

# PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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

<b>UNIT</b>	<b>SCHOOL OF APPLIED STUDIES</b>
<b>Department (if applicable)</b>	<b>HUMAN SERVICES</b>
<b>Degree/Program</b>	<b>Master of Arts in Human Services – Emphasis in Addiction Counseling</b>
<b>Date Prepared</b>	<b>March 27, 2014</b>
<b>Date Revised</b>	<b>April 2015, Updated to New Form (5/26/15)</b>

## PROGRAM MISSION

*Cell will expand to accommodate text.*

The Master of Arts in Human Services, Addiction Counseling emphasis is approved by the Kansas Behavioral Sciences Regulatory Board (BSRB) to provide the educational curriculum required to become a Licensed Clinical Addiction Counselor (LCAC).

For the professional currently employed in the field, advanced knowledge and skills acquired in this MA program can enhance opportunities for career advancement. In addition, the MA in Human Services degree program prepares students for teaching positions in community colleges and for further graduate study. Course work emphasizes the application of theory and research to the delivery of human services with an emphasis in addiction counseling.

## 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:**

<b>PSLO 1</b>	Describe and explain how integrative human services have the potential to impact professional practice
<b>PSLO 2</b>	Demonstrate the ethical standards of human services professionals.
<b>PSLO 3</b>	Demonstrate effective professional practice skills.
<b>PSLO 4</b>	Demonstrate awareness of one's strengths, limitations, and areas of needed growth through supervision and self-reflection.
<b>PSLO 5</b>	Engage in continuing professional education in human services.
<b>PSLO 6</b>	Obtain licensure or certification in respective state.

## 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	PSLO 6
HS600	X		T	T	X	
HS604			T	T		
HS605			T	T		
HS610		T				

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HS615			T			
HS635			T			
HS640		X	X	X	X	
HS641		X	X	X	X	
HS660		T	T	T		
HS695		T	T			
HS620			T			
HS625		T	T			

## 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.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
<b>DIRECT</b>						
Portfolio						
Performance Assessment (Art, Music, Theatre, etc.)						
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)		X	X	X		X
Professional Credentialing Exam						X
Major Field Test or National Exam						
Course Embedded Assignment	X				X	
Project Evaluation (e.g. research)						
Course Grades						
Other (Describe)						
<b>INDIRECT</b>						
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	Course Embedded Assignment	80% receive a grade of at least a B on the relevant assignment.
2	Performance Assessment	80% receive a rating of 3 or higher on practicum evaluation
3	Performance Assessment	80% receive a rating of 3 or higher on practicum evaluation

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<b>4</b>	Performance Assessment	80% receive a rating of 3 or higher on practicum evaluation
<b>5</b>	Course Embedded Assessment	80% complete a continuing education workshop.
<b>6</b>	Performance Assessment	
	Professional Credentialing Exam	80% complete licensure or certification in their respective state within 3 years post-graduate.

## 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	Y
PSLO 6	O (post-grad licensing or certification data collected as available)

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

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

*Cell will expand to accommodate text.*

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 periodically.

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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.**

*Cell will expand to accommodate text.*

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)
<b>Year 1/2013-14</b>		
<b>Year 2/2014-15</b>		
<b>Year 3/2015-16</b>		
<b>Year 4/2016-17</b>	X (After completing initial assessment in Year 3, we will review assessment plan to determine if there is a need for modifications)	
<b>Year 5/2017-18</b>		
<b>Year 6/2018-19</b>		