical relationships are intrinsic values that permeate goals at all levels.

Governance

Organizationally, Florida Gulf Coast University (FGCU) has five Colleges: Arts & Sciences, Business, Health Professions, Education, and Professional Studies. A dean heads each College. The five deans are all members of the Dean's Council reporting directly to the Provost/ Vice President for Academic Affairs. The Human Services Program is a part of the Division of Social Work in the College of Professional Studies (CPS). The Division of Social Work is one of three academic units that comprise the College of Professional Studies along with Justice Studies and Public Affairs. These Divisions are autonomous and headed by Directors/Chairpersons who meet regularly with the Dean to discuss

program needs, University allocations and student rights. The head of the Division of Social Work is a Director, similar to the head of the School of Nursing in the College of Health Professions and the Director of Resorts and Hospital in the College of Professional Studies. This administrative structure is similar to that of other FGCU Colleges, for example within the College of Health Professions has departments headed by Directors/Chairpersons.

Faculty establish the educational policies for the Human Services Program concerning admission of students, curriculum, and student performance evaluation. They develop and direct curriculum subject to University and State of Florida Statute provisions, Faculty Senate and Undergraduate Curriculum Team policies. The faculty meets bi-monthly to discuss program goals and program planning. Ad hoc committees are formed as needed. Criteria for program evaluation and new program plans are reviewed at regular faculty meetings and retreats.

Division Governance

The Director of the Division of Social Work is the chief academic officer of the Division. The Coordinator of the Human Services Program manages the undergraduate Human Services Program. As chief academic officer, the Director is responsible for the development, administration, preservation of program quality and for recruitment, promotion and contract renewal of faculty within standard policies and procedures of the Collective Bargaining Agreement (CBA) and the State University System of Florida. The Dean of CPS appoints the Director with advice and consultation from a Search Committee consisting of elected faculty, student, alumni, Social Work and Human Services Advisory Board members, and field agency representatives.

The Coordinator of Field Education in the Human Services Program reports to the Director. This person is responsible for the field education component of the program, and implements policies and procedures as mandated by division policies and committees.

The Human Services Advisory Committee is composed of fifteen appointed community leaders serving staggered three year rotating terms. The committee members elect a committee chair from these fifteen community members. The Director, all full-time faculty, and an elected student/alumni representative serve as ex-officio members of the committee. This committee regularly advises the program on its structure and process of sustaining the quality of current and future teaching, service and research activities as they relate to the local community of Southwest Florida and beyond.

The Human Services Program faculty are responsible for setting the academic standards for admission of students, organizing and conducting the programs of study leading to the Human Services degree conferred by the university; establishing rules and procedures for student performance evaluation,

determining the conditions for graduation and recommending degrees and certificates for students who have successfully completed requirements. All faculty have the opportunity to serve on Human Services Program Committees and often serve on two or more. Committee decisions and recommendations are brought before the entire faculty for full discussion and resolution. The faculty of the Human Services Program is the internal decision-making body exercising authority over the establishment, implementation, evaluation, and improvement of the Human Services program and curriculum, and over the Program's educational policies related to admissions, advisement, retention, and graduation of students. The faculty develops and directs the curriculum, subject to University and State of Florida statute provisions, Faculty Senate and Undergraduate Curriculum Committee policies. The Human Services Program has five (5) standing committees plus ad hoc committees as needed. These committees ensure that the Division has autonomy in program planning and goal setting:

1. **Curriculum Committee**
2. **Faculty Peer Review Committee**
3. **Student Affairs and Education Review Committee**
4. **Admissions Committee.**
5. **Faculty Advisors Performance Review Committee**

Curriculum Committee

The faculty as a whole comprise the Curriculum Committee with one student representative and meetings are held once a month or as needed throughout the school year. A full-time faculty committee member chairs this Committee. Only full-time faculty members vote but consensus is sought. The Human Services Program faculty is the ultimate decision-making body regarding curriculum. They review and vote upon recommendations made by individual faculty, Human Services students, and the Director. All new courses, major curriculum revisions and curriculum evaluation on an on-going basis are the responsibility of this Committee. Curriculum proposals may be developed and presented by any member of the Committee as appropriate. After consideration and approval by the Curriculum Committee, proposals are submitted for approval to FGCU's Undergraduate Curriculum Team (UCT), the Faculty Senate and the Provost. The Curriculum Committee evaluates curriculum using end of the semester evaluation forms, conferences with students and evaluation questionnaires from alumni. Changes proposed by the Committee are discussed and voted on at faculty meetings, thereby, ensuring Human Services Program autonomy over the curriculum.

Faculty Peer Review Committee

Within University policies (and in relation to the guidelines established by the Florida Board of Regents and the agreements with the United Faculty of

Florida), the faculty of the Human Services Program have the authority to formulate, modify and implement policies and procedures on a Program level that pertain to recruiting, hiring, and promotion. This authority conforms to the expectations of CSWE for hiring Doctoral-level faculty and expectations for the ethical and scholarly performance of graduate social work faculty. Personnel policies are University-wide, regarding position grades, salary levels, and overall policies for promotion, retention, affirmative action and benefits.

The Human Services Program's Faculty Peer Review Committee is an elected Committee made up of two senior faculty and one junior faculty member. This Committee submits recommendations for all faculty promotions to the Director. Upon receipt of the Committee recommendations for faculty promotions the Director, then provides a recommendation and forwards this to the College Peer Support Committee, a peer review committee, which determines further whether the applicant meets College and University standards. The College Peer Support Committee provides a recommendation to the Dean who then forwards the College Peer Support Committee's recommendation along with their recommendation to the Provost who makes a recommendation to the President of the University who in turn makes a recommendation to the Board of Trustees. Veto power resides with provost/president.

To date, all Human Services Program recommendations for promotion have been confirmed at higher levels of review. The Faculty Peer Review Committee and the Admission Committee are the only committees of the Human Services Program that do not include student and Advisory Board representatives. The current system for promotion/contract renewal was developed by the Director and is considered a university-wide model for faculty who have successfully obtained promotion and/or contract renewal.

Personnel Policy Setting Promotion and Multi-Year-Appointment Renewal (MYA) or Rolling Contract Renewal

As stated earlier, the Faculty Review Committee has the responsibility for review and recommendation on all promotion cases. The Director has responsibility for the annual review process for each individual faculty. Each faculty member submits a Professional Development Plan (PDP), which clearly states professional goals for the academic year in the areas of teaching, scholarships and service. This plan is submitted to, and approved by, the Director at the beginning of the academic year. The Director for annual evaluation review, promotion and Rolling Contract Renewal use this approved PDP. The Professional Development Plan (PDP) is the cornerstone of all faculty evaluation processes at FGCU. It is an individualized tool, prepared annually by each faculty member, and used as the standard against which an individual's progress is measured. Each faculty member, in collaboration with her or his Chair, must complete and submit a PDP each year.

As specified in the FPED (2003), the PDP will have a multi-year perspective. Goals will represent the intentions of the individual across the term of the contract while objectives will present the specific activities that the individual faculty member has planned - in each of the three areas - for the period under review. The cumulative effect of the annual PDP across time can demonstrate the trajectory of the individual's progress towards successful, sustained performance evaluation, successive fixed-term appointment, and/or promotion. The PDP is intended to be a flexible document that may be amended if necessary. These amendments must be signed by the Director and the faculty member and included in the individual's personnel file.

Faculty rights are further defined in the Collective Bargaining Agreement that includes definitions of academic freedom, appointment, reappointment and non re-appointment, academic ranks, promotion and contract renewal, evaluations, workload, grievance procedures, termination, and personnel matters. All policies for the HUS Program regarding faculty are in accordance with the Collective Bargaining Agreement and are subject to the general policies of the University and the College of Professional Studies

The Student Affairs and Educational Review Committee

The Student Affairs and Educational Review Committee is composed of three elected faculty members serving staggered three year rotating terms. The Committee members elect a Committee chair from these three faculty members. An elected student representative serves as a non-voting member of the Committee. This Human Services Program Committee establishes and maintains the structure and process by which faculty, field instructors through faculty field advisors, and students may resolve academic and field concerns related to evaluations, grades, non-professional conduct and behavior. This Human Services Program Committee serves as the body to hear such appeals after the student has presented the situation to the faculty member(s) involved. A further level of appeal is the Director of the Division. This Committee makes a recommendation to the Director of who makes the final decision.

Faculty Advisors Performance Review Committee

Faculty Advisors Performance Review Committee is conceptualized as a mechanism to detect as early as possible any developing problems with students' academic and/or professional performance. All full-time faculty are faculty advisors to Human Services students. Individual faculty may request a meeting of the Faculty Advisors Performance Review Committee if they have identified a Human Services student experiencing difficulty in the classroom or in

practicum. The Committee, composed of Human Services Program faculty is convened to begin the review process of the Human Services student.

b. Program Overview: Main Features

As stated earlier, the Human Services program completely fits the institutional mission of community service, ecological perspective, and regional emphasis. The program focuses on the needs of the underserved and underrepresented.

As originally conceived, the Human Services major is an upper level program designed to articulate with community college Human Services programs. This has been modified with the experience that most of the program majors come from internal University transfers or transfers from other universities. Community college transfers tend to come from majors other than Human Services. With the inclusion of a substantial, 500 clock-hour field internship in the Senior year, the program seeks to prepare students for direct entry into employment upon graduation. Approximately 50% of the program graduates enter graduate school for advanced education within three years of graduation.

There are some interesting trends in the matriculation of HUS students. As many students begin the program in the Spring Semester as the Fall, and about 20-25 students graduate every semester: Fall, Spring, and Summer. We attribute this to the number of "non-traditional" and transfer students in the program. This trend has required us to develop a course schedule to accommodate these students. Modifications were also required in field placements and Senior Seminar to provide more opportunities in the summer semester.

The program has a generalist practice approach to prepare graduates to work in a variety of human service settings in the region. Based on faculty expertise and community demand, the program offers more in-depth elective courses in substance abuse, health care, and child welfare. A particular strength of the program is in evaluative research, which has gained recognition for both students and faculty.

The program is also recognized for providing sixty per cent of the curriculum via distance learning as web-based courses, and establishing links with international colleges. Universities in Guyana, Germany, and Sweden are participating in web-based courses along with student and faculty exchanges.

The Human Services program is located in the Division of Social Work that also offers the graduate Master of Social Work degree. All faculty teach in both programs with two faculty members: the Coordinator of Human Services, and Undergraduate Field Instructor, taking lead responsibilities for the undergraduate program.

The Division is part of the College of Professional Studies that also includes Criminal Justice, Legal Studies, Public Administration, and Resort and Hospitality Management. Also in the College, is the Center for Public Policy. The Human Services program has multiple interrelationships within the College and the University.

Human Services courses are both required and elective courses for other programs in the College and University. The Human Services HUS 3020 Human Growth and Development is a required course for both Human Services and Criminal Justice majors. The HUS Ethics course is a required course for both HUS students and Health Professions. Students in the College and University frequently take the HUS courses: Basic Counseling Skills, Introduction to Human Services, Substance Abuse and the Family, Case Management, Ethics, Social Problems and Policy. Human Services students have 21 elective hours that they may take in other programs and they frequently take electives in Criminal Justice, Education, Health Professions and Arts and Sciences.

Division faculty participate as research faculty for the Center for Public Policy and serve on all College and University faculty committees. The Coordinator of the Human Services program has a contract with the Florida Department of Children and Families to operate the Southwest Florida Coalition for the Homeless. The Division also has a contract with DCF to provide Title-IV training for child welfare workers. Program faculty have been appointed by the FGCU President to represent the University on community boards and to serve on special University Committees such as Athletics and SACS.

- ❖ Faculty numbers (seven plus the Chair) are adequate for the current undergraduate (approximately 120 headcount) and graduate (approximately 50 headcount) enrollments with the assistance of three adjunct faculty in the fall and spring semester. Any significant expansion of enrollment will require the addition of faculty to maintain the student-faculty ratio required for Council on Social Work Education accreditation. The graduate MSW program has just achieved full accreditation and plans are to seek accreditation for the undergraduate program.
- ❖ Evaluation of instruction is ongoing through a variety of mechanisms. The standard State University System instructional evaluations are completed for every course. Instructors also add their own evaluation questions and surveys. Peer evaluations of instruction are done by instructor request and are required for promotion. Students also provide feedback through a variety of means including participation in Division committees and individual reports to the Chair and Coordinator. Students are not shy about sharing their opinions regarding the quality of instruction or courses. Adjuncts are assigned a faculty mentor and participate in faculty meetings to discuss instructional issues.
- ❖ Faculty development is supported through an annual Division budget item. Historically, this has been \$1200 per faculty member. In the most recent two years, this amount was reduced to \$500 because of University budget constraints. This amount may be supplemented through an award through the Faculty Senate. The Human Services faculty have been quite successful in receiving these supplemental awards. Faculty have also been successful in obtaining development

support through other grants and community organizations, such as those in which faculty serve as board members or consultants.

b. Course offerings; curricula

Curriculum Description

The undergraduate Human Services program is designed to provide an interdisciplinary perspective and skills relevant to an array of helping and enabling services provided by a diverse group of public, non-profit, and proprietary human service agencies. Persons currently working in such settings, as group homes, assisted living, target population outreach, substance abuse treatment, sheltered workshops, probation and parole, youth work, and others, will find the knowledge gained in the program to be beneficial in their current employment and open doors for career advancement.

Students will build upon a broad liberal arts and social sciences foundation. The upper division FGCU program is designed to mesh with the community college associates degree in human services, such as that offered by Edison Community College. In the junior and senior years, students will develop a core set of skills in case management, counseling, information and referral, and community organization, which can be utilized in a variety of practice settings. Course work will be applied in an extensive 500-clock hour field placement in the junior and senior years. All Human Services students must also meet the university requirements for Service Learning hours. The program objectives are:

- ◆ to provide opportunities for a broad range of students,
- ◆ to emphasize cross-disciplinary education,
- ◆ to continually review and revise priorities to meet changing needs in the community,
- ◆ to maintain faculty involvement in community services, education, and applied research,
- ◆ to include consumers and providers in service and research effort, and
- ◆ to prepare graduates for efficient and ethical professional practice.

ADMISSIONS INFORMATION

This program is not limited access. Students must meet university general admission requirements.

COMMON PREREQUISITES

- ◆ HUS 1001 Introduction to Human Services 3 credit hours
[Acceptable substitutes: CLP 1000, SYG 1000, SYG 1010, EEC 1000, CHD 1135, ANT 1410]
- ◆ HUS 2110 Basic Counseling Skills/Fundamental Helping Skills
3 credit hours

COURSE LIST

The information provided summarizes the College of Professional Studies requirements for this program. Please contact an academic advisor regarding additional university requirements, including general education, foreign language, Gordon Rule, and CLAST.

COURSE LIST

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (33 hours):

COURSE NUMBER	COURSE TITLE	COURSE CREDIT
HUS 3020	Human Growth and Development	3
HUS 3201	Interventions with Groups and Communities	3
HUS 3304	Interventions with Individuals and Families	3
HUS 3410	Case Management Problem Solving in Human Services	3
HUS 3601	Human Services Delivery Systems	3
HUS 3720	Evaluative Research in Human Services	3
HUS 4500	Ethics in Human Service	3
HUS 4560	Social Problems and Social Policy	3
HUS 4850	Experience in Human Services	6
HUS 4931	Human Services Integrative Senior Seminar	3

ELECTIVE COURSE (24 hours):

COURSE NUMBER	COURSE TITLE	COURSE CREDIT
CCJ 3506	Juvenile Delinquency	3
CCJ 3665	Victimology	3
HUS 4508	Substance Abuse and the Family	3
HUS 4539	Elder Abuse and Neglect	3
HUS 4554	International and Multicultural Programs	3
HUS 4574	Issues in Mental Health	3
HUS 4604	Issues in Health Services	3
HUS 4683	Substance Abuse Treatment and Resources	3
HUS 4901	Directed Individual Studies in Human Services	3
HUS 4932	Issues in Aging	3
HUS 4935	Issues in Families	3
HUS 4937	Issues in Vulnerable Populations	3

UNIVERSITY REQUIREMENTS (3 hours):

COURSE NUMBER	COURSE TITLE	COURSE CREDIT
IDS 3920	UNIVERSITY COLLOQUIUM	3

SERVICE LEARNING is a non-credit requirement for FGCU undergraduate degrees that involves 40 to 80 hours of community service. For more information about Service Learning requirements, see your academic advisor.

❖ **Course scheduling and sequencing**

Based on student demand, courses are stacked on specific days to enable students to limit trips to campus to one day per week. Courses are scheduled in three-hour blocks with three courses in a day. Undergraduate courses are on Tuesday and Thursday, graduate on Monday and Wednesday, and Friday is reserved for field internship. Through this block schedule combined with web-based courses, students can complete the program with one day of on-campus attendance.

Sequencing of courses is as flexible as possible. The major requirement is that the direct practice courses be completed before the student enters field placement and that the Integrative Senior Seminar be taken in the Senior year. This does place some burden on the faculty to accommodate a range of students, but it also meets the need for about half the students who start the program in Spring semester.

Program Implementation

a. Benchmarks

Student Achievement and Performance Benchmarks

Student performance in the field internship is a critical predictor of success in the profession and an indicator of the integration of academic and practice knowledge. Students must meet a 2.5 GPA to enter field and successfully complete direct practice courses. Each student is evaluated by an external practicing professional, his or her field supervisor. Each student receives a multidimensional evaluation that considers theoretical knowledge, practice skills, ethical decision-making, and professional behavior.

Another available benchmark is student success in admission and completion of graduate study. A significant percentage of Human Services graduates apply for graduate programs both at FGCU and other universities in Florida and the nation.

Success in employment and demand for program graduates indicate the relevance of program education and the ability of program graduates,

Faculty Achievement and Performance

Faculty achieving promotion in academic rank is a result of an extensive peer review process. Success in promotion indicates academic achievement evaluated by university peers.

Professional and community service are especially important in the Human Services field. Documentation and recognition for service to the profession and community are important benchmarks.

Teaching is regularly evaluated through student surveys and peer reviews. Teaching at FGCU includes a variety of formats including traditional classroom, distance learning, mentoring and advising with opportunities for student feedback in all formats.

Scholarship in Human Services includes a variety of learned products in addition to the more traditional forms of publication. Professional presentations, web-based materials, review of publications and practice materials, professional supervision and other contributions are all considered in scholarship productivity.

Other Benchmarks

The degree to which faculty and the Division are sought by the community to participate in grants, collaborative research and projects is an indication of the value and expertise of the program.

The diversity of the faculty and students is especially important in Human Services. A multi-dimensional diversity among both students and faculty provides the perspectives necessary in the field.

b. Entering Students: Background, Description, Profiles

As discussed earlier, the typical FGCU Human Services student is a 28 year old, white female. This reflects the current regional and university population. However, the region’s population is dynamic and becoming increasingly younger and more diverse as the numbers rapidly increase. The current Human Services student body is more diverse than the university along all variables except gender. About 15% of the Human Services students are male.

Few students declare Human Services majors as Freshmen. Most declare the major as internal or external transfers in the junior year. For those who do declare as Freshmen, their high school GPA’s and standardized test scores are comparable to the University averages. For those transferring from community colleges and other institutions, prior GPA’s and standardized test scores are slightly below the University averages as reported by FGCU Enrollment Management.

Freshmen	HS G.P.A.	SAT	ACT
University average	3.56	1045	22
Human Services	3.5	1023	22

Transfer	CC G.P.A.	SAT	ACT
University average	3.0	1020	21.5
Human Services	2.8	989	22

c. Desired Outcomes

1. expectations as to depth and breadth of knowledge of the subject

Graduates are expected to be competent in rendering generalist human service practice skills at the entry professional level. The practice skills courses have stated skills outcomes and these are documented through written and experiential means including videotaping and classroom observations. Synthesis and application of practice skills are documented in the field internship, which includes assessment, by an external professional supervisor.

2. disposition adequate to the practice of relevant skills

Standards of ethical and professional conduct are infused in the curriculum as well as addressed in a required course on ethical practice. Observance of these standards is required in the classroom in addition to the field internship. Attitudinal and relationship skills including empathy, motivational interviewing, and empowerment perspectives in assessment are taught and practiced in practice courses.

These expectations and their assessment are contained in the course syllabi (see Appendix).

d. *Faculty Qualifications and Scholarship*

The Human Services Program has an experienced, diverse and competent faculty. They represent richness of diversity in keeping with the mission of the Program and the goals of the profession. There are seven full-time faculty including the Director; one half-time faculty, and six adjuncts whose numbers vary each semester. All faculty (full-time, half-time and adjunct) hold the master's degree in social work with a minimum of two years post Master's experience in order to meet the requirements for academic leadership in foundation and concentration areas in the Human Services curriculum. The teaching experience of the faculty ranges from five years to 20 years. Five of the full-time faculty and the Director (86%) have doctorates in Social Work or related fields. One full-time faculty member is completing requirements for the doctorate. All full-time faculty have previous experience teaching in graduate and undergraduate social work programs, as well as additional disciplines such as women's studies, public health, and minority studies.

All current faculty have been promoted since joining FGCU. Division faculty includes two full, three associate, and three assistant professors.

e. *Library Resources*

Florida Gulf Coast University (FGCU) continues to expand its state-of-the-art technology library utilized by HUS students and faculty. The library has incorporated a substantial Social Work collection that was housed at the combined Edison Community College/University of South Florida (USF) Library. The University also purchased a significant number of social work materials from a recently closed college. Additionally, the library received additional funds

(\$28,000) to build its Social Work collection with \$20,000 allocated annually for the Social Work collection.

Materials from the entire Florida State University System (SUS), which consists of ten (10), state universities may be accessed electronically through the Florida Gulf Coast University (FGCU) library. For example, the School of Social Work located in the University of South Florida at Tampa is a SUS member with one of the most extensive social work collection in Florida. Full text articles are available by e-mail in minutes and books from the Tampa campus are available in one day. The University has more than 400,000 volumes in books/monographs and over 1000 periodicals and journal titles, of the 1000 journals 342 are relevant to social work, including major social work journals such as, Social Case Work Journal, Health and Social Work, Journal of Social Service Research, Journal of Social Work. There are also a number of clinically oriented interdisciplinary journals, for example, American Journal of Family Therapy, and Community Mental Health Journal. The library also subscribes to on-line periodical search and delivery services, as well as CD-ROM compilations that provide access to less frequently used periodicals. These materials are available to students and faculty through the Internet account.

These holdings have been assessed by the Council on Social Work Education and found to be adequate to support the graduate program in Social Work.

f. Other Resources

Support Services

Many decisions related to budget, support services, and faculty are determined by College of Professional Studies (CPS) as well as University policies. The HUS Program resides in the Division of Social Work, which is one of four academic units in CPS. The four academic units of CPS are the Division of Social Work, Division of Justice Studies, Division of Resort and Hospitality Management, and Division of Public Affairs. The demands on support staff for correspondence with agencies, assorted evaluation reports and similar tasks represent work and responsibilities not found in most departments and in some professional schools. For example the HUS Program processes all of its applicants. Because state licensure often demands immediate verification the Office of Field Education provides this information. The HUS Program also works in cooperation the University Office of Financial Aid and CPS to administer tuition-waivers to HUS students. Another important task assumed by the HUS Program is providing verification of Continuing Education Units for Social Workers participating in workshops on campus. Thus, the HUS Program assumes these responsibilities with its limited staff and resources. Finally, an

essential task in graduate professional social work education is the recording of contracts between the HUS Program's Office of Field Education and social service agencies, between the agencies and HUS students and the preparation evaluation summaries for each student at the end of each field practicum experience. These records are sometimes extensive and it is a substantial strain on the resources of the HUS Program's Office of Field Education. No other program in the College requires this expenditure for Field Education records.

The assignment of duties to support services is circumscribed by various factors. In addition to the work just cited, procedures are mandated by the University such as purchasing, reimbursements, budget, travel and other routine activities. Currently, the HUS Program has one full-time clerical line and one work-study student. One part-time secretary supported by grant funds has been added to assist the HUS Program. The continued growth of the program has created a situation in which it is difficult to operate without grant funds.

Each secretary has been provided with a computer, monitor, UPI, Zip Drive, CR-W, telephone, desk with storage units, chair, printer, and filing cabinets. The HUS Program has also been allocated a room for storage.

The HUS Program shares the services of three professional staff members with other programs within CPS. Their salaries are part of the CPS budget. These professional staff consists of:

- A College adviser who assists students with registration for classes or meeting the University requirements for graduation and provides support to faculty who serve as academic advisors to HUS students
- Instructional Designer assists faculty with the development and design of distance learning courses; recruitment and monitoring of distance learning courses
- Computer Technician assists faculty and students with computer/technology related problems

The HUS Program, along with the other professional programs in CPS, Public Affairs, Hospitality and Resort Management, and Justice are integral units of the College. The HUS Program's financial and programmatic needs are generally accorded equal status and attention as other professional programs. During the current period of limited funding, the HUS Program has received basic support required in order to provide adequate maintenance and the necessary instructional and support staff positions. Since OPS and professional development funds have decreased, funds from grants and contracts have become important.

Physical Plant Physical Plant

The HUS Program is located on the first floor in one of the newest academic buildings on campus, Academic Building 3. A total of 10 offices have

been allocated to full-time division faculty, adjunct faculty, and staff. These offices are located on the first floor in Academic Building 3. The office of the Director is adequately furnished and the size is adequate to accommodate files, meetings with students, faculty, and others. Each of the six full-time faculty and the one half-time faculty has offices that are adequate, with solid walls and doors for privacy. Each faculty office is equipped with a computer, monitor, UPI, zip drive, CD-R, telephone, desk with storage units, chair, 2-3 bookshelves, and filing cabinet.

The current facilities for student and faculty meetings are adequate. There is a shared conference room located on the first floor in Academic Building 3 near faculty offices. In addition, there are meeting rooms available on the second floor of Academic Building 3, in other classroom buildings, in the student services building, and in the library that may be scheduled for use by faculty. These conference/meeting rooms require advance scheduling and are scheduled from a central university location in the Office of Academic Affairs.

One office has been allocated for use by adjunct faculty to confer with students. This office is located on the second floor and is shared with other CPS adjuncts. It is accessible to faculty and support staff.

HUS students have been allocated individual files in a central filing cabinet for return of papers and division communications. HUS students have the option of reserving the conference room in the social work area (AB 3 – 135) for meetings, gatherings, etc. Furthermore, there is a furnished lounge area near the Division of Social Work that HUS students use for relaxation and informal gathering. Electronic e-mail and bulletin boards inform students about events that affect their academic or professional careers. Opportunities for interaction are integrated into course structure (group presentations, discussion groups, and participation in research projects and/or presentations with faculty), end of semester parties and Human Services Student Organization (HSSO) meetings.

Shared Space

There are 14 classrooms in Academic Building 3. Most classrooms are equipped with electronic podiums that include overhead projectors, screens, VCRS, DVD/CD players, computers (IBM compatible) desks, and chairs. Most of the chairs are moveable. Classrooms not equipped with electronic podiums have whiteboards, wooden podiums, overhead projectors, monitors, and VCRs. Both audiovisual equipment and computer labs are located in this building.

There is also a Clinical Lab that is shared by faculty/ students from the HUS Program and the Counseling program in the College of Education. The Clinical Lab contains 4 rooms for individual counseling sessions and a large classroom space that can be subdivided for group sessions. There are one-way mirrors, mounted camcorders, and microphones so that student sessions can be

monitored and/or recorded to enhance the clinical learning experience. Academic Building 3 also houses: 1 computer lab, 66 academic offices, and audiovisual facilities. HUS clinical and field classes are held in the clinical lab in this building. There is 1 conference room, a work room/copy center, and storage space in Academic Building 3; these facilities are shared with faculty and staff in the College of Professional Studies (CPS).

No program has specific classrooms allocated for its exclusive use with the exception of the natural sciences, fine arts, and nursing laboratories that have specific equipment and spatial requirements. Classroom are assigned based upon class size, time of day, and timely receipt of semester class schedules. Classroom allocation is fair and permits the promotion of program goals. When special requests are submitted with advance notice attempts are made to meet those requests. Because we are a new university our problems with classroom allocation have been limited to assignment of classrooms that are too small for class size. Current space allocations in conjunction with access to the Clinical Lab have enhanced our classroom capabilities and the learning environment of our students; consequently, there are no problems with classroom allocation. Furthermore, the use of technology has permitted us to provide our students with access to each other and to the faculty, at times beyond the regularly scheduled classroom, or office hours of the faculty.

The space in Academic Building 3 currently meets HUS program needs; however, as the program expands, the HUS Program will need additional office space for new faculty, clerical staff and graduate student assistants. At this particular time FGCU has limited space, the Director is confident that the construction of new buildings will result in the allocation of additional space to the HUS Program in Academic Building 3.

All currently enrolled students at FGCU have e-mail accounts and access to a university wide web boards and each web-based syllabus is designed so that each class becomes an instant list serve. E-mail and list serves are used for instant communication between students and faculty

The Office of Multi-Access Students Services at FGCU has worked diligently to make all institution and program facilities accessible to disabled students and faculty (See *FGCU Catalog*, 2002-2003 p. 21).

Computer Services

Computer labs are located in all four classroom buildings and in the library. The Office of Instructional Technology provides free computer instruction throughout the academic year for all currently enrolled students and faculty (full-time and adjunct). The chairperson and the division secretary have linkages from their office computers to student records and the Registrar's office. Faculty and students have access to the FGCU library and all Florida State University System libraries. Interlibrary loan is free. The FGCU Library also provides free workshops on information access to all currently enrolled students and faculty

(full-time and adjunct). The CPS technical support person provides back-up and on-line tutorials for HUS students who need instruction to access the web or the use of technology in courses. Those students enrolled in distance learning classes receive an orientation along with an instruction book prior to enrolling in a Distance Learning (DL) class. Each DL class also has a tutorial that teaches students basic computer skills for navigating the course. Students enrolled in Evaluation Research will receive additional instruction for statistical packages and available disks that assist in the creation of papers using APA format.

Instructional Technology (IT)/Distance Education

The Office of Student Affairs is responsible for student E-mail accounts and the Office of Instructional Technology provides a 24-hour help desk that provides technical support, assistance with course urls, and Web Board questions. All syllabi are posted on FGCU's web board prior to the start of classes for instant student access. Furthermore, the College of Professional Studies has a full-time computer support person to assist students and faculty engaged in Distance Learning. Faculty has access to an array of multi-media tools that are readily available in their offices, on campus and in the classroom. There is less reliance on the Office of Instructional Technology (IT) to provide these services to faculty in their offices. However, in the event of difficulty with classroom podiums, faculty may telephone IT staff from the classroom for immediate assistance.

Throughout the academic year IT provides workshops and training sessions for faculty who need basic, intermediate or advanced instruction in the use of the podium and various other types of technology in the delivery of classroom knowledge. Some of these workshops are directed by IT staff, or by faculty who have expertise in these areas with technology.

All faculty, the Director, and the clerical staff have stand-alone Dell computers at their desk connected to the CPS server. All HUS faculty and staff have access to word processing, statistical analysis, spreadsheets, electronic presentation, multi-media applications, database application, E-mail, web boards, Internet / World Wide Web. Faculty and staff also have Pentium microcomputers with Windows XP and Microsoft Office, UPIs', CD-RW drives, and zip drives. FGCU currently supports both DOS and Windows. The HUS Program shares a fax machine, laser jet printer, 2 copiers, a color printer, and a color scanner with CPS. The HUS Program has a digital camera, camcorder with tripod, microphone and attachments.

Allied Academic Programs

The HUS Program is housed within the College of Professional Studies (CPS) which also includes Public Administration, Justice Studies, and Resort and Hospitality Management. As a member of CPS, the HUS Program has access to

a broader pool of resources and support that provides increased visibility across the campus and throughout the community. College of Professional Studies (CPS) pools resources for recruitment, technology support, and continuing education workshops. The breadth of social work faculty expertise has resulted in productive alliances within CPS, the College of Health Professions and the College of Arts and Sciences.

Funding Sources

Most funding for the HUS Program comes from the University system. HUS Program faculty have one Homeless Coalition grant from the Florida Department of Children and Families that supports continuing education partnerships with local social service agencies that serve the homeless in Southwest Florida and one Title IV-E grant from the federal and state government that provides stipends and tuition remission for HUS students. Cutbacks in federal and state funding for higher education have underscored the necessity for the HUS Program to pursue external support through grants and contracts. These two awards deal with issues of access, availability of training on behalf of vulnerable populations, homeless and children in foster care and adoption services (See Table 3 Grant Contract Funding)

Table 3
Grant/Contract Funding

<u>Grant Title</u>	<u>Funding Agency/Source</u>	Years of Award
Homeless Grant	Florida Dept Children and Families	1998-2004
Title IV-E	Federal Government and Florida Department of Children and Families	2001-2003

f. Student Performance/accomplishments

Measures of Student Performance

Division faculty use multiple data sources, instruments and procedures for determining success in achieving educational objectives. These measures include ongoing assessment of student academic performance during their course of study throughout the program, course and instructor evaluation, agency evaluation, student/faculty division meetings, regular Curriculum Committee meetings, Student Affairs and Education Review Committee meetings and Faculty Advisors and four Student Outcome Measures with input from HUS students. These are an important part of the systematic ongoing program evaluation that will assist in measuring the degree of success in achieving the

desired goal for training competent autonomous social work practitioners, curriculum development and revision. Additional uses for these data are: restructuring of course/field offerings for full-time students, development of HUS student orientation, training/orientation of field faculty, student advising, etc. The HUS Program's Student Affairs and Educational Review Committee exercises oversight on these outcome measures.

During the development of the instruments, steps were taken to assure that each item on the survey is directly related to objectives that are met through class lectures, assigned readings, group activities both in and out of the class, and through field practicum activities and supervision in the field. The evaluation tools reflect all of these activities giving students the opportunity to evaluate all sources of their learning. Program evaluation data gathered on courses from these instruments provide feedback necessary to fine-tune course delivery and course content.

- ❖ An example of this fine-tuning is the restructuring of the field internship sequence and Senior Seminar after three years of assessment and finding that students were having trouble integrating and transferring from individual courses into subsequent courses and the field placement. Integration of the field experience with curriculum content became an emphasis in the Senior Seminar as well as a specific topic in every course.

Outcome measures include standardized evaluations, written evaluations from the field and classroom each semester, examinations, papers, capstone project, alumni survey. Program evaluation data gathered on courses from these instruments provide feedback necessary to fine-tune course delivery and course content

Since evaluation results are more credible when multiple sources are used, these two evaluation tools are used in conjunction with faculty and field supervisors' assessment of student learning in evaluating whether the program is meeting its goals. Faculty evaluations consist of papers, examinations, observation of classroom participation in activities, and individual discussions with students. Field practicum supervisors' evaluations consist of verbal assessments during site visits with the student and faculty liaison, and formal written evaluations. These assessments reflect supervisors' observations of student interactions, review of case files and weekly supervision with students. Each outcome measure of student performance is considered in the context of the goals and objectives of the program, as well as the mission of the Division of Social Work. Program objectives dictate the structure, content and delivery of the program, while outcome evaluations determine program success.

As stated earlier, a variety of measures are used to assess the extent to which goals and objectives are achieved. A range of procedures is used for systematic program evaluation.

Mastery

2. SWOT Analysis

i. Strengths

The Program

The program was designed in response to community demand and community representatives participated from the beginning of the program. There is a program advisory committee composed of community professionals and agency executives that meet regularly to advise on developments in the program. The curriculum prepares students with the knowledge skills that are sought by local human services organizations.

Graduates of the program have the highest rate of employment in their major field of any undergraduates of the University. Nearly all graduates are employed, or in graduate school, within three months of graduation. Regional organizations continually contact the program seeking graduates and inquiring when new students will be available for field internships. Area employers specifically advertise positions for B.S. in Human Services graduates. This is attributable to the acceptance of program graduates.

Enrollment growth continues with very little marketing. Students transfer into the program internally through word of mouth, and externally, non-traditional students are referred by their employers. Employers initiate contacts with the program to seek specialized training for their employees.

The program is offered in a variety of educational formats including distance education to accommodate a range of student needs and abilities. Over 60% of the curriculum is available in a web-based format and the program has been a leader in the integration of technology into human services education.

Students receive individual attention guidance and mentoring. Classes are small, internships are individualized, both faculty advisors and academic advisors are available to every student.

International study and experiences are available to students through participation in international study trips and international students participating in the program here.

Faculty

The faculty are well known, respected members of the community and the University. Faculty hold influential positions in major community and professional institutions. Among them are: Chairman of the Board of the largest nonprofit family practice in the region, regional Catholic Charities Board, Southwest Florida Regional Health Planning Council, regional and state officer of National Association of Social Workers,

state and national officer of the American Public Health Association, and many others.

Faculty are active scholars producing articles, books, reviews, and presentations at all levels including internationally. Faculty have been sought out by international institutions for consultation and instruction, including the governments of Guyana, Mexico, and the Dominican Republic. The Division faculty were the first to hold a research day on the FGCU campus and this has now evolved into a University-wide event.

In addition, the Division faculty work effectively as a team. Faculty regularly consult with each other and discuss issues both in formal committee meetings and informally. Almost all Division committees are “committees of the whole”, which facilitates coordination and consensus building.

Other Program Strengths

Alumni of the program have already moved into influential positions in the community and have formed a network with their peers. Since the program is only seven years old, this early formation bodes well for future growth of this alumni base.

The tremendous population growth in the region creates a sustained need for program graduates familiar with the unique characteristics of the region’s human services.

The Division has access to the College instructional designer that has proven to be a tremendous asset in the design and launching of distance learning courses. The designer and faculty have now built a seven-year history in web-based course design and implementation that is unique in the human services field.

j. Weaknesses

There is inadequate scholarship and other financial support for our students. Many of our students are independent adults and/or have families. Consequently, they have to earn income in addition to their academic work. Most of our students are under much economic and time stress that impacts their academic performance.

The program is near capacity for the existing faculty and support staff. Expansion of the program will require additional faculty lines and secretarial support. The program is currently at the minimum acceptable staffing level for CSWE accreditation (1:25 faculty-student ratio).

k. Existing Climate – Opportunities

As mentioned above, with the region’s growth, there will be a demand for program graduates for the foreseeable future. There also are

opportunities to grow the program through developing certificate programs in specialized areas such as substance abuse, child welfare, family development, and gerontology. Some of these certificates have the potential for interdisciplinary programs. There is a steady demand for most of our distance learning courses especially those in substance abuse and Human Growth and Development. A strong market exists for courses that fulfill continuing education requirements for substance abuse and child care workers.

1. Existing Climate – Threats

Other public and private educational institutions are discovering Southwest Florida. These institutions either have or are considering opening branch campuses in this region. While they have not identified undergraduate Human Services or Social Work as part of their local offerings, several of these institutions do have undergraduate Social Work programs in their institutions. Some of the out-of-state and out-of-region universities participating in the Edison Community College University Center have undergraduate social work and/or human services programs at their main campuses. One private, sectarian university, previously established in Michigan, is transferring its operations to a new campus being constructed within fifteen miles of the FGCU Campus. Administrators of Ave Maria University have broached the subject of eventually developing a B.S.W. program.

Bachelor's level human service or social work professionals are not currently licensed in Florida. However, there is a statewide effort to pass a Bachelor of Social Work licensing bill. If and when, that legislation passes, there will be an increased demand for the B.S.W. degree. It is not clear if there will be similar support for licensing the B.S. in Human Services graduates.

The FGCU undergraduate human services program was designed to articulate with the Associates degree in Human Services offered by the Florida community colleges. Because other state universities have not developed undergraduate Human Services degree programs and the term Social Worker is more recognizable, many of the Florida community colleges have changed the name of their associate degrees to either Social Work or Social Services. This tends to weaken the link between the associate and bachelor's degree in Human Services.

2. Recommendations

The Division was authorized in January 2004 to begin to offer a Bachelor of Social Work program beginning in Fall 2005. This addresses the concern about FGCU graduates not being able to compete for some jobs restricted to holders of a CSWE-accredited B.S.W. It also addresses the concern about

future B.S.W. programs being developed by institutions moving into the region.

The current plan is to stop admitting Human Services majors in Fall 2005 when the B.S.W. program starts. There are some issues involving courses not included in the B.S.W. curriculum and potential student demand for specialized Human Services courses also not currently in the planned B.S.W. program.

The HUS 1001 Introduction to Human Services and HUS 2110 Basic Counseling Skills are popular conduits for students into the social services field and provide an avenue for paraprofessionals to earn a credential useful in employment. Substance abuse paraprofessionals have also been able to obtain certification through taking the two HUS substance abuse courses plus HUS 1001 and 2110. These courses are among those not in the B.S.W. curriculum.

There are unresolved issues about how much of the BSW curriculum will be available through distance learning. This affects not only our majors, but majors in other divisions that utilize those courses as requirements or electives.

The recommendation is that the Human Services program be suspended as a major, but not eliminated, until these issues are resolved in the best interests of the students and community.

As the B.S.W. program moves forward the faculty-student ratio will become more critical for accreditation. The program currently meets the minimum standards, but with anticipated growth additional faculty and support staff will be required.

A. Follow-up Monitoring and Reporting Plan

Credentialing procedures of the Council on Social Work Education will require continual monitoring and evaluation of the Division undergraduate program over the next three years. During this period, the faculty and advisory board will be examining all the above curriculum and staffing issues. There are periodic reports and consultative visits required in this process.