

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	SCHOOL OF APPLIED STUDIES
Department (if applicable)	HUMAN SERVICES
Degree/Program	Bachelor of Applied Science
Date Prepared	February 14, 2014
Date Revised	April 2015, Updated to New Form (5/26/15)

PROGRAM MISSION

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The mission of the Human Services Department is for students to attain the attitudes, skills, and knowledge to become effective, ethical, and compassionate human service professionals who engage in creative approaches to meet diverse individual, community, and societal needs.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Describe the historical development and scope of the Human Services field.
PSLO 2	Explain the foundational values of the Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.
PSLO 3	Demonstrate effective Human Services prevention, intervention, and evaluation skills.
PSLO 4	Display effective interpersonal and professional skills appropriate to the Human Services field.
PSLO 5	Adhere to the <i>Ethical Standards for Human Services Professionals</i> .

CURRICULUM MAP (Alignment)

List **all** courses required for **program majors** and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
HS100	T	T			
HS131	T	T			
HS250				T	T
HS300		T	T		
HS302	T	T			
HS305		T		T	
HS325			T	T	
HS445	T				T
HS450				T	T
HS495			T		T

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HS498	X	X	X	X	X
Intern I	X	X	X	X	X
Intern II	X	X	X	X	X
Intern III	X	X	X	X	X
Intern IV	X	X	X	X	X

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
DIRECT					
Portfolio <i>*A common rubric is used.</i>	X	X	X	X	X
Performance Assessment (Art, Music, Theatre, etc.)					
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.) <i>*Note: this measure is collected across 4 separate internships, providing data for formative analysis.</i>	X	X	X	X	X
Professional Credentialing Exam					
Major Field Test or National Exam					
Course Embedded Assignment					
Project Evaluation (e.g. research)					
Course Grades					
Other (Describe)					
INDIRECT					
Surveys					
Exit Interviews/Focus Groups					
Other (Describe)					

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD
1	Portfolio	At least 75% of students will receive a rating of 3 or better on the related Portfolio Rubric items.
	Performance Assessment	Among Intern IV students: at least 75% of the students will receive a rating of 3 or better on the related Internship Evaluation items.

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2	Portfolio	At least 75% of students will receive a rating of 3 or better on the related Portfolio Rubric items.
	Performance Assessment	Among Intern IV students: at least 75% of the students will receive a rating of 3 or better on the related Internship Evaluation items.
3	Portfolio	At least 75% of students will receive a rating of 3 or better on the related Portfolio Rubric items.
	Performance Assessment	Among Intern IV students: at least 75% of the students will receive a rating of 3 or better on the related Internship Evaluation items.
4	Portfolio	At least 75% of students will receive a rating of 3 or better on the related Portfolio Rubric items.
	Performance Assessment	Among Intern IV students: at least 75% of the students will receive a rating of 3 or better on the related Internship Evaluation items.
5	Portfolio	At least 75% of students will receive a rating of 3 or better on the related Portfolio Rubric items.
	Performance Assessment	Among Intern IV students: at least 75% of the students will receive a rating of 3 or better on the related Internship Evaluation items.

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	S
PSLO 2	S
PSLO 3	S
PSLO 4	S
PSLO 5	S

ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Year 1/2013-14					
Year 2/2014-15					
Year 3/2015-16	X	X	X	X	X
Year 4/2016-17					
Year 5/2017-18					
Year 6/2018-19	X	X	X	X	X

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If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

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Internship Evaluation Form, completed by Field Supervisors

Items specifically written to align with PSLOs.

Many items align directly with our Professional Educational/Training standards.

HS Advisory Board will be asked to review the form and provide feedback.

Ratings are compared to individual phone/email contact with supervisors at midterm; discrepancies are investigated.

Introductory letter to supervisors emphasizes the importance of honest ratings.

Survey instructions emphasize importance of honest ratings.

Rating Scale anchors carefully constructed to specifically tap professional readiness.

Supervisors are asked to attest that their feedback is accurate before signing the form.

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

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The entire faculty will meet every three years to review the summary data and the assessment plan as a whole. More frequent informal reviews will take place as needed. The department has chosen to evaluate all 5 PSLOs at the same time because we feel that our program can best be assessed through a holistic approach. The three-year cycle allows time to accumulate larger data sets and detect patterns, but still allows nimble responding.

In addition to involving faculty in the process, our professional Advisory Board is kept abreast of our performance, and consulted regularly about assessment procedures, such as the Internship Evaluation form. Finally, the assessment results are posted on our website and shared with students through our HS Coalition and Honor Society.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15		
Year 3/2015-16		
Year 4/2016-17	X	
Year 5/2017-18		
Year 6/2018-19		