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|  **18/19 Program Assessment Report : Human Services**  |
|  | **Program outcome 1**Graduates of the program will apply the helping process at the micro, mezzo, and macro levels with Human Services. | **Program outcome 2**Graduates will demonstrate professional attitudes, behaviors, and ethics.  | **Program outcome 3**Graduates will demonstrate effective written, verbal, and non-verbal communication skills. | Program outcome 4 |  **Comments/ Action Plan** |
| **Course Name and number*:*** *HMSV1030- Human Services Assessments***Assessment tool (with short description):** *Psychosocial Assessment Report***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *C. Lynch (FT); V. Winters and H. Hiroki (adjunct)***Number of students: 32** |   |  | **17/18: 77.7% met benchmark of 80% (B-) or above. 28/36 students****18/19: 90.6% of students met the benchmark of 80% (B-) or above. 29/32 students** | **n/a** | **Benchmark was raised from 70% (C-) in 16/17 to 80% (B-) for 17/18 at recommendation of Assessment Committee.** This course contains HMSV and Social Work students.  This assignment meets the effective written communication part of the goal. Students are asked to complete a full psychosocial report on a person outside of class. This tools measures the students ability to record/document information provided to them |
| **Course Name and number*:*** *HMSV1170- Directed Practice/Seminar I***Assessment tool (with short description):** *Agency Case Student Presentation***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *C. Lynch and M. McCue (FT);* **Number of students: 22** |   |  | **18/19: 95% of students met the benchmark of 80% (B-) or above.** **21/22 students** | **n/a** | This course contains HMSV only students. The Agency Case Study Presentation measures the verbal an non-verbal communication section of this goal. Each student in asked to complete a 20 minute presentation about information they gathered on their directed practice site. This is the first time measuring this tool on the PAR report.  |
| **Course Name and number:** *HMSV2030- Intro to Case Management***Assessment tool (with short description):** *Case Management Plan***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *M. McCue (FT) and V. Winters.(ADJ)***Number of students: 20** | **17/18: 88% met benchmark of 80% (B-) or above.** **15/17 students****18/19: 95% of students met the benchmark of 80% (B-) or above. 19/20 students** |  |  | n/a | **Benchmark raised from 70% (C-) in 16/17 to 80% (B-) for 17/18 at recommendation of Assessment Committee.** This class contains HMSV students only. The Case Management Plan measures the micro portion of the goal. Each student is provided with a scenario(s), in which they must go through the case management process and complete a case plan on the client in the scenario.  |
| **Course Name and number:** *HMSV1090- Groups***Assessment tool (with short description):** *Final Group Plan***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *M. McCue and C. Lynch (FT)***Number of students:22** | **18/19: 86% of students met the benchmark of 80% (B-) or above.** **19/22 students** |  |  | n/a | This course contains HMSV students only. The Final Group Plan measures the mezzo portion of the goal. Each student must lead a 45 min. psycho-educational group in class on a topic of their choice. This is the first time measuring this tool on the PAR report.  |
| **Course Name and number:** *HMSV2050- Social Problems***Assessment tool (with short description):** *Social Problems Research Paper***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *M. McCue (FT) and S. Hestin (adjunt)***Number of students:19** | **18/19: 94% met benchmark of 80% (B-) or above.** **18/19 students** |  |  | n/a | This course contains HMSV and SWK student. This course could contain other majors also as an elective course. The Social Problems Research paper Measures the macro portion of the goal Each student must complete a research paper on a social problem of their choice. Student look at personal vs. social problems, fallacies, and community resources. This the first time measuring this tool on a PAR report.  |
| **Course Name and number:** *HMSV1170- Directed Practice/ Seminar I***Assessment tool (with short description):** *Site Supervisor Evaluation***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *M. McCue and C. Lynch (FT)***Number of students: 22** |  | **18/19:95% met benchmark of 80%(B-) of above at midterm evaluation.****95% met benchmark of 80% (B-) of above at final evaluation.** **21/22 students** |  | n/a | This course contains HMSV students only at this time; however, it will become a requirement starting in FA2019 that all Social Work students take this course also. The site supervisor at each site completes a midterm and final evaluation on each student grading different areas of their performance and learning at the site. HMSV1170 is the first placement course for students. This is the first time this tool has been measured on a PAR report.  |
| **Course Name and number:** *HMSV2270- Practicum/Seminar III***Assessment tool (with short description):** *Mid-term and Final Site Supervisor Evaluations***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):** *C. Lynch(FT) and H. Hiroki (adjunct)***Number of students: 12** |  | **17/18:100%****met benchmark of 80%(B-) of above at midterm evaluation.****100 % met benchmark of 80% (B-) of above at final evaluation.** **12/12 students****18/19:100%****met benchmark of 80%(B-) of above at midterm evaluation.****100 % met benchmark of 80% (B-) of above at final evaluation.** **12/12 students** |  | n/a | **Benchmark raised from 70% (C-) in 16/17 to 80% (B-) for 17/18 at recommendation of Assessment Committee.** This course contains HMSV students only. Site Evaluations are completed by the practicum site Supervisor. This grade is based on their evaluation of how the student performed at the site, not based on faculty grade. |

**Important Notes: Please give a brief explanation of the assessment tool used. Remember that you can have more than 4 outcomes and multiple assessment tools if necessary.**

**Reflection question to help you write your comment narrative and choose your benchmarks**

**BASIC PARAMTERS:**

* Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
* This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
* Each faculty member should assess at least one program outcome.
* First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
* Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

**REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.**

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.