**Two-Year Program Assessment Report**

**Human Relations**

**School of Professional Studies**

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 The Human Relations (HUMR) degree program in the School of Professional Studies (SPS) has realized substantial changes within the last two-years. The major focus of change in the program has been in academic rigor. Revising the Human Relations Senior Seminar course (HUMR 499) has been the catalyst for continued change across the curriculum.

The first change to the SPS Human Relations Senior Seminar course was to offer it as a weekly class instead of in the term format as it had previously been offered. This specific change occurred in January 2012 which provided the platform to effect changes throughout the Human Relations program. The senior seminar course has continued to evolve over the last 2 years. It continues as a rigorous academic capstone course for students earning baccalaureate degrees and serves as a preparation course for students who wish to attend graduate school. The following changes to HUMR 499 have positively impacted the Human Relations program, at large.

* Emphasis on critical analysis of selected seminar book(s)
* Implementation of APA 6th edition style for all papers and presentations
* The production of a 25-30 page, three-chapter, seminar research-paper in the form of an expanded literature review with a standardized methodology
* A professional presentation of the final seminar (research) paper as part of the course

An estimated 30% of SPS Human Relations majors state an intention to pursue graduate degrees upon completing the baccalaureate. This estimation is expected to increase as the program continues to evolve. In response to the desires of our non-traditional students to further themselves professionally and academically, Human Relations faculty (adjunct and fulltime) employ at least one of the following instructional strategies as part of the course experience: active, collaborative/cooperative, experiential, problem-based, teaching with cases, and/or team-based learning. Faculty are required to utilize standardized syllabi to the extent that Bloom’s Taxonomy is implemented in forming course objectives that derive from the course description, and that are appropriate for the course level.

Administrative changes that have occurred over the last two years are as follows:

* HUMR faculty meetings are held at least quarterly
* Informal committees formed to complete special projects (e.g., the SPS HUMR Undergraduate Research Symposium)
* Workshops providing information geared toward professional objectives and educational mapping for students
* Creation of informal program assessment tools attached to course expectations

The evolution of the Human Relations program has engaged the adult-learner in ways that encourage real-world problem solving and critical thinking. These programmatic revisions are in alignment with the existing Human Relations program in the College of Arts and Sciences, the current and future needs of Trinity students, and with Trinity’s Strategic Goal #3, Program Development. For the School of Professional Studies (SPS), this goal focuses on enrollment growth via curricula and programmatic evolution. SPS is charged with actualizing the “[d]evelopment of a more distinctive focus on undergraduate education for adult professional learners, including reform of general education and pedagogy to align learning goals in that curriculum with the totality of the student’s learning objectives for professional advancement” (“Achieving Trinity 2010”, n.d.).

The annual SPS Senior Seminar Undergraduate Research Symposium which began in fall 2013 is a natural outgrowth of HUMR 499. This event highlights the academic expectations and rigor of the SPS Human Relations program.

As previously indicated, the SPS Human Relations program has applied a trickle-down process where all SPS Human Relations major courses are required to include assignments that directly address student writing, critical thinking, and research skill development. HUMR faculty provides timely constructive feedback to students to further academic development. To assist with this process, faculty has utilized rubrics and adheres to the scholarly writing expectations as outlined in the APA 6th edition manual.

The evolution of the SPS Human Relations program has deliberately focused on internal refinement in the areas of continuity of rigor and expectations of faculty over the last couple of years. These expectations followed by program chair support has positively impacted adjunct-faculty retention, and by extension continuity of teaching and learning for students. Solidifying these internal program revisions has provided a solid platform to implement the latest changes to the Human Relations program to begin in 2015. Students will now have the option to select one cluster as a specialty area (15 cr.):

* General Cluster
* Social Work Cluster
* Counseling Cluster
* Child & Family cluster